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**First Year EFL University Students ' Writing Problems  
and Some Practical Remedies: An Experimental Study at  
the English Department, University of Mohamed Khider  
of Biskra**

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Degree 'Doctorat Es-Sciences' in Applied Linguistics*

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## DEDICATION

*I dedicate this thesis to my small daughter SafaNourEljinan*

*Who greatly shaped my life and always dreamt to see me a PhD holder.*

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## Abstract

This study aims to identify and understand first - year EFL tertiary students' paragraph writing challenges, and to unearth the underlying causes of these inconsistencies to suggest practical remedies that best befit the learning to write. To this end, three data- gathering tools were undertaken: written tasks, open-ended questionnaires, and a treatment. The data were analyzed quantitatively and qualitatively. The findings revealed that the sample's writing shortcomings range from superfluous structures, verbosity, and word choice to debilitating weaknesses in organization of ideas (i.e. style), grammar, vocabulary, and mechanics of writing. The main sources of the EFL students' *malaise* in paragraph writing could be attributable to the (1) ineffective writing teaching methods, and (2) inappropriate teaching media and materials. The written expression module seems to be predominantly and doggedly devoted to grammar instruction and learning *about* writing. That awkward pedagogy engendered the students' inability to apply appropriately grammatical rules in their writing; poor coordination between grammar and written expression teachers; lack of writing practice and insufficient time for scheduling feedback. Hence, an experiment was implemented to examine the extent to which the proposed grammar and writing courses would improve EFL first year students' paragraph writing. The sample comprised an experimental group (EG) of (n=40) students and the control group (CG) (n=40) students. Both groups sat pre- and post-writing tests. The findings revealed that students' writing significantly improved as a result of the treatment accepting, thus, the alternative hypothesis. It was concluded that the EG was able to express ideas cohesively and coherently at the sentence as well as paragraph writing levels. Written Expression teachers are hereby urged to focus on teaching students to learn to write rather than learning *about* writing.

## **List of Abbreviations and Acronyms**

AW: Academic Writing

CC: Control Class (interchangeable with CG: Control Group)

CG: Control Group (interchangeable with CC: Control Class)

DA: Document Analysis

EC: Experimental Class (interchangeable with EG: Experimental Group)

EFL: English as a Foreign Language

EG: Experimental Group ( interchangeable with EC: Experimental Class)

ELT: English Language Teaching

ET: Education Technology

FL: Foreign Language

FL1: First Foreign Language

FL2: Second Foreign Language

G:Grammar

ICT: Information and Communication Technologies

JW: Job-related Writing

L1: First Language

L2: Second Language

LBA: Language Based Approach

LMD: Licence, Master, Doctorate

L1: First year License

L2: Second Year License

L3: Third Year License

M1: First Year Master

M2: Second Year Master

MA: Master's of Arts roughly equivalent to Magistère

MKU: Mohamed Khieder University (of Biskra)

MT: Mother Tongue

N0: Number

N: number of subjects

O:organization

PPMC: Pearson Product Moment Correlation

PGM:Process genre Approach

PW: Personal Writing

%: Percentage

$\Sigma X$ : the sum of the scores of the experimental class

$\Sigma Y$ : the sum of scores of the control class

TEFL: Teaching English as a Foreign Language

TL: Target Language

V: Vocabulary

WE: Written Expression

X: the arithmetic mean of the scores of the experimental class

Y: the arithmetic mean of the scores of the control class

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# **General Introduction**

### 1. Background of the Study

In this digital age, writing effectively is more important than ever before. To be functional locally and globally in the information age to express one's thoughts and put them through informal and formal media requires a good command of the writing principles. These ultimately define who one is and what career one wishes to follow and how successful one would eventually be. In the same vein, Luo (1989) stated "Some of you wish to be writers, some of you wish to be correspondents and journalists, and some of you wish to be translators, while others wish to be teachers. No matter what career you choose, the ability to write is a necessity in life"(p.26).

Writing is, therefore, an indelible part of one's success in life as well as career. It is an essential skill for everyone, regardless of their chosen career. Whether he/she wants to be a writer, a correspondent, a journalist, a translator, or a teacher, writing will be essential for his/her success. It is an indispensable skill for success in life and career. In other words, writing is a skill that everyone should develop, regardless of their profession. It is a tool that can be used to communicate effectively with others, share ideas, and achieve goals.

Writing is a crucial component of literacy. Indeed, writing is an essential skill for EFL students, both academically and professionally. Literate people are distinguished from illiterate people by their ability to read and write, and successful EFL learners are distinguished from unsuccessful EFL learners by their ability to communicate their ideas and thoughts (knowledge) in writing. It is evident that a learner may quickly learn to read easily, whereas writing is very different and challenging. Indeed, writing is not an easy task; it is a complex skill when compared to other language skills, and it is referred to in some contexts as the transformation of one's ideas (thoughts) into written language, and

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pedagogically, we can say that writing is the most used skill through which EFL students are generally examined and tested.

Writing involves several mental processes before being carried out in the final written product, and it has numerous interconnected components. It necessitates initially thinking (generating ideas), writing, and assessing their relationship to one another as well as supporting the main idea. It also necessitates the selection and retention of appropriate vocabulary. Finally, it is necessary to prioritize these concepts so that they can support the major idea, or theme of the topic. Furthermore, the writer must connect his or her ideas, draft a first draft on paper or on a computer screen, revise, edit, and eventually produce the final product. Raimes (1984, p.335) categorizes writing components into eight aspects: content, structure, grammar, syntax, mechanics, word choice, intended audience, and writing process.

Efficient writing needs to be well-structured syntactically, sober stylistically, and appealing physically. Indeed, successful writing must address the following aspects: grammar, vocabulary, mechanics, content, and organization (Hartfiel, et.all 1985, p. 89,cited in Kini Hikmah Hidayati, 2018).So, writing is a system of sequential systems process-wise and product-wise. Grammar is a collection of rules that students can use to build sentences that make sense and are written in acceptable English (Farbrain & Whinch, 1996, p. 108, Cited in Hadayati 2018, p. 23).Vocabulary refers to the English words that students use to express themselves in their writing. As for organization, it is generally understood to stand for the ability of learners to arrange their ideas into logical cohesion and coherence in order to create a united and a comprehensible paragraph.

Students who are able to write well, especially in paragraphs, will be more successful in their studies and future careers. When they become teachers, they will be able to teach

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writing effectively to their students, and when they continue their studies, they will be able to write their Master's and Ph.D. theses successfully. In the context of this study, paragraph writing is especially important for Algerian first-year university students because it will help them to succeed in their studies and future careers. In sum, strong paragraph writing skills are essential for Algerian first-year university students, as they pave the way for success in their graduate studies, post-graduate studies, and future careers.

On the one hand, mastering paragraph writing skills can help students develop essential study skills, such as understanding and expressing ideas in their own words and from their own perspectives. This can help them avoid memorization, rote learning, and plagiarism, which are all discouraged in modern teaching and learning theories. In addition, paragraph writing skills are essential for success in academic courses, as most exams require students to answer questions in paragraph or multiple paragraphs format. In other words, competence in paragraph writing will help students pass all their academic courses successfully because they mainly depend on answering the majority of examination questions in paragraph writing or in multiple paragraphs.

English language learners (EFL students), especially those who aspire to be English teachers, must master paragraph writing in order to succeed in their future careers. Paragraph writing is essential for reflecting on teaching experiences, identifying students' needs and challenges, and tracking students' progress. Additionally, paragraph writing skills are necessary for providing effective instruction, modeling, assessment, and feedback to students.

In a nutshell, writing is a crucial talent that has numerous benefits for the targeted EFL learners in terms of building improved language ability, offering a better opportunity for passing exams, enhancing critical thinking, and supporting students' future career

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opportunities. Despite all aiding software programs, to write efficiently is fulfilling in the long run both personally and professionally.

Writing efficiently both in native and foreign languages is pivotal in successful studies. According to Torrance et al. (1999), one of the most important skills graduates must have in order to succeed in their studies is their ability to write clearly and fluently in their academic setting (p.189). Furthermore, tertiary studies are defined by how well learners write effectively and persuasively. Research studies affirm that “academic writing is likely the most important language skill at the university because students' grades are primarily based on how well they perform on written assignments, quizzes, and tests, or graduation theses” (Leki & Carson, p.174). In short, writing is a quintessential element of literacy beside reading and numeracy; it is, therefore, inescapable as well as indispensable.

The importance of teaching /learning academic writing to tertiary students of English (as a foreign language) cannot be overstated. In fact, Writing is essential for answering questions in subject modules such as linguistics, civilization, and literature. Students who acquire knowledge but do not have the linguistic skills to communicate it in writing will undoubtedly struggle to succeed academically. Acquiring the required knowledge and skills without having the linguistic (namely, syntactic, grammatical, orthography. Mechanics of writing, organization, and cohesive devices, etc.) means to transmit it into the written form is useless it should be ironically likened to Students' Day without students or as Women's Day without women.

Ourghi (2002) estimated that there are two degrees of writing proficiency among EFL 1st year university students: low-intermediate (80%) and high-intermediate (20%). As a result, a research to improve the writing of EFL 1st year university students is desperately needed. Furthermore, Ourghi stated in his research that most EFL learners and teachers

(80% and 86%, respectively) regard writing as a tedious, difficult, and problem-solving process.

However, the main difficulty in this context is how to help our learners in overcoming their writing problems and improving their writing skills. In other words, students know that they have difficulty in writing, but they need the assistance of their teachers to work together to tackle these challenges. The resources used in EFL writing courses do not encourage EFL learners to engage in fruitful writing activities. To summarize, competent academic writing is critical for every university student because it accounts for a large portion of the assessment. The materials used in EFL writing courses do not encourage EFL learners to engage in fruitful writing activities. To summarize, excellent academic writing is critical for all university students because much of the assessment at university is dependent not just on what information students provide, but also on how that information is conveyed in writing.

## **2. Statement of the Problem**

Frustrated EFL writing teachers cried out desperately “It is terrible, it is a catastrophe, I hope I could only find one unique grammatically correct or well-organised paragraph in their compositions; Can't they string together a single coherent sentence?' they know nothing!’. Then, other teachers wondered “Who is to blame? Or how to improve the situation?; We do not know’’. This is what teachers at the English Department, of Mohamed Kheider University (MKU) discuss in their departmental meetings, which proves that EFL writing teachers would like to have insights about what does not work out in their writing classes. As the meeting continued, ideas sparked and strategies for improvement began to take shape. Perhaps, within the ashes of their collective frustration, could bloom a new vision for EFL writing at MKU."



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Interestingly, most EFL teachers at the English Department agree that students' primary problem is writing. This affects not only students' writing performance in the writing module but other modules, which depend on the students' writing abilities as well such as those requiring discipline-related paragraph or composition- writing (i.e., literature, civilization, and research methodology, etc.). It could be boldly claimed that in academic studies, the criterion of success is the writing abilities as success depends on the mastery of the writing skill in writing effective and persuading term papers, essays, and appraisals. Brown and Marshall (2012, p. 654) corroborated "writing is the cornerstone for assessing learning and competence at the university level". Overall, writing is a thoughtful and rational process.

The assessment of writing productions, which is regularly carried out, follow a certain protocol. The three main sections that come to be assessed in any academic composition are "content", "language" and "organization". As for "coherence", which stands for the logical sequence of thoughts, and "cohesion", which refers to systematic structural sequence, are often grouped under "organization" in writing rubrics.

It is fair to acknowledge that the vast majority of EFL students struggle to put their newly learned grammatical principles into practice. As most teachers seem to prefer the deductive (i.e., rule to illustration) method in teaching writing, EFL students strain to come to grips with the right approach to writing. Knowing the rules does not necessarily mean to write efficiently; it is always the book knowledge-practical knowledge dilemma. Competence (knowledge) versus performance is a dilemma that EFL writing teachers must solve.

Nonetheless, a portion of EFL students can perform well in common grammatical exercises. They reportedly fail "flagrantly to apply this shown knowledge to actual writing

tasks'' (Morrow, 2005). This is not because they were not taught; rather, it is because their education did not prepare them to apply their understanding of grammar to their writing. Mindful to these facts, this study makes an effort to help students write better first, by identifying students' writing weaknesses. Similar to a doctor who diagnoses a patient's illness, Calderhead (1998) implies that a teacher's duties include understanding and identifying his/her students' difficulties.

Therefore, the present research is an attempt to investigate the issue and to propose some practical remedies to students' paragraph writing weaknesses. Effective second language teaching requires patience, hard work, and a deep understanding of the learners' needs. Teachers must choose the right methodology and assign appropriate lessons, and they must be prepared to meet the expectations of their students. The teacher of EFL writing has, first of all, to study the challenges and pitfalls faced by his/her students in the process of learning paragraph writing and to find the suitable tasks (Ansari, 2012). It is indeed incumbent upon individual teachers to identify non-native, mixed-ability, EFL learners' weaknesses in producing written works.

First-year EFL students at the English Department at M. K. University of Biskra experience a variety of writing challenges: They fail to know how to write correct English sentences, how to put their ideas together in a coherent manner, or how to choose the appropriate word to communicate their views, despite the fact that the majority of them have plenty of ideas about the topic that their teachers have assigned them to write about. It is strongly believed that EFL students do not write because they lack proper means of transferring information, or because they lack knowledge (namely, ideas). During this researcher's long experience in the teaching of English language, it has been noticed that

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most students face difficulties in writing error-free paragraphs due to reasons that will be investigated and accounted for in the current study.

In theory, it is through grammar and written expression modules that EFL students can achieve *competence* and *performance* in writing. However, in practice from the researcher's long experience in teaching grammar and writing courses, the researcher has realized that developing or improving students' writing abilities cannot be achieved through the existing grammar and writing syllabuses currently taught to first year EFL students at English Department at M.K. of University.

In Algerian universities, TL2 writing instruction is founded on the premise that students who master grammar rules and acquire a broad vocabulary through deductive learning will become proficient writers. Students are tasked with memorizing a significant amount of grammar rules and vocabulary to improve their English proficiency in speaking, reading, listening, and writing. However, there is limited attention given to organizational features like cohesion and coherence, as well as essential writing stages such as planning, drafting, revising, and editing. The researcher is mindful to the fact that coherence and cohesiveness are vital in teaching /learning writing, but these writing features are absent in the writing syllabus to first year EFL university students at the Department of English at M. K. University of Biskra.

Russell (1990) stated that instead of blaming students for their poor writing, instructors/ teachers should support their students to develop their writing skill. Effective teachers are perceptive and adaptive to their students' writing pathways, providing instructional practices that support all their students. They achieve this by identifying specific aspects of writing that require more teaching focus.

### 3. Objectives of the Study

The current investigation aims hopefully to:

- identify, and diagnose common 1<sup>st</sup> year EFL university students' writing weaknesses;
- Unearth the underlying causes of EFL 1st year university students' writing problems (difficulties, challenges);
- recommend adaptation and modification to the current grammar and writing syllabuses and to test the effectiveness of this instructional practices(lessons and activities) through an experiment.

The study ultimately aims at helping 1<sup>st</sup> year university EFL students improve their writing and develop the common shortcomings of basics of writing in paragraph writing. The main objectives of the study are to:

- offer some practical solutions to such issues;
- help the fellow teachers take a reflective stance on their instructional methods, techniques, and means with a view of getting them to change what is ineffective and reflect on some other new approaches that are in line with their learners' needs and domestic circumstances;
- help EFL students improve their writing abilities , so they may effectively complete their university writing assignments and be able to generate various forms of writing—whether for homework, class assignments, or exam answers—they ought to have a strong command of the English language and grasp the sentence and paragraph structures.
- encourage students to develop a variety of writing skills;

- enhance learners' acquisition of a wide range of writing proficiencies needed for producing understandable and effective paragraphs.

The main objective of the present study is to propose a writing instruction that can hopefully participate in implementing writing skills for first year EFL university students at the English Department, M. K. University. Throughout the present study, the researcher has taken it upon himself to suggest different materials of instruction to first year EFL students at English Department at M.K.University of Biskra. These lessons come to be taught via an approach based on the combination of product, process ,genre,and post process approaches. These measures are to be taken seriously to solve students' writing problems, and they are presented in the form of a selection of specific lessons and activities of grammar and writing modules at English Department at M. K. University of Bikra.

Through the present study, the researcher aspires to improve EFL students' writing skills and more specifically paragraph writing in academic context in different modes, with a logical organization of ideas, accurate language usage , appropriate vocabulary, clear and correct mechanics.Developing paragraph writing skill is highly significant to EFL students of any major. Hence, they will be able to submit written assignments according to standards set by prestigious scholars and institutions. Furthermore, knowing and writing a well-structured paragraphs will help them develop other types of writing such as compositions and essays that eventually define their academic achievements.

## 4. Research Questions

A question needs to be addressed so far: How do EFL teachers go about implementing grammar and writing syllabuses effectively, efficiently, and appropriately? In spite of the six years of formal learning of English that Algerian EFL tertiary students have undergone, they still seem to face difficulties in EFL writing. Based on live EFL

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experience in context, the 1st year EFL students lack the writing skill necessary to produce written work of high quality. This raises a number of important questions, which this research study aims to answer. In other words, EFL students have not been acquired yet with the writing abilities that could facilitate a written production; hence, their writing production quality remains low. At this level, a number of relevant questions are raised, answering them goes with the purpose of the present research study.

A significant concern is that students' writing often lacks clarity, not because the content is irrelevant to the topic, but rather because the ideas are not presented or expressed in a clear manner. There is a lack of cohesion between the ideas and sentences, stated or expressed in their paragraphs. The structures and word choice do not seem to mirror faithfully what EFL learners would like to convey graphically. These inconsistencies appear in grammar, vocabulary, and language mechanics as a result of irrelevant stages of the writing process. The students' first drafts are almost always the final version they submit without any awareness of revision and correction. Students are still not aware that writing is not only a product but also a process.

This diagnosis makes an urgent need to react to the current situation by designing an instructional framework that can help EFL tertiary students write better. The proposed grammar and writing courses may assist them to express their ideas in writing in general, especially, in writing paragraphs of different types. Fully aware of these challenges and hopeful to contribute positively to minimizing paragraph writing challenges, this investigation undertakes to address the following research questions:

**RQ1:** What are the common EFL first year university students' writing weaknesses or challenges?

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**RQ2:**What impedes the case study tertiary EFL learners to write well in home situations and in official exams?

**RQ3:** What are the potential causes inflicting the case study tertiary EFL learners' with poor writing?

**RQ4:** In what possible way are these troublesome inconsistencies overcome? In other words, what pedagogic innovations are needed to achieve successful writing?

**RQ5:** What are the effects of using (or adopting) the suggested course program for teaching grammar as well as teaching written expression on improving EFL 1<sup>st</sup> year university students' writing?

**RQ6:** In what possible way does the proposed course program (framework) for teaching grammar as well as written expression provide remedies which will eventually help develop writing abilities among EFL 1st year university students?

NB: The terms challenges and problems are used here interchangeably.

## 5. Hypotheses

The major expectation of this study is that the proposed writing syllabus in teaching/learning the writing skill would have beneficial effects on the learners' written performance. It is believed from the onset that meeting EFL students' needs and expectations would most likely contribute to better writing performance. It is assumed that first-year EFL students' failure in writing is mostly caused by linguistic and psycho-pedagogical problems (lack of self-esteem, lack of self-confidence as well as inappropriate methodology) which leads to psychological problems (namely, learners' demotivation).

Based on these research line of thought, the researcher proposes to test the following hypothesis with its 4 sub-hypotheses:

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H1: If the case study tertiary EFL students at the English Department (M.K.U. of Biskra) are exposed to a more focused, student-friendly instruction as to how to write effectively paragraphs, they would most probably write paragraphs that mirror faithfully what they have in mind to respond positively to written assignments.

Sub-Hypothesis 1: If instruction is focused on mechanics of writing, then first-year EFL students would most likely write accurate paragraphs.

Sub-Hypothesis 2: If instruction is focused on cohesive and coherence devices, then first-year EFL students would most likely write satisfactory paragraphs.

Sub-hypothesis 3: If instruction is focused on stylistic techniques, then first year EFL students would most likely produce native-like paragraphs.

Sub-hypothesis 4: The success of the suggested modified writing syllabus depends primarily on teachers' involvement and commitment (to bridge the gap between theory and practice using judiciously teaching media and capitalizing on students' background knowledge and self-esteem, etc.).

The researcher has been interested in establishing the nature of academic writing weaknesses that first year FFL university students display during their first few weeks of enrolling at the university, why these weaknesses occur and what could be done to make their academic writing experience more successful. It is within the range of this study will try to examine inadequate and ineffective writing instruction, rather than the complex nature of writing as a cause of poor performance.

In sum, these research questions and the research hypotheses would help the researcher to check whether there is a significant difference between the pre-test and the post-test scores on the development of the four specific writing components: organization of ideas, grammar, vocabulary, and mechanics.



The researcher aspires that if these weaknesses in students' academic writing are investigated, identified, their possible (reasons) explained and spotted, and also if they are taught conscientiously via the instructional approach (grammar and writing courses), the outcomes will be beneficial for all stakeholders.

### **6. The Significance of the Study**

Teachers consistently note that students' writings have many shortcomings. When students' written works are evaluated, it is typically found that they lack a solid understanding of the fundamentals of grammar, subject-verb agreement, proper verb tenses, run-on sentences, verbosity, word choice problems, and other writing mechanics pitfalls.

The researcher aims to recommend a rethinking and a reflective perspective of the existent situation where students' writing competence remains insufficient because their compositions are simply a list of ideas lacking structure and clarity. Teachers often find themselves correcting form rather than contents during examinations. Stakeholders, individuals who are on the front lines of education, such as teachers, students, curriculum designers, etc.- will be particularly interested in the study's findings. The study is crucial because it provides rigorous, practical evidence for the potential benefits of teaching grammar on the one hand and teaching writing on the other to support the development of first year EFL university students' paragraph writing skill.

The current study has also the potential to be important since it suggests a flexible , systematic and updated method for teaching EFL paragraph writing in the Algerian English departments that will assist both teachers, curriculum designers, syllabus developers, and foreign language planners in taking the following findings into account:

- Planning course objectives that meet students' needs and interests.

- designing writing tasks and assignments which better suit 1st year EFL students' different proficiency levels.
- implementing diversity in the choice of teaching materials to be used with EFL students in the EFL writing classroom and different writing teaching techniques and materials.
- offering opportunities for collaborative as well as cooperative learning/writing such as pair work and group work.
- establishing positive feedback practices that could be used in the writing classroom.

Since this is an basically an experimental study designed specifically to examine in detail the effectiveness of the practical remedies and innovations to first year EFL university students at M. K. University of Biskra (and Algeria for that matter), the findings will certainly pave the way for further studies to be carried out to further verify the veracity of teaching writing not teaching about writing.

## 7. Research Methodology

The nature of the research question favors an experimental methodology to provide hard evidence to back up the researcher's claim. Furthermore, the researcher made it his point to plan questionnaires for both teachers and EFL first-year students with a view of adding more truthfulness to the outcomes of the treatment. It is claimed that in social and behavioral sciences, questionnaires and interviews are carefully planned to collect data from insiders' (i.e., participants') viewpoint. In so doing, a comprehensive understanding of the cause-effect relationship is achieved. Informative decisions are then taken to bring about the change that decision makers are looking for.

### 7.1. The Choice of the Method

A triangulation of treatment, questionnaires, and content analysis are made to coalesce to get as close as possible to the underlying causes of poor paragraph writing by first-year EFL students at the English Department (M. K. University of Biskra). It is believed that an experimentation, no matter how carefully planned, is not sufficient until a qualitative means is added to prove the researcher's claim.

The nature of this study dictates an experimental research design. This researchers' long experience in teaching writing to first year students, whose mother tongue is other than English, developed in him an intuitive feeling that EFL learners' failure to produce a coherent, well-structure paragraph may be due to faulty pedagogical failure. This deductive reasoning required a "lab-like" approach to check the veracity of this hypothetical thinking. A quantitative undertaking imposes itself, thus, as an infallible means to accept or reject the hypothesis; it is a sine qua non situation. The researcher needed to try the challenge.

### 7.2. The Population and the Sample of the Study

First-year EFL students population has always been considerable at the English Departments. It counts hundreds who come to enroll at the registrar. For many reason than one, newly-Baccalaureate holders are attracted to English studies because English is an international language; it is the language of favorite actors and actresses; it is the language of technology, and it has never been imposed on the Algerian people. In fact, English is an additive bilingualism which does not threaten national languages and cultures. The population of EFL tertiary students at the English Department counted (N=600 ) in the academic year 2015-2016.

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Random sampling, which refers to students' equal chances of being selected for the study, was adopted. The sample counted an experimental group (EG), which counted ( $n=40$ ) and a control group (CG) whose members counted ( $n=40$ ). The EG received the treatment over the whole academic year, while the CG, which was meant to be used as a comparison and to test the null hypothesis (i.e., the treatment has no effect on better paragraph writing by EFL first-year students at the English Department, M. K. University of Biskra).

The target population of this study is first year EFL University students enrolled at MKU during the academic year 2015-2016. There are about ( $N=600$ ) students who are streamed into 12 groups by the Administration. Each group consists of about 40 to 50 students. For practical reasons (namely, the 12 groups are assigned to different teachers among whom the present researcher) it was difficult to deal with the whole population, the researcher's sample was composed of 2 classes which were assigned randomly by the Head of the Department. The total number of the sample in both classes was ( $n=92$ ). The sample represents 15.33 % of the whole population (i.e., 80 students). It should be noted however, that 12 students were ruled out as they missed class or were unable to complete the tests. Group 11 was decided to be the experimental group (EG) and group 2 was the control class (CG).

Both classes who share nearly the same common characteristics: Students' native language for both classes is Arabic and their second language is French. Both groups have nearly similar educational background. Both groups share the same English learning experience (six years of studying English in the previous years (Middle and Secondary schools)). Both groups exhibit similar academic needs to study English with particular

interest in writing. They target to use English in their academic and workplace settings.(EFL students and future EFL teachers).

There are two reasons behind this choice: First, 1st year EFL students are going to start their studying journey at the university and they must be equipped with the basic of writing from the beginning. It is the researcher's strategy to tackle the first year students' writing problems right from the beginning. As it is mentioned, it's better in intervening early. The existing grammar and writing courses fail to equip students with the necessary skills to tackle university-level English writing. As a result, many students opt to discontinue their studies during their first year or face ongoing challenges due to their inadequate language proficiency, especially in writing.

Second, being a teacher of these two classes, the researcher find it easier to deal with all the phases of the research, especially the experiment. The researcher himself is a teacher of both classes of grammar and written expression modules. The teacher-researcher teaches both classes simultaneously. The researcher has thought that this factor will facilitate a great deal of the research problems which generally resulted from access to respondents, availability and readiness of the respondents, the appropriate setting of the experiment and so on.

### **7.3. Data Gathering Tools**

Measurements in research count on reliable data gathering tools, which-if judiciously and expertly utilized, would yield valid outcomes. The present quantitative investigation has relied upon indtruments that are typical to the experimental methodology. Document analysis, questionnaire, and a treatment have all been used with a view of attaining unbiased and generalizable findings. In the section below, the three data gathering tools are detailed.

A reliable and valid study requires more than one instrument to fight of bias. The researcher made it his point to include three instruments to avoid bias. This is known as triangulation. Hence, this investigation employed three different data gathering instruments which are: document analysis, questionnaire, and the experiment which was the major instrument, while document analysis, and questionnaires as a supportive data gathering instruments.

Triangulation, which refers to the use of three instruments, is meant to attain comprehensive understanding under investigation. True experimentation is limited in that it only provides outcomes in the absence of confounding variables. In real life, confounding variables are frequently intertwined with other variable so much so that outcomes become disconcerting rather than assertive. Mindful to the importance of triangulation, it was decided that the use of more than one measurement turned out to be necessary.

### **7.3.1. Document Analysis (Paragraph Writing Samples)**

Document analysis (DA henceforth), which is basically the critical examination of a document with a view of extracting information, is an important instrument in this research. As it is within the range of this investigation to list down EFL students' deficiencies in paragraph writing, it has become necessary to undertake the analysis of the sample's paragraphs. DA aims to DA aims to contribute to the overall research process by providing evidence and insights that inform conclusions, recommendations, and future research directions.

### **7.3.2 Questionnaire**

Literally, a questionnaire is a series of questions which can be responded to by the respondents themselves (i.e., self-reporting) or they can be recorded by a third party (viz, the researcher). Ideally, questionnaires are meant to collect respondents' (or insiders')

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perspectives to complete what is missing in the interpretation of the outcomes that have been obtained thanks to the treatment. Questionnaires are widely used in social and behavioural sciences and constitute an integral part of the quantitative design.

To have a “complete picture” of first-year students’ response to writing paragraphs in English through the traditional and the proposed ones, questionnaires were planned and administered to the stakeholders (namely, teachers and first-year students at the English Department, M. K. University of Biskra). In social sciences and behavioural sciences, which include educational research, identifying, examining, categorizing, and interpreting insiders’ (i.e., participants’) attitudes, beliefs, feelings, grievances, perspectives and thoughts are paramount to better understanding cause-effect relationship.

### **7.3.3. Quasi- Experimental Study**

Though similar to true experiments, quasi-experimental methods also delve into cause-and-effect relationships in education. While historically, true experiments ruled the roost, combining them with research tools like quasi-experiments can bolster the evidence for effective teaching methods. This study employs a quasi-experimental design to examine the effectiveness of the proposed instructional practices in enhancing EFL students' overall writing, with a specific focus on paragraph writing.

## **8. Structure and Organization of the Thesis**

This research work is presented in six chapters that are intertwined to enlighten the reader about the field of research. The general introduction, presents the general background of the study, the rational for choosing the topic, statements of the problem, the general aims and significance of the study, the research questions, research hypotheses, and the structure of the whole thesis.

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The first chapter includes a theoretical overview of the writing skill from different perspectives. It provides definitions of the writing skill from different scholars in order to shedlight on the different aspects of writing types, and purposes, in addition to the micro and macro skills of writing in foreign language contexts. Then, the chapter endeavors to explain the difficulty and the importance of the writing skill according the various teaching writing approaches together with their strengths and weaknesses. As a conclusion of this chapter, wemake some suggestions to achieve a better and more synthetic approach to the teaching of writing at tertiary level especially firstyear EFL university students.

The second chapter focuses especially on paragraph writing, since it is the subject of the study, on one hand, and since the population of the current investigation is first-year EFL students are required to write different genre- paragraphs throughout the academic year either as answering examination papers or homework assignments in the other modules on the other. This study concentrates ona specific writing type- paragraph writing or a short answer is taken here to mean an extended text, usually on paragraph or two paragraphs in length, written in responses to question or instruction. Therefore, this second chapter deals with the concept of paragraph writing, characteristics of an effective paragraph writing, features of students' problems in EFL paragraph writing, causes for students' problems in EFL paragraph writing,

The third chapter describes the EFL teaching/learning situation at English Department, MKU, explains how grammar and writing modules are taught at the level of English Department, University of Biskra and presents the Grammar and written Expression syllabus used. It also highlights the role of grammar in teaching writing and it deals with teaching and learning grammar fluently and effectively.

Chapter four presents the research design and methodology, including the research



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instruments and their justification, as well as the data analysis procedure. This chapter aims to provide the qualitative and quantitative results of the study, which will allow for the identification and understanding of the writing difficulties encountered by EFL first-year students and the underlying causes of these difficulties. This chapter describes the research methods used in this study to achieve its objectives.

Chapter five displays the findings from the three research tools used in this study in attempt to answer the research questions and to test the the main hypothesis and its subsequent four sub-hypotheses stated in the present study. This chapter presents the analysis of research outcomes of the experiment in pre-test, and post –test and discusses quantitative and qualitative data description. It outlines the researcher methodology of this investigation. The research has been conducted into two phases and the researcher methodology is, thus, discussed over two phases.

Data in phase one are collected by using a qualitative approach. Written students' paragraphs and both students' and teachers' questionnaires are collected and obtained from the subjects of 1<sup>st</sup> year EFL students and written expression and grammar teachers modules at the English Department of MKU. In phase two a quantitative approach is followed. In this phase, data are obtained through the experiment pre-test and protest results. This research study is aligned with the experimental research methodology in that it involves implementing an intervention that may potentially lead to change and probable improvement.

The sixth chapter highlights the key insights gleaned from experimentation, questionnaire analysis, and interpretation of the the resul offering practical recommendations. This section provides suggestions and recommendations for teaching and learning writing skills, with a focus on pedagogical implications that could be

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beneficial for improving the current situation. A study that does not help decision makers to have informative “intelligence” to occasions the necessary changes in the teaching of foreign languages and their micro-skills seems to have missed the point. It is incumbent upon this chapter to lend a helping hand and hard evidence to implement the must-sought pedagogical and instructional changes in the national curriculum.

Following the exploration of data obtained through questionnaires, pre- and post-tests, alongside students’ engagement in grammar and writing activities, the thesis culminates in a comprehensive conclusion and identification of key findings, further supported by appended students’ paragraph samples.

# **Chapter One**

## **Theoretical Overview of Writing Skill**

## Introduction

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#### 1.1.2. Writing for Accuracy/ Appropriateness of Ideas

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1.9.6. Weaknesses of the Genre Approach

1.9.7. Comparing Product, Process, and Genre Approaches

1.9.8. Synthesis of Three Approaches

1.9.9. A Process Genre Model

Conclusion

**Writing is the art of assembling ordinary words to say extraordinary things.- Edgar**

**Allan Poe** (Taken from: The Works of Edgar Allan Poe, Volume 1: This

collection includes his essays and reviews, where he discusses the power of words and the art of writing.)

**Introduction**

In the information age, writing has turned out to be inescapable in that people write pieces as part of social and professional exchanges. The messages come in different shapes and flavors. They range from informal gibberish to more formal reports to fulfill different socio-cultural functions. In spite of the fact that people frequently write, they express difficulties particularly when it comes to writing effective pieces. So, what makes this skill so challenging to both native and non- native speakers?

This chapter seeks to provide an overview of the theory of writing in EFL classes. The premise is to attempt to understand and examine what it means to be able to write in a foreign language, which is by no means an easy undertaking. Writing in the mother tongue as well as in a foreign language has been the Achilles' heel in the teaching – learning process. This endeavor to follow the writing skill from highly abstract notions to more operationalized definitions represents an opportunity to help understand the issue of writing in the EFL classes from different perspectives.

**1.1. Defining and Understanding Writing**

Giving a concise, precise description of writing is a challenging. Many linguists and experts have provided various definitions of writing. First, writing is the act of creating written works, such as stories, poems, or articles, as defined by the Longman Dictionary. Oshima and Hogue (1997) argue that writing is a continuous or an ongoing process. This indicates that before writing something down, a person has previously thought about what to say and how to say it. Then, after finishing his/her writing, he /she reads it over and makes any necessary modifications. As a result, writing is a process that involves many phases rather than a single action. (1997, p.2). In brief, the ability to write well is a crucial skill for success in university, work, and life. Writing allows us to communicate our ideas



clearly and effectively, to share our thoughts and feelings with others, and to learn and grow.

### **1.1.1 Writing as a Process**

Brown (2001) defines writing as a "thinking process" that involves "generating, organizing, and expressing ideas in writing" (p. 336). He emphasizes that writing is not simply a matter of transferring thoughts from one's head to a piece of paper, but rather a complex process that requires writers to think critically about their ideas and to communicate them effectively to an audience.

Brown also identifies a number of key features of writing, including:

- Purpose: Writers must have a clear purpose for writing, such as to inform, persuade, or entertain their audience.
- Audience: Writers must consider their audience when writing, and tailor their writing to meet their audience's needs and expectations.
- Content: Writers must develop and organize their content in a way that is clear, logical, and engaging.
- Language: Writers must use language in a way that is appropriate for their audience and purpose.
- Conventions: Writers must follow the conventions of writing, such as grammar, punctuation, and spelling.

Brown's definition of writing is helpful because it emphasizes the importance of thinking and communication in the writing process. It also provides a framework for understanding the key features of writing. He also notes that writing is a thinking process. In addition, he states that "writing can be planned and given with an unlimited number of revisions before its release" (p.336). It is worth noting that writing is not a single act of

putting words on a page. It is a process that involves multiple/ various phases, including prewriting, drafting, revising, and then editing.

Brown (2001) further states that Elbow (1973) conceives the writing process as made of two aspects: Semantic and linguistic aspects as shown in the figure below

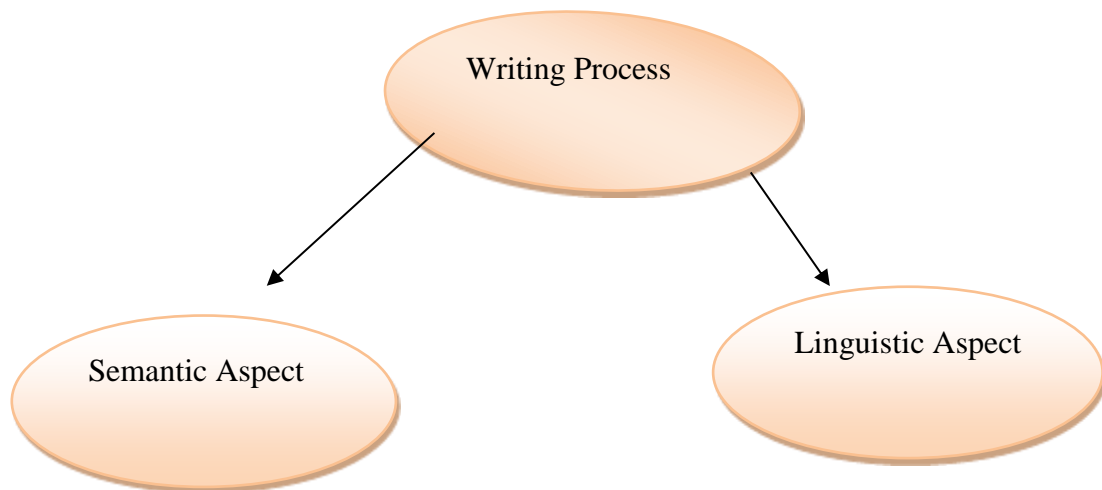


Figure 1 The Steps of the Writing Process according to Elbow (1973)

According to Elbow, non- native EFL students struggle to concretize their abstract thoughts. i.e., meaning, and the choice of language to express their thoughts appropriately. It could be deduced that writing is a thinking process in which EFL students have to use their critical thinking in order to speak up what is going on in their minds. In addition, writing can be described as "When we write, we use graphic symbols, i.e., letters or combinations of letters, which relate to the sounds we produce when we speak," according to Byrne (1988, p. 1). It means that when we write, we are using pictorial symbols (letters) to convey our thoughts and ideas. These letters must be put together to create words, and these words are put together to create sentences. Rivers (1981) additionally, demonstrates that writing is a way to communicate your thoughts and ideas in a clear and organized way.

Urquhart and McIver (2005) state that writing is a complex process that requires

ongoing revisions and adaptations to meet the students' needs. In other words, writing is not simply a matter of putting words on paper or laptop screen; it is a process of communication that involves a deep of the readers' understanding, the purpose of the writing, and the context in which it is read. For this reason, effective teachers are constantly aware of the needs of their students. They consider the students' knowledge, interests, and biases. EFL writing instruction is a multifaceted endeavor that requires teachers to be attuned to the students' expectations, the demands of the writing task, and the ever-evolving landscape of communication.

### **1.1.2. Writing for Accuracy/ Appropriateness of Ideas**

The writing skill refers to the ability to communicate ideas or thoughts in a structured manner that is intelligible to readers. It is a process that involves generating ideas, organizing them into coherent and meaningful chunks, and expressing them through the use of appropriate language usage. As Nunan (2003, p. 88) corroborates, that writing is a process of "thinking to create ideas, thinking about how to express them into good writing, and arranging the ideas into sentences and paragraphs clearly and accurately". The writing competency is the realization of highly abstract ideas into manageable linguistic units that clearly state the students' minds.

Writing and communication are symbiotic in that they occur almost simultaneously. Writing allows individuals to put across their ideas and emotions through the appropriate utilization of linguistic symbols. It is a powerful tool for sharing information, persuading others, and expressing oneself creatively. Brown (2001) assumes that writing can help students "turn thoughts into words, to polish core concepts, and to give structure and meaningful organization to one's written work". Hence, writing is another means to concretize ideas so that the sender and the receiver are "on the same page".

### 1.1.3 Writing for Education and Learning

In the educational context, writing is a valuable tool for learning and assessment. Through writing tasks, students are given the opportunity to demonstrate their understanding of course material. i.e., lessons, to develop their critical thinking skills, and to communicate their ideas effectively. It can also be used to share ideas with a wider audience, such as through weblogs, online platforms, and social media. Writing is made of a number of intertwining subtle elements which may confuse the layman's simplistic minds. By developing their writing skills, students can learn to think logically, sequentially and systematically to couch their mental schemata into common speech. .

In Tarigan's view (2009), cited in Ayu. P (2016, p 03), writing serves as a representation of symbols that define a language, enabling individuals to decipher these symbols if they possess an understanding of both the language and the associated imagery. Students can express their ideas, opinions, thoughts and feelings, and experience through writing. In the same line of thought, Ismed (2013) cited in Ayu. P (2016, p 03) illustrates that writing is a way of communicating thoughts and ideas to others by using words. Writing allows us to communicate with others in a way that is more precise and nuanced than verbal communication. It also allows us to share our ideas with a wider audience than we could ever reach in person.

Additionally, writing can be a powerful tool for self-expression and learning. Harmer (2010) cited in Ayu. P (2016, P.3) confirms that writing is a process that involves multiple stages, including (1) drafting, (2) reviewing, and (3) redrafting. Nonetheless, students seem to need expert guidance and clear instruction from the more knowledgeable other to put it in Vygotsky's terms to learn how to write efficiently.

It must be clarified from the very onset that writing is not a simply combination of syntax and lexical items. It is unfair to telescope writing to the right use of syntax and word choice. In fact there is much more to that. Both Hayes (1996, citred in Ayu, 2016, p 03) and Weigle (2002,p.20) seem to ascertain that writing is more than just knowing how to use grammar and vocabulary correctly. It is also about being able to communicate your ideas clearly and effectively. Hayes and Weigle further claim that as writing occurs in a social situation, it is basically social.

The history of social interaction influences the writing's subject matter, style, and audience. To make writing clear and acceptable, it is crucial to learn about the native speakers' culture. It stands to reason that to convey the precise meaning in writing and culture are interrelated. In the same vien, Hayes (1996) and Weigle (2002) attract the attention to the fact that three mental tasks seem to characterize the writing process. Text interpretation needs to be seen as the attempt to examine and understand what the text is all about ( main idea, arguments, illustrations, events and so on). The second task is to think about the deeper meaning and implications of the text while the third task, i. e., text production refers to translating cognitive schemata into lexical syntactical and stylistic elements which are intelligible to potential audiences. The writing process can be illustrated through the following figure provided by Hayes (1996) and Weigle (2002) (p.25-26).



Writing Process → Text Interpretation + Reflection on the Text+ Text Production

**Figure 2 The writing process according to Hayes (1996) and Weigle (2002) (p.25-26).**

This research has sought to identify the pillars of writing in EFL situations. This skill is essential in the learning of the foreign language and therefore it ought to be learned,

practiced and mastered. It is widely recognized that this highly intellectual activity is made up of three elements in interplay: thinking and reflecting, drafting and reviewing (i.e., proofreading and editing). Writing is a way of communicating that allows students to combine the knowledge they have learned into a composition that meets the standards of good English writing, including using the correct content, formatting, sentence structure, vocabulary, punctuation, spelling, and letter formation.

Differently stated, EFL writing is considered a productive skill along speaking. It is in fact a competency in which efficient communicating ideas and feelings by organizing these and expressing them using the right lexical repertoire, correct grammar and mechanics into an articulate piece of writing. An efficacious EFL learners' writing content need be coherent, reasoned, well structured, engaging, and systematically arranged, with a broad vocabulary and a command of mechanics rules. (Jacobs 1981; Hall, 1988).

It is worth of note to reiterate that writing ability is thought to be an important means of interpersonal interaction that uses verbal and non-verbal communication. Nunan (1989) one of the leading figures in Applied linguistics and language teaching methodology considers EFL/ ESL writing involving other aspects more than merely a pen on paper. The writing skill indeed involves complex mental processes such as reflection, perception, arrangement of ideas, word choice, and socio-cultural insights. Writing is demonstrably a key component of language acquisition and learning. Research across linguistic disciplines points to the profound impact of writing on our ability to grasp and master a language. From solidifying vocabulary and grammar to fostering critical thinking and self-expression, writing plays a multifaceted role in language development.

A language is commonly defined as a means of communication. It is typically described as an abstraction set up on the linguistic behavior of its users. Nonetheless, it is a

system of conventional spoken, manual, or written symbols and codes by means of which a social group express themselves. Studies of language in society and in the mind (sociolinguistics and psycholinguistics) have identified a number of functions for language. These include communication, expressing national or local identity, creative expression, and playfulness. Language can also be used to create or use symbols to express emotions.

#### **1.1.4. Writing as a Competence in Language Proficiency**

Learning a language requires the development of the four skills, both receptive skills and productive skills. Receptive skills cover listening and reading i.e to receive the language and decode the meaning to understand the message. Whereas productive skills are speaking and writing; the language acquired will be used to produce a message through either a verbal discourse or a written text. In the process of communication, all of these skills are included. In learning a language, the writing skill is one of the most important skill that should be mastered to improve the communicative competence. Typically, students seem to be well versed in the rules on how to communicate to others, how to acquire the knowledge of the language, and even how to communicate about the language itself; hence this is determined as the language competence.

In the same line of thought, Brown (2000) denotes the definition of a language competence as “Language competence is the underlying knowledge of a language's system, including its grammar rules, vocabulary, and how all the parts of the language fit together.” (p.31). Additionally, Bachman (1990) offers a more inclusive model emphasizing the processes by which diverse constituents interact with each other and with the context in which language use takes place, subdividing the language competence into two sections: organization competence and pragmatic competence.

Bachman (1990) points out that “organization competence is the ability to

comprehend and form correct sentences, understand meaning of sentences and put down these sentences into a text” (p. 87). Based on this substantiation, it can be drawn to a close that writing is one part of the aforementioned competencies. Writing motivates students to concentrate on precise language use, according to Harmer (2004). Writing is therefore best understood as a written depiction of a language and has a prescriptive nature.

Byrne's (1997) concise definition of writing as 'a sequence of sentences arranged in a particular order and linked together in certain ways to form a coherent whole' accurately captures the essence of effective written communication. It emphasizes the importance of order and coherence, which are crucial for conveying ideas clearly to an audience. Byrne's definition also underscores the significance of structure in writing. Texts are not merely random collections of sentences but rather organized structures that guide the reader towards understanding the writer's intended message. Overall, Byrne's definition of writing is a comprehensive and insightful description of this essential communication skill.

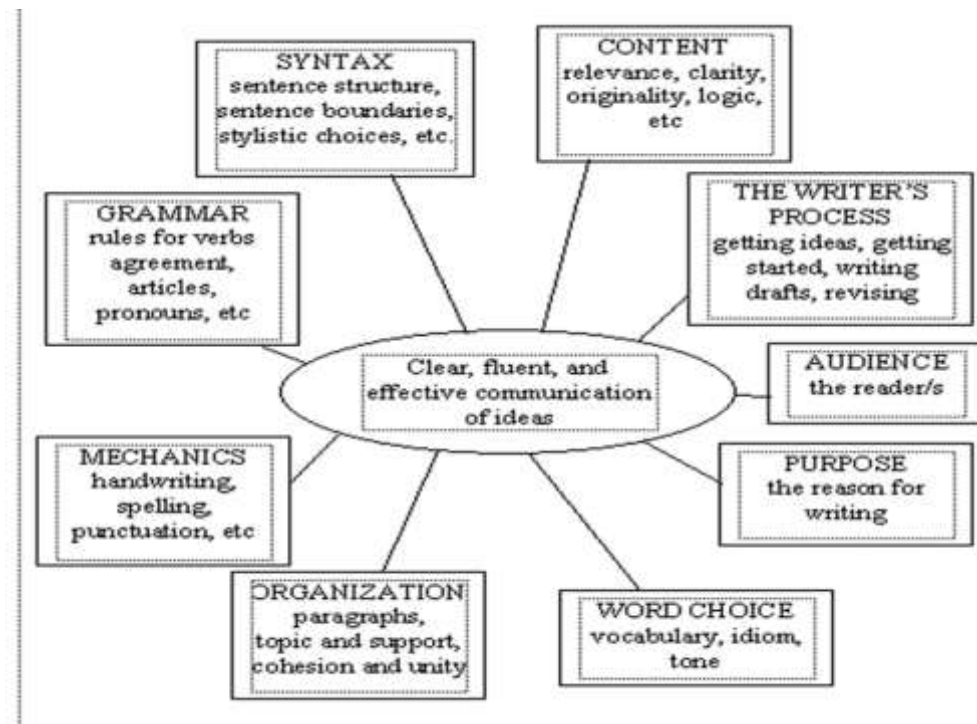
Moreover, Shokrpour&Fallahzadeh (2007) identify writing as a complex skill that is difficult to learn, especially in an EFL context, because it requires the writer to have strong communicative skills and to be able to adapt their writing to the social context in which it will be used (p. 147). To conclude, it is crucial for EFL teachers to provide students with opportunities to practice writing in a variety of contexts. This could involve giving students opportunities to write different types of texts, such as paragraphs, essays, stories, and emails. It is also important to provide students with feedback on their writing so that they can learn from their mistakes and improve their writing.

## **1.2 Aspects and Components of Writing**

It is worth of noting that writing has a variety of aspects that students should have knowledge about. Raimes (1983) claims that there are various aspects that the writer has to



cope with as he/she produces a piece of writing. These aspects are illustrated in the diagram below.



**Figure3** Producing a Piece of Writing (Raimes 1983, p. 6)

As EFL teachers have recognized the different features of writing, they have developed some tendencies to how to teach writing, informed by their understanding of how writing is learned. These tendencies stem from the basic assumptions that:

- ❖ Writing is not just about writing individual sentences, but about connecting those sentences together in a meaningful way.
- ❖ Writers have a reason for writing.
- ❖ Writing is a valuable means for all students to learn.

Moreover, eight writing components are identified by Raimes (1983) as being important for producing high-quality writing. These components are:

**Table 1** Components of Writing proposed by Raimes ( 1983, p. 6)

Component	Explanation
Grammar	The rules of language that govern the structure of sentences and phrases.
Mechanics	The technical aspects of writing, such as Handwriting, spelling, punctuation.capitalisation.
Organization	Topics, and supports, cohesion and coherence.The way the ideas in the writing are structured.
word choice	The selection of words used in the writing.
Purpose	Reason for writing.
Audience	Reader(s).The intended readers of the writing.
The writer's purposes	The reason for writing the piece of writing.
Content	The ideas, information, and arguments presented in the writing.

The table above illustrates the different components such as grammar, mechanics, organization, etc. that make up effective writing. Each component is essential for producing clear, concise, and engaging writing. When crafting a paragraph or composition, the writer should take these aspects into account in order to produce quality writing. In nutshell, It is essential to develop strong writing skills in all of the components of effective writing in order to produce high-quality work, i.e., a paragraph or essay., it is equally important to focus on the components that are the linchpin for the specific type of writing that the writer is producing.

### 1.2.1 Micro skills and Macro skills of Writing

Micro skills, which typically explain writing mechanics at the word level, such as cohesive devices, verb tense, etc. are more ideal for imitative and intensive sorts of writing performance. The macro skill, on the other hand, encompasses a wider range of writing

aspects, including the structure and communicative intent of a written text, the main idea and any supporting sentences, the writing's literal and suggested meaning, etc.

As a result, it concerns the entire written text and not just a single word. Mantra and Kumara (2018) advocate for the comprehensive acquisition of both these skills by students to achieve independent proficiency in crafting well-written English texts. Hence, both grammar and writing skills are essential for success in academic career and in the workplace. In today's world, students are expected to be able to communicate effectively in writing in a variety of contexts, from writing emails to writing reports, essays, dissertations and PhD theses.

Brown's (2004, p 221 cited in Yuanita, Damayanta 2009, p 31) asserts that writing is a multifaceted endeavor encompassing a multitude of intricate elements. He separates writing into two categories which are micro and macro skills, with an emphasis on both the structure and the purpose of language. The figure below clarifies the two categories of writing.

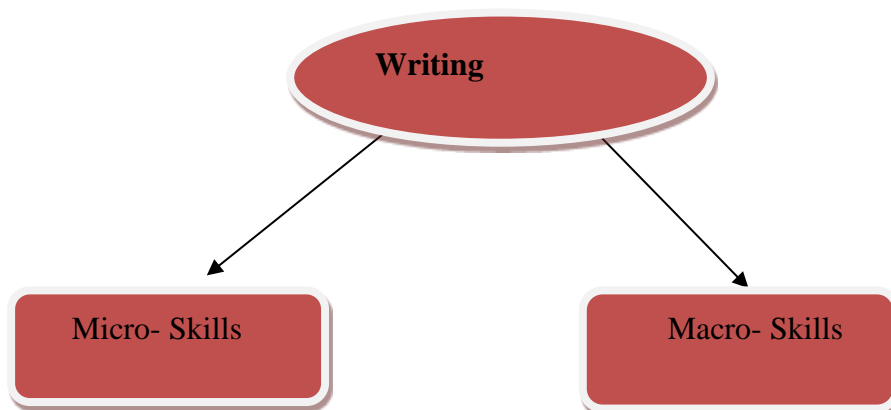


Figure 4 Writing Categories (Brown, 2004, p221)

**A) Micro skills:**

According to Brown (ibid), micro skills of writing are the lower-level skills that writers need to produce grammatically correct and well-spelled written texts. Micro skills include:

- Producing graphemes and orthographic patterns of English. This includes writing correctly spelled words, including correct graphemes (the smallest units of writing) and orthographic patterns (rules about how letters are used to form words).
- Producing writing at an efficient rate of speed to suit the purpose. This means writing quickly enough to meet the needs of the situation, such as writing a quick note to a friend or writing a formal essay for school.
- Producing an acceptable core of words and use appropriate word order patterns. This means using a variety of words and phrases in your writing, and arranging them in a way that is easy for others to read and understand.
- Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules. This means using correct grammar in your writing, such as using the correct tense of verbs, making sure that nouns and verbs agree in number, and pluralizing nouns correctly.

Brown(ibid)also argues that micro skills are essential for effective writing because they provide the foundation for macro skills. In other words, micro skills allow writers to produce grammatically correct and well-spelled texts, which is a necessary precondition for communicating ideas effectively.

Here are some examples of how micro skills can be applied in writing:

- Graphemes and orthographic patterns: When writing a sentence, you need to be able to spell the words correctly. You also need to be aware of orthographic patterns, such as the fact that the plural of "cat" is "cats" and the past tense of "run" is "ran."
- Writing speed: When writing a timed essay, you need to be able to write quickly enough to finish the essay within the allotted time.

- Core of words and word order: When writing a sentence, you need to choose the right words and arrange them in the correct order. For example, the sentence "The cat chased the mouse" is correct, but the sentence "Chased the cat the mouse" is not.
- Grammar: When writing a paragraph, you need to use correct grammar. This means using the correct tense of verbs, making sure that nouns and verbs agree in number, and avoiding grammatical errors such as comma splices and dangling modifiers.

Micro skills are essential for effective writing because they allow writers to produce texts that are both grammatically correct and well-spelled. By developing and using micro skills, writers can create a foundation for effective communication.

### **B) Macro skills**

According to Brown (ibid), macro skills of writing are the higher-level skills that writers need to produce effective and appropriate written texts. Macro skills include:

- Understanding the rhetorical forms and conventions of written discourse. This includes knowing how to use different writing styles and formats (e.g., narrative, expository, persuasive) and how to organize your writing in a logical and effective way.
- Appropriately accomplishing the communicative functions of written texts according to form and purpose. This means being able to write in a way that is clear and effective, and that achieves the purpose of your writing (e.g., persuading the reader to agree with your point of view or informing them about a particular topic).
- Conveying links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information,

generalization, and exemplification. This means organizing your writing in a way that shows the relationships between different ideas.

- Distinguishing between literal and implied meanings of writing. This means being aware of the different ways that language can be used, and understanding that the meaning of a text is not always explicit.

Brown also argues that macro skills are essential for effective writing because they allow writers to produce texts that are both grammatically correct and meaningful. In other words, macro skills help writers to communicate their ideas in a way that is clear, concise, and persuasive.

Here are some examples of how macro skills can be applied in writing:

- Rhetorical forms and conventions: When writing a formal essay, you would use a different writing style and format than when writing a personal letter. You would also organize your essay in a different way, using an introduction, body paragraphs, and conclusion.
- Communicative functions: When writing a persuasive essay, you would use different language and rhetorical devices than when writing an informative essay. Your goal in a persuasive essay is to convince the reader to agree with your point of view, so you would need to use evidence and arguments to support your claims.
- Links and connections: when writing a research paper, you would need to show the relationships between different sources of information. You would also need to distinguish between your own ideas and the ideas of others.
- Literal and implied meanings: When writing a literary analysis essay, you would need to interpret the meaning of a text, including its literal meaning and its implied

meaning. You would also need to consider the author's purpose and the historical and cultural context of the text.

Macro skills are essential for effective writing because they allow writers to produce texts that are both grammatically correct and meaningful. By developing and using macro skills, writers can communicate their ideas in a clear, concise, and persuasive way:

- 1- Use the rhetorical forms and conventions of written discourse.: Use a variety of writing styles and formats to suit the purpose of your writing, such as writing a formal essay, a personal letter, or a business proposal.
- 2- Appropriately accomplish the communicative functions of written texts according to form and purpose.: Write in a way that is clear and effective, and that achieves the purpose of your writing, such as persuading the reader to agree with your point of view or informing them about a particular topic.
- 3- Establish clear connections between events, and effectively communicate relationships such as main idea, supporting idea, new information, given information, generalization, and exemplification. In other words, organize your writing in a logical way, and show the relationships between different ideas. For example, you can use transition words and phrases to show how one idea leads to another.
- 4- Distinguish between literal and implied meanings of writing.: Be aware of the different ways that language can be used, and understand that the meaning of a text is not always explicit. For example, writers often use figurative language, such as metaphors and similes, to create a particular effect.
- 5- Use culturally specific references accurately and appropriately in your writing.
- 6- To improve your writing, develop and use a variety of writing strategies, including the following:

- Accurately assessing your audience's interpretation: Consider your audience's needs, interests, and knowledge level when writing. What do they already know about the topic? What do they need to know?
- Using prewriting techniques: Prewriting techniques such as brainstorming, mind mapping, and outlining can help you to generate ideas and organize your thoughts before you start writing.
- Writing with fluency in the first drafts: Don't worry about grammar, spelling, or punctuation in your first draft. Just focus on getting your ideas down on paper.
- Using paraphrases and synonyms: Paraphrases and synonyms can help you to avoid plagiarism and to make your writing more interesting and engaging.
- Soliciting peer and instructor feedback: Ask peers and instructor for feedback on your writing. This feedback can help you to identify areas where your writing needs improvement.
- Using feedback for revising and editing: Once the writers have received feedback, use it to revise and edit their writing. Make sure to proofread the written work carefully before submitting it.

For more clarification the following table illustrates better the micro and macro skills  
(Brown, 2007, p. 399)



Table 2 Categories of Writing ( Brown, 2007, p. 399)

Micro-skills	Macro-skills
<p>Be able to write the letters and spelling patterns of English words correctly.</p> <ul style="list-style-type: none"> <li>• Be able to write quickly and efficiently, depending on the purpose of the writing.</li> <li>• Have a vocabulary of common words and be able to use them in the correct order.</li> <li>• Be able to use grammar, including tense, agreement, and pluralization, correctly.</li> <li>• Be able to express the same meaning in different ways, using different grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Use cohesive devices to connect your ideas in a meaningful way.</li> <li>• Use the appropriate forms and conventions of written discourse, such as essays, letters, and reports.</li> <li>• Tailor your writing to your audience and purpose to ensure that it is effective and communicative.</li> <li>• Show how events are related and communicate relationships such as main idea, supporting idea, new information, given information, generalization, and exemplification.</li> <li>• Understand the difference between literal and implied meanings and use them appropriately in your writing.</li> <li>• Correctly use culturally specific references that are relevant to your audience.</li> <li>• Use a variety of writing methods, such as: <ul style="list-style-type: none"> <li>• Understanding how your audience will interpret your writing</li> <li>• Using prewriting exercises to generate and organize your ideas</li> <li>• Writing freely in your first drafts without worrying about grammar or spelling</li> <li>• Using paraphrases and synonyms to avoid plagiarism and make your writing more interesting</li> <li>• Getting feedback from peers and instructors and using that feedback to improve your writing</li> </ul> </li> </ul>

The above table shows the difference between micro-skills and macro-skills in writing. Micro-skills are essential because they are the foundation for macro-skills. In order to be a successful writer, he/ she needs to master micro-skills. However, macro-skills are equally important because they are what allow the writer to communicate his/ her ideas effectively to others.

### 1.3. Types of Writing

Writing is a complex skill that can be used for a variety of purposes. There are many different types of writing, each with its own unique features and conventions. Writing can be classified into many different categories, each with its own specific purpose. Some of the most common types of writing include:

#### 1.3.1 Types of Classroom writing Tasks

Nunan (2003) claims that writing is a complex process that involves gathering ideas, organizing those ideas, and expressing them clearly and concisely. While educational standards guide the initial genres second-language writers explore, their creative repertoire expands as their proficiency grows. From simple dialogues and descriptions to complex literary forms like poetry and personal compositions, the possibilities become progressively diverse. Second language learners, who are not directly under a teacher's supervision, must use their target language both productively and receptively while obtaining the proper instruction.

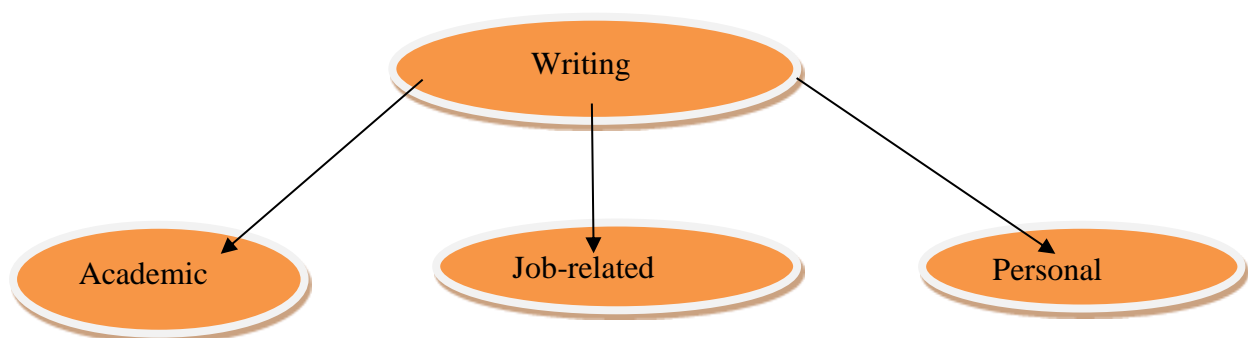


Figure 4 Types of Writing

The figure above shows the various types of writing.

**1.3.1.1. Academic writing**

Academic writing ( henceforth AW) is utilized mainly to communicate ideas and information in a formal setting; it is typically used in schools, universities, and other academic settings ( universities, colleges, and academic circles). AW is usually characterized by its use of complex sentence structures, sophisticated vocabulary, and a focus on objective evidence.

**1.3.1.2. Job-Related Writing**

Job-related writing (JW) indicates the exchange of mail and reports in the workplace. It can include things like emails, reports, and presentations. JW is characterized by its clear and concise style; it focuses on professional communication, and it employs specific and relevant information.

**1.3.1.3. Personal Writing**

Unlike the previous types, Personal writing (PW) is a relaxed style in which writers express themselves freely to their friends, family and acquaintances. PW includes letters, diaries, and weblog posts, facebook, X, and so on and so forth. What is more, PW is typical to informal, casual social situations. It is characterized by subjectivity, double negations, contractions, run-on sentences, dialects, slang and Rhyming slang, crude language, clipping, abbreviations, and so on.

**1.3.2. Writing in EFL Classes**

The writing skill is one of four skills taught in foreign languages classes. It is an established fact that first year students think that to be a good writer in English, they need to write what they think into paper without bringing any changes into the text. Differently stated, they reckon that personal writing could be overgeneralized to job related

and academic writing. This might account for the appearance of informal diction in their paragraphs which eventually negatively affects their productions (viz, low marks).

Writing scholars outline different types of classroom writing based on the functions of each type. Brown (2001, p.344) stated that there are six basic types of classroom writing performance:

**1.3.2.1. Imitative Writing**, or writing down: Learners are novices in this writing performance. They undoubtedly keep track of English words and letters. For the purpose of learning the orthographic code at this level, sentences may be noted down. As a result, this category covers common dictation types.

**1.3.2.2. Intensive or controlled writing:** It is also known as guided writing. It is a commonly used task where the learners put words down and change a given paragraph based on a model structure. In this form of writing, grammar exercises and intensive writing are frequently practiced. In guided writing, although teacher's supervision is loosened, hence, certain stimulators are provided for the students. Another form of controlled writing is a dicto-comp.

**1.3.2.3. Dicto-comp** is a technique used by teachers to teach students how to write by having them listen to a piece of writing and then rewrite it in their own words. This technique helps students to improve their listening comprehension skills, acquire new vocabulary and grammatical structures, and improve their writing fluency and accuracy.

**1.3.2.4. Self-writing:** Here, the writer is the only intended audience. It is a way to reflect on one's thoughts, feelings, and experiences, and to process them in a meaningful way. Some common examples of self-writing include journaling, note-taking, and writing in a personal diary.

**1.3.2.5. Display writing:** It is one of the academic classroom writing techniques to be

learned by all language students. Display writing includes short answer exercises, essay examinations, and multiple paragraphs and even short research reports.

**1.3.2.6. Real writing:** Real writing carries messages to an audience and might take the shape of academic writing, professional or technical writing, or writing with a personal focus.

Six distinct types of classroom writing assignments with varying degrees of difficulty have been highlighted from the aforementioned. The EFL/ESL instructor can teach the students how to execute all five sorts of classroom writing assignments, from the simplest to the most challenging.

## **1.4. Purposes of Writing**

Writing is a powerful means that can be used to realize a variety of purposes. It can be used to inform, persuade, entertain, and express oneself. Students have many reasons for writing, including being assessed, improving their critical thinking skills, understanding and remembering information, broadening their learning beyond the classroom, and enhancing their communication skills. They also write to prepare themselves for future careers in different fields (Coffin et al., 2005). In Algeria, EFL students primarily write for summative assessment purposes, such as end-of-course tests and exams.

### **1.4.1. Writing to inform**

Writing to inform is the process of communicating information to a reader in a clear and concise way. It is used to teach/ inform readers about new things, to explain complex concepts, or to provide updates on current events. Penny Ur (1991,p.163) points out “the fundamental purpose of writing is the expression of ideas and the dissemination of messages to the reader.” Therefore, it is arguable that the writing's most significant component is its ideas. This implies that writers always have goals in mind when they

write. They must take into account the intended audience for their writing because this will affect not only the style of text they seek to create but also the language they employ and the sources they decide to use.

#### **1.4.2. Writing to explain**

writing to explain is to take what is ambiguous and make it clear. A writer who comprehends a complex subject in expository writing must ensure that his readers do as well. All of us often use a variety of techniques to clarify concepts for others in conversation, and these same methods can serve as the basic strategies for organising an explanation in writing.

#### **1.4.3. Writing to Persuade**

Most of the important writing we do in our personal, professional, and academic lives is persuasive in nature. This includes writing letters of complaints, job application letters, and even essays and paragraphs on exams.. Briefly, writing persuasively will likely be required for a variety of tasks that depend on the purpose and the arguments.

#### **1.4.4. Writing to Amuse Others**

Writing to amuse is a form of writing that aims to entertain the reader. It is often used in fiction, such as novels and short stories, but it can also be used in non-fiction, such as humorous essays and personal anecdotes. Thus, to amuse or entertain requires that the writer focuses on readers other than himself/herself. In other words, the writer may enjoy the experience and takes pride in what he/she accomplishes, but he /she cannot settle for amusing himself/herself alone.

Writing to amuse is a joyous experience, both for the writer and the reader. It's a chance to bring pleasure to others by sharing your unique sense of humor and perspective. When writing to amuse yourself, the satisfaction comes from knowing that you have successfully

made yourself laugh. But when writing to entertain others, the goal is to make them laugh or smile. Whether you're writing a humorous essay, a funny short story, or a witty poem, the key is to be genuine and compassionate. The best humor comes from a place of love and understanding, not from scorn or ridicule.

### **1.5. Differences between L1 and L2 Writing**

The First language (L1) and the Second language (L2) writing processes differ in a variety of ways, including knowledge about grammar, vocabulary, syntax, and discourse structure. These differences can be attributed to a number of factors, such as the writer's level of proficiency in the L2, his/ her access to L2 input and output opportunities, and his/ her transfer of knowledge and skills from their L1.

Second language writing has grown in popularity in recent years (Hyland, 2003; Matsuda, 2003; Musa, 2016). Many academics have discovered evidence that second language (L2) writing differs from first language (L1) writing. Most students struggle while writing in a second language since it requires more complicated cognitive skills. Silva points out that (1993) cited in Weigle(2002,p36) "L2 writers use different strategies, rhetorical devices, and language than L1 writers in significant ways." Simply, L2 writers often need to use a variety of strategies to compensate for their limited proficiency in the L2. For example, they may need to use more simple language, avoid complex grammatical structures, and rely on hedging and euphemisms to express themselves more cautiously. Hyland (2003) identifies a number of key distinctions between L1 and L2 writing process. He states that:

- 1) linguistic abilities and language institutions
- 2) Interactive Learning Experiences and Classroom Norms
- 3) perception of audience and writer

- 4) preferences for text organization methods
- 5) writing processes
- 6) text comprehension and the social worth of various text types

Because English is a foreign language in Algeria, many students struggle to learn to write it. Teachers must develop methods to teach EFL students how to write paragraphs and essays effectively. Silva (1993:p.688 cited in Weigle, 2002:36) distinguished some key distinctions between L1 and L2 academic writing. Silva argued that second-language writing is likely to be less productive, accurate, and effective than first-language writing due to the difficulty and limitations that L2 students face. Specifically, L2 students may use fewer words, make more mistakes, and have difficulty communicating their goals and organizing their writing

L2 language writers may have trouble writing because they do not have the same level of language proficiency as native speakers. They may struggle with grammar rules that are different from their first language, and they may have a limited vocabulary, which makes it difficult for them to express their ideas. This can also affect the content of their writing, which may not be fully expressed.

Indeed, L2 writers may also have difficulty with the writing process itself, such as planning, drafting, revising, and editing. This is because the writing process is cognitively demanding, and L2 writers may have to allocate more cognitive resources to language production, leaving less cognitive resources for other aspects of the writing process. Additionally, they may also be unfamiliar with the rhetorical conventions of the genre in which they are writing. For example, they may not know how to structure an essay or how to use appropriate transitions between sentences and paragraphs. L2 writers may also



lack confidence in their writing ability, which can lead them to avoid writing or to produce writing that is below their potential.

Second language learners often have fewer language skills and less knowledge of the social and cultural uses of writing in the second language than native speakers. This can put them at a disadvantage when writing in the second language, as they may make mistakes in grammar, vocabulary, and style (Weigle, 2012: p.36). It is important to remember that foreign language learners are not native speakers of the foreign language. i.e., English. They have not had the same exposure to the language and its conventions, and they may not be as familiar with the social and cultural norms of writing in the foreign language. This can put them at a disadvantage when writing, as they may commit mistakes in grammar, vocabulary, and style, etc.

Silva (1993) identified some important pedagogical implications for teaching writing to L2 writers in different contexts. First, he suggested that teachers need to use appropriate approaches to writing instruction that are tailored to the specific needs of their students. Second, teachers need to be aware of the sociocultural and linguistic differences between L2 students and native English speakers. Third, L2 writing assessments should take into account the key differences between L1 and L2 writing. In Algeria, where English is a foreign language, students have limited access to English resources. Therefore, teachers of writing in English as a second language need to consider these implications when teaching writing.

In brief, Writing in a foreign language is challenging, and students in our context face many difficulties in producing good pieces of English writing. To help students succeed, teachers must use appropriate approaches and equip or teach them with all aspects of writing.

**1.6.The Complexity and Importance of Teaching Writing in EFL Context**

Strong writing skills are not only crucial for achieving communication goals, but also a fundamental component of language development, learning, and teaching. Alexander (2008) emphasizes how such skills can significantly enhance students' chances of success. According to Maxwell and Meiser (2011, cited in Ayu.P, 2016.P.03), teaching writing is a process rather than a product, a performance that includes generating ideas, selecting language, excellent grammar structures, and mechanics that result in good writing. Different pedagogical techniques should be approached with caution while learning and teaching such a skill in an EFL context. Learning to write, whether in one's first or second language, is one of the most challenging tasks a learner faces (Richard, 1990). This is true not only for EFL learners, but also for native speakers (Esmeralda, 2013).

As writing is a challenging task for students, both native speakers and EFL learners, successful writing requires attention to grammar, vocabulary, mechanics, content, and organization (Hartfiel, et.al 1985, cited in Kuni Hikmah Hidayati (2018). Writing is a challenging task for students, both native speakers and EFL learners . Grammar is the set of rules that students use to construct grammatically correct sentences (Farbrain & Whinch, 1996). Vocabulary is the stock of English words that students use to communicate their ideas in writing. Organization is the ability of students to arrange their thoughts in a logical and cohesive manner to create a unified paragraph (Hartfiel, Hughey, Wormuth, & Jacobs, 1985).

Writing is widely acknowledged as one of the most challenging aspects of English as a Foreign Language (EFL) for both students and educators. Its significance and intricate nature are constantly emphasized by scholars in the field. Rass (2010) highlights the

inherent difficulty in mastering writing skills, while Swales and Feak (2012) emphasize that it is primarily acquired through dedicated training and education, rather than innate talent.

In today's world, writing is not just a skill, it is a passport to success. Whether navigating schools, jobs, or societies, a certain level of writing mastery is no longer optional, but essential. This importance stems from two main forces: communication across cultures and practical everyday needs. On the global stage, English reigns supreme as the language of intercultural dialogue. This makes the ability to write in English effectively a key to understanding and being understood, opening doors to collaboration and advancement.

But even closer to home, strong writing skills grease the wheels of daily life. From school assignments to workplace reports, mastering written communication proves its worth in every corner. For students, it even translates to a competitive edge in the job market, as many international companies prioritize high-level English writing for contracts and documents. So, whether we are aiming for global understanding or simply smoother day-to-day interactions, cultivating our writing skills becomes an investment in our future.

Nowadays, writing is seen to be a very basic requirement and a key to success in institutions and university. The significance of writing in general and writing in English specifically, as one of the language skills, proceeded from the prominent function of its intercultural communication. Besides, in the overall aspects of human life (school, the workplace, and the community) require a certain standard of writing skill which makes it indispensable. Writing accomplishes a lot of different communicative functions at the individual level as well. Being good at writing, for instance, can serve as a helping hand to students for getting a good job. In the present era, many foreign companies need people

with high writing skill standard as a prerequisite for signing employment contracts or documents in English.

Ur (2001: p.163) emphasizes the importance of writing by stating, "Writing demands a higher standard of language proficiency than speech, requiring careful construction, diverse and precise vocabulary, and overall correctness of expression". Because the goal of writing in academic language is to reveal ideas, thoughts, communicate knowledge, and deliver messages to the reader in very perfect spelling, punctuation, grammatical structure, and word selection. Aside from being familiar with all other skills, such as speaking, listening, and reading, students are said to know how to efficiently put written reports together and even how to respond to adverts.

To fulfil the writing requirements expressed above, writers generally spend hours of thought selecting the right words into their writing. In the same line of thought, Kelly (1969) stated that "consistent writing practice enhances word usage, enabling the writer to effectively persuade the reader. This persuasive power stems from the strategic incorporation of 'key words' at appropriate intervals. Furthermore, the writing process cultivates critical thinking skills." (p. 145). Additionally, Cumming (1995) suggests that the major concern in writing, at that level, may come with the help of students to learn efficiently. In as much as writing new words and structures helps the learners to remember them; and as writing is performed more deliberately and advisedly than speaking, written practice helps students to be aware of what they are learning.

The module of written expression should not be seen as merely one of the language abilities to be learned and taught. Nonetheless, Harmer (2001) expects four steps from students in order to be successful in this module. To begin, the rationale for teaching writing to EFL students includes reinforcement, language growth, learning style, and,

ultimately and most importantly, writing as a skill.

### **1.6.1 Reinforcement**

Though writing is a significant tool, assistance, and mode of language learning, the vast majority of learners acquire language solely through oral / aural means. Finally, Harmer (2001) stated that "written language can be traced much more easily in memory than oral language." Students frequently find it beneficial to compose sentences in a new language shortly after learning it." (p.79).

### **1.6.2 Language Development**

Writing ability is one of the most important indicators of academic success. According to Klein et al. (2007), "writing contributes significantly to learning during analogical reasoning." (p. 607). Because writing is so important in language development, learning and teaching this skill must be prioritize. Students learn at various rates because the degree of writing complexity is greater than in contexts where English is a first language. In a foreign language context, language development is slowly developing from beginners to intermediate and higher levels of proficiency and may take long periods of time.

### **1.6.3 Learning Style**

Learning a foreign language, especially one with a significantly different linguistic and cultural system, presents unique challenges for both learners and teachers. The disparity between the native and target languages can make acquiring written communication skills particularly challenging. As a result, many learners struggle to produce effective written texts or communicate effectively in writing using the target language, often taking longer to develop these abilities.

**1.6.4 Writing as a Skill**

Writing is a fundamental language ability, much like speaking, listening, and reading. However, the discomfort of teaching the writing skill in an EFL context is becoming increasingly complicated. Students must be linguistically and strategically qualified to develop topic ideas for various objectives. In this sense, Zamel (1982, p. 197) sees writing as playing a significant role because it symbolizes processes of "exploring one's thoughts and learning what these thoughts are from the act of writing itself." As a result, writing allows us to figure out what to say. According to Harmer (2001), "we may persuade beginners to create short poetry. We will likely avoid assigning extended reports on town planning to beginner students, as we want to ensure that they have or can get enough language to complete the task. (p. 80)

**1.7. Characteristics of Effective Writing**

Imagine a masterful chef; skilled hands select just the right ingredients, blending them into a cohesive dish that delights the senses. Likewise, crafting an effective paragraph requires a careful balance of elements. Each sentence, like a perfectly seasoned morsel, contributes to a unified whole, engaging the reader with clarity, flow, and purpose. Delving into this culinary analogy, let's explore the essential ingredients that make a paragraph truly sing.

Effective writing includes not only grammatically correct sentences, but also other aspects of writing. Learners move beyond what they have just learnt when they write. Writing, according to Rao (2007), helps students to think clearly, focus on their ideas and organize them, and learn to summarize, analyze, and criticize. Additionally, it reinforces learning in English language thinking and reflection (p. 100). In the same vein, Richard (2007) states that "sentences must be cohesive, and the entire text must be coherent."

(p.21). As a result, coherence refers to the mechanisms in language that establish continuity in a document.

According to Gerot and Wignell (1995:p.171), "cohesion is the relationship between the sentences in a text." Conjunctions, punctuation, dummies, and textual meaning all contribute to it. Coherence, on the other hand, denotes the association between the text and its surroundings and is based on structure, syntax, and linguistic traits. As a result, writing should be considered as more than just one of the language abilities to be learned; it is the writing down of thoughts, how they are well built and grammatically correct in order to be understood by the reader.

Writers must follow specific steps in the writing process in order to produce effective or good writing. To support the theme, the writer must gather/brainstorm interesting and important thoughts. The second phase is to categorize, appropriately organize concepts, and order pertinent material (rhetorical processes) using appropriate collocations. Individual and appropriate voice, i.e. friendly and inviting or guarded and standoffish? Voice is the written representation of the writer's personality. The proper words are used in good writing. Smooth and expressive sentence flow. Fluent sentences are easy to understand and enjoyable to read. The ability to apply proper and communicative norms such as punctuation, spelling, and grammar to make writing consistent, easy to read, and understandable.

### **1.8. Assessing EFL Writing**

Formative assessment is an ongoing process of evaluating students' understanding and progress throughout the learning process. When it comes to assessing paragraph writing, these strategies are common and widely implemented by teachers to adopt formative assessment:

1. Rubrics: Teachers can create a rubric that outlines the criteria for an effective paragraph. The rubric can be used to evaluate student writing and provide feedback on specific areas of improvement.

2. Peer review: Teachers can have students work in pairs or small groups to review each other's writing. This can be done using a checklist or rubric to evaluate specific aspects of the writing.

3. Conferences: Teachers can hold one-on-one conferences with students to discuss their writing and provide feedback. During the conference, the teacher can ask questions to prompt students to reflect on their writing and identify areas of improvement.

4. Self-assessment: Students can evaluate their own writing using a checklist or rubric. This encourages students to take ownership of their learning and reflect on their writing process.

5. Feedback: Teachers can provide specific feedback on areas that need improvement in the writing. This can include highlighting specific errors or providing suggestions for improvement.

By using these formative assessment strategies, teachers can gain insight into students' writing progress and provide targeted feedback to help them improve their writing skills. components of writing such as vocabulary, grammar, coherence, and organization. Here are some factors to consider when assessing EFL writing:

**Vocabulary:** Look for the variety and accuracy of vocabulary used in the writing. Is the writer using appropriate vocabulary for the topic? Are the words used in the right context?

**Grammar:** Check for grammatical accuracy. Look for errors in sentence structure, verb tenses, subject-verb agreement, and other grammatical elements.



Coherence: Evaluate the flow of the writing. Are the ideas presented in a logical and understandable manner? Is there a clear connection between the ideas presented?

4. Organization: Look for the structure of the writing. Is the writing well-organized and easy to follow? Are the paragraphs well-structured with clear topic sentences and supporting details?

5. Style: Evaluate the style of the writing. Does the writer use an appropriate tone and style for the intended audience? Is the writing engaging and interesting to read?

It's critical to consider both the writing assignment's objectives and the writer's degree of English competence when grading EFL writing. It will not be expected of a novice writer to generate writing that is as sophisticated as a more advanced writer. Giving the writer precise, useful comments i.e. feedback will help them develop their EFL writing abilities.

### **1.8.1. Formative versus Summative Assessments of Writing**

The Center for Teaching and Learning at Washington State University (n.d.) provides a clear distinction between the two terms. Formative and summative assessments of writing are two different types of assessments that serve different purposes. Formative assessments is designed to help students learn and improve their writing skills. It is typically low-stakes and provide students with feedback on their progress. Formative assessment can take many different forms, such as peer review, teacher feedback, and self-assessment. Summative assessment is designed to measure students' writing achievement at a particular point in time. It is typically high-stakes and are used to assign grades or make decisions about student placement. Summative assessments can also take many different forms, such as writing paragraphs essays, tests, and portfolios.

The following table summarizes the key differences between formative and

summative assessments of writing:

Table 3 Characteristics of Formative and Summative Assessment

Characteristic	Formative Assessment	Summative Assessment
Purpose	To help students learn and improve their writing skills	To measure students' writing achievement at a particular point in time
Stakes	Low	High
Feedback	Typically provided	Not always provided
Examples	Peer review, teacher feedback, self-assessment	Paragraphs, Essays, tests, portfolios

Evaluating teaching and learning are two complementary and overlapping activities that aim to improve both student writing and teacher professional development. Assessing writing alone is not enough because students' eventual success also depends on their motivation and dedication to writing. Similarly, evaluating only instructional behaviors and course activities is not enough because teachers' traits may be valued by students but may not be the most beneficial for student learning and progress. Evaluating writing can help teachers improve and modify their teaching approaches, and it can also help students improve their writing performance.

### 1.8.2. Formative Assessment

When formative assessment is used in the classroom, it becomes part of the instructional process since it offers the knowledge needed to alter writing processes as they occur. Heritage (2010) argues that formative assessment is one of the most powerful tools teachers can use, but only if they know how to use it effectively. Formative assessment provides teachers and students with feedback on their understanding at a time when they can still make improvements. These changes help students achieve their goals of meeting

targeted standard-based learning within the allocated time. Although formative assessment strategies can vary widely, there are some key differences between them and summative assessment.

National Council of Teachers of English (2014) underscores the power of formative assessment in fostering EFL students' writing skills. Rather than a mere evaluation tool, it becomes an integral part of the classroom's instructional fabric. Through ongoing feedback, writing teachers not only guide students' development but also refine their own pedagogical approaches. Identifying stumbling blocks through formative assessment allows instructors to adapt tasks, modify explanations, or even overhaul their teaching strategy to better meet students' needs.

Further emphasizing the collaborative spirit of formative assessment, the council highlights its reciprocal nature. Feedback flows not just from teacher to student, but also from student to teacher, informing and shaping the instructional journey towards defined learning outcomes. This ongoing dialogue allows students to pinpoint strengths and weaknesses, fostering a self-aware approach to writing. Ultimately, formative assessment elevates the process of learning and teaching, placing equal emphasis on the journey and the destination, empowering both students and educators to reach their full potential.

### **1.8.3. Summative Assessment of Writing**

Summative writing assessment is conducted at the end of a course or unit to measure students' learning. It is typically a grade based on specific components, such as essays and multiple-choice questions. In the words of Gardner (2006), "summative assessment provides, as the term suggests, a summary of achievements at a particular point" (p. 104). It is a cumulative assessment of all learning outcomes. Summative assessment is a high-stakes evaluation of student learning at the end of a formal learning experience, such as a

course or program. It is used to measure student mastery of the skills and knowledge that have been taught and to grade students and make decisions about their progress. Summative assessments can take a variety of forms, such as tests, demonstrations, portfolios, internships, and clinical and capstone projects.

Taras (2005) argues that all assessment begins with summative assessment, which is a judgment of student learning, and that formative assessment is essentially summative assessment plus feedback that is used by the learner. In other words, formative assessment is summative assessment plus feedback that helps students to improve their learning. Formative and summative assessment are both important for effective teaching and learning. They are not mutually exclusive, and they can be used together to support student learning.

### **1.9. Major Approaches to the Teaching of L2 Writing**

Among the various pedagogical approaches guiding L2 writing instruction, four main threads stand out: product, process, genre, and post-process. Each weaves a unique pattern, offering distinct strengths and limitations that shape the student's writing journey. The best approach to use will depend on the specific context and needs of the learners, but all the four approaches can be valuable in helping L2 students develop their writing skills and knowledge. Alber-Morgan et al., 2007 claim that teaching writing is a difficult endeavor because of the complicated nature of the subject, which necessitates mastery of a number of writing-related aspects. This section examines the four main approaches to ESL/EFL writing instruction: the product approach, the process approach, the genre approach, in addition to the post-process approach. Because this study focuses on L2 writing, it is appropriate to discuss the main theoretical frameworks for teaching L2 writing.

EFL teachers have a variety of writing teaching approaches to select from. Four important ones are highlighted: The product approach has much emphasis with form, the process approach that has to do with the writer, whereas the genre approach focuses on the text type. Finally, the post-process approach prioritizes individual agency, creativity, and critical thinking. It aims to nurture lifelong learners who are confident in their writing ability and able to adapt their communication style to different situations. Therefore, the main approaches can be described and discussed which are: The Product approach, the process approach and the genre approach in addition, to the process genre approach which was derived from the three approaches.

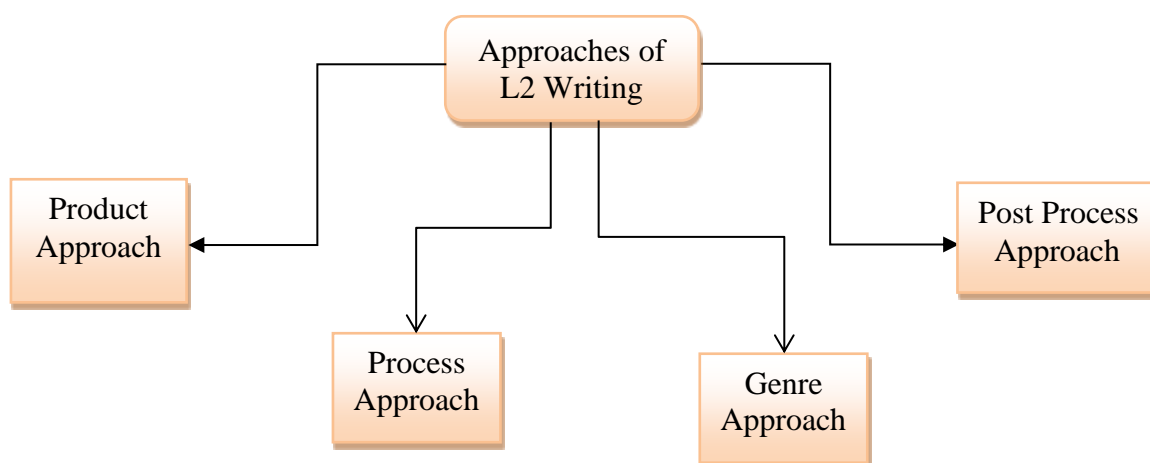


Figure 5 Approaches of L2 Writing

### 1.9.1. Product Approach

As Sultana (2011, p. 22) points out, the product approach to writing instruction, as described by Pincas (1982), focuses primarily on the finished product of student writing, emphasizing correctness and grammar over communication and audience awareness. He provides a detailed description of the product approach to writing teaching. This approach

consists of four phases: familiarization, controlled writing, guided writing, and free writing. In the familiarization phase, students are introduced to the features of a specific text type. In the controlled and guided writing phases, students practice writing with less and less support, preparing them for the free writing phase, where they engage in genuine writing activities, such as writing letters, stories, paragraphs, or essays. The product approach views writing as a skill that requires careful attention to linguistic rules and the logical organization of ideas. Therefore, it emphasizes the rhetorical functions of scientific writing, such as cohesive devices and paragraphs.

The product approach of writing seems to have some limitations. Firstly, it considers the finished output of the writing work relatively to the process. Getnet (1994) points out that the product approach is an orientation whose primary focus is the end product of what students produce. Secondly, the focus is put on mastering the rules of grammar and vocabulary. The improvement of writing is based on formal accuracy and correctness in grammar, spelling, use of vocabulary, etc. In this approach, the mistakes should be eliminated from written productions and the writing teacher (s) matters more with the end product to be readable and proper and grammatically correct.

### **1.9.2. Weaknesses of the Product Approach**

Hyland (2003) identified four weaknesses of the product approach to writing. First, he argued that the emphasis on grammar and mechanics can lead students to focus on the form of their writing at the expense of the content. Second, he argued that the teaching of formal writing patterns is often based on subjective judgments rather than on an analysis of authentic texts. This can make it difficult for students to transfer their writing skills to real-world situations. Third, Hyland argued that writing is a context-specific activity, and that there is no universal standard for good writing. This means that the product approach,

which tends to focus on a single set of criteria for good writing, can be too rigid and inflexible.

Fourthly, what is important in the product approach is “accuracy” and “usage” at the expense of the communicative act. The fourth limitation is that the student’s self-expression. In other terms, students do not have the opportunity to think about a topic and say what they wish to say and how to say it. With respect to Zamel (1983), the product approach aids the learners, in the first phases, to ameliorate their grammatical thoroughness. However, it neglects writing process stages such as planning and outlining, collecting ideas etc.

- It focuses on the final product, not the process of writing. This can lead to students feeling pressured to write perfect first drafts, which can be discouraging and inhibit creativity.
- It does not allow students to learn from their errors.. The product approach typically involves teachers grading students' writing and returning it to them with feedback. However, this feedback often focuses on the final product, rather than on the process of how the student arrived at that product. As a result, students may not learn from their mistakes and improve their writing skills over time.
- It does not expose students to the varied writing requirements and conventions of different genres.. The product approach typically focuses on a single genre of writing, such as essays. However, students need to be able to write in a variety of genres, such as emails, letters, reports, and presentations, in order to be successful in school and in the workplace.
- It does not take into account the individual needs of students. The product approach often assumes that all students are capable of writing at the same

level. However, students have different learning styles and abilities, and the product approach does not provide teachers with the flexibility to meet the individual needs of their students.

Overall, the product approach to writing has a number of weaknesses. It is important for teachers to be aware of these weaknesses so that they can develop more effective approaches to teaching writing.

Some additional weaknesses of the product approach listed below:

- It can lead students memorizing sentence patterns and phrases instead of developing their own writing style.
- It can discourage students from taking risks in their writing.
- It can lead students feeling anxious and stressed about writing.
- It can focus on grammar and mechanics at the expense of creativity and content.

### **1.9.3. The Process Approach**

The process approach to writing instruction has shifted from focusing on spelling and grammar to a holistic perspective that emphasizes writing as a recursive process. It allows learners to write down their own ideas using their own process, which typically includes five steps: prewriting, drafting, revising, editing, and publishing. These steps may occur simultaneously and not in a sequence. The process approach motivates learners to express themselves and to consider the purpose and audience of their writing rather than focusing solely on the final product.

Teachers should teach their students all stages of the writing process. Before producing a final product, students go through a series of stages to reach the desired outcome. According to Hedge (1988: p.9), good writers seem to follow specific steps that result in successful pieces of writing. He adds that good writers should follow specific steps in the



writing process. First, they develop a comprehensive plan in their minds. Next, they consider what they want to say and who their audience is. Then, they draft sections of their writing, which they repeatedly review, revise, edit, and then publish.

#### **1.9.4. Weaknesses of the Process Approach**

Despite its widespread use in EFL/ESL writing, the process approach has some weaknesses. Hyland (2003:p. 18 ) criticizes its social perspective for treating writing as a "decontextualized skill" , viewing the individual as an isolated writer expressing personal meanings. White (2000) adds that learners may lack a clear understanding of the characteristics of writing and sufficient linguistic input to write efficiently in L2 in a certain text type. Additionally, While the process approach to writing instruction emphasizes the importance of linguistic skills and subconscious writing development through teacher facilitation and feedback, it may lead to learners focusing on information processing at the expense of real-world language use.

Process writing can be seen as a sign of failure and time-consuming in large classes, especially since many students struggle to brainstorm and organize their ideas cohesively. As a result, learners spend more time completing written assignments. Additionally, teachers in large classes may not have enough time to schedule individual pieces of writing. Learners who are not used to process writing may see revision as a daunting task.

#### **1.9.5. The Genre Approach**

The genre approach to writing instruction focuses on teaching students how to write different types of genres, such as paragraphs, essays, letters, reports, and stories. Teachers using this approach help students understand the structure and conventions of each genre and write effectively in that genre. Building on the product approach, Martin (1992) defines the genre approach as a "goal-oriented, staged social process." As a newcomer to ELT, the

genre approach gained popularity through the concept that student writers could learn by studying different types of written texts. This approach views writing as primarily linguistic, but it also recognizes that writing varies depending on the social context in which it is produced, the specific purpose it achieves, and whether it is conscious or unconscious. Imitation and analysis can help smooth the way for explicit instruction.

Tribble (1996), Badger and White (2000), and also Hyland (2003) argue that the genre approach can be used in various social situations, such as medicine, economics, and politics, as well as in more personal contexts, such as telling stories, writing articles, and describing technical processes. Nunan (1999:p.280) identifies different writing genres, which are characterized by specific structures and grammatical forms that reflect the communicative purpose of each genre.

#### **1.9.6. Weaknesses of the Genre Approach**

Kay and Dudley-Evans (1998) conducted a workshop to investigate how teachers can implement the genre-based approach to L2 writing instruction in different contexts. To provide support, the participants were given helpful models. However, the findings revealed that the participants became passive learners rather than active participants in the learning process. This was because they were anxious about the prescriptive nature of the approach, which prescribes how certain texts should be written. This can lead to a lack of creativity and motivation on the part of the learners. The findings also showed that the genre approach is useful for beginner and intermediate learners of a second language, as it can help them to become more confident and capable of producing texts that achieve their purpose.

### 1.9.7. Comparing Product, Process, and Genre Approaches

Which approach is more significant in teaching writing in EFL/ESL context? Badger and White (2000) argue that the process approach to writing is more effective in EFL/ESL contexts than the product approach. The product approach focuses on the finished product (the writing itself), while the process approach focuses on the process of writing, including planning, drafting, revising, and editing. Badger and White (ibid) argue that the product approach underestimates students' cognitive skills and knowledge, and that it does not provide students with the opportunity to develop their own writing style. However, they also acknowledge that the product approach can be helpful in helping students to learn linguistic knowledge and to imitate the writing of others.

In other words, Badger and White believe that the process approach is better for teaching writing in EFL/ESL contexts because it helps students to develop the skills they need to become independent writers. The product approach can be helpful in the short term, but it does not provide students with the long-term skills they need to be successful. Conversely, Badger and White (2003) highlight the strengths of the process approaches to writing instruction, arguing that they recognize the importance of writing skills, the skills that learners bring with them, and the role of the teacher in developing students' writing ability (p. 157). While the process approaches may not focus on teaching specific text types or the reasons for producing them, they give learners the space to brainstorm and express their ideas freely. However, a weakness of the process approaches is that they may not provide learners with enough linguistic input to help them write effectively.

Similarly, Badger and White (2000 :p.157) argue that genre approaches underestimate the skills needed to produce a text and view learners as passive. However, they also

acknowledge that genre approaches tie writing to a social situation and purpose, and can involve conscious imitation and analysis.

Despite the strengths and weaknesses of each approach, Hyland (2003) argues that the different perspectives of process, purpose, and context provide teachers with valuable curriculum options and complementary alternatives. He further adds that the strengths of one approach can compensate for the weaknesses of another. Therefore, it is clear that a holistic approach that combines the insights of the product, process, and genre approaches is needed. This new approach is called the process genre approach which is going to be elaborated in the following paragraphs.

### **1.9.8. Synthesis of Three Approaches**

As previously discussed, the strengths and weaknesses of each writing approach reveal their complementary nature, highlighting how they can collectively bolster effective writing. For example, the process approach, a more modern communicative approach, emerged in response to the weaknesses of the product approach, which is seen as the traditional teacher-centered approach. Similarly, the genre approach was developed in response to the weaknesses of the process approach (Gee, 1997). Notably, the product approach neglects the learner's ideas and the writing process that good writers go through when producing their final writing product.

While the process approach has gained widespread acceptance in ESL/EFL contexts, it has also faced criticism for its tendency to overlook the significance of linguistic knowledge in crafting effective written pieces (Badger and White, 2000). Additionally, it has been criticized for its lack of input provision, which can hinder students' ability to generate well-structured and coherent texts (White and Arndt, 1991). On the other hand, the genre approach has been criticized for its genre-specific focus, which fails to

acknowledge that the components of one genre may not be applicable to another. Furthermore, it has been accused of underestimating students' prior knowledge and relegating them to a passive role in the learning process (Badger and White, 2000). As a consequence, students may struggle to communicate effectively in written form due to a lack of knowledge regarding appropriate language or vocabulary.

It may be useful to combine the strengths of each approach, whereas their weaknesses should be modified. Writing teachers ought to incorporate genre, product, and process approaches which can be called 'a process-product hybrid' (Dyer, 1996: 316). Owing to the fact that producing their writing tasks efficiently, White and Arndt (1991), for example, put forward a proposition to involve group work and teacher-student conferences to outmatch the lack of input in the process approach. Likewise, Badger and White (2000) offered a substitute way to overcome the weaknesses by setting up a synthesis of the three mentioned approaches, integrating them in a new approach known as the process-genre approach. This process-genre based teaching model integrated the strengths of product-based writing and provided more focused use of writing models and processing the features of other approaches at the same time.

#### **1.9.9. A Process Genre Model**

A Process Genre Model (PGM) is a framework for teaching writing that combines elements of the process approach and the genre approach. The process approach focuses on the steps involved in writing, such as planning, drafting, revising, and editing. The genre approach focuses on the different types of writing that students need to be able to do, such as paragraphs, essays, stories, and reports. Badger and White (2000) identified six steps in the process genre approach to teaching writing: preparation, modelling, planning, joint

construction, independent construction, and revision. These steps interact with each other and with other writing skills in a recursive way, meaning that students can move back and forth between the steps as needed.

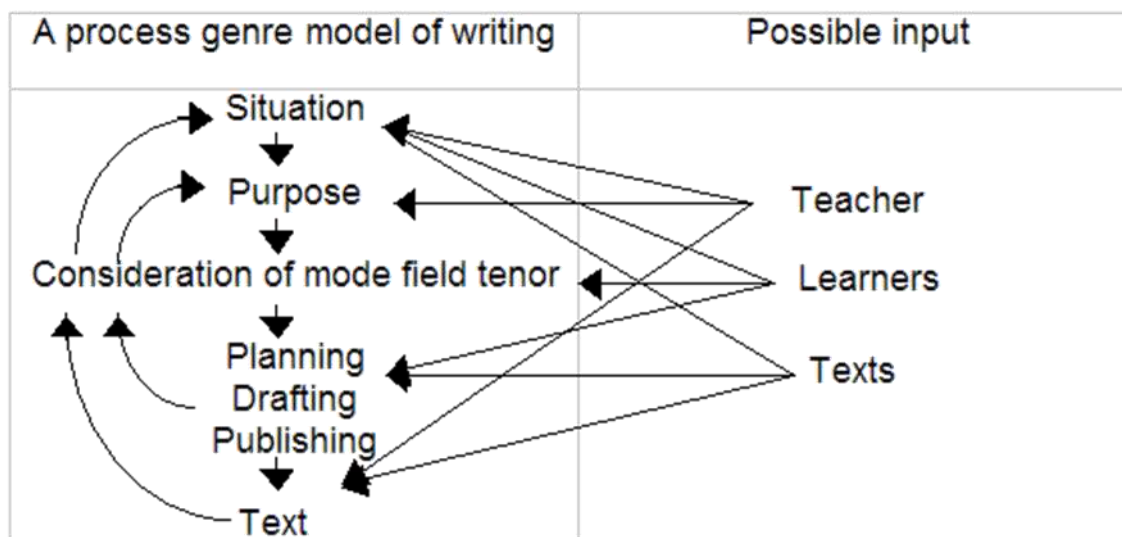


Figure 6 From Badger and White (2000), illustrates process-genre approach model

The process-genre approach to writing instruction is a holistic approach that combines the best aspects of the process and genre approaches. It allows students to develop their understanding of different types of texts and the writing process itself by learning about the relationship between the purpose and form of a particular genre and using the recursive writing process of prewriting, drafting, revising, and editing. The activities included in this approach ensure that students learn grammar and vocabulary in a meaningful and contextualized way, rather than in isolation.

Overall, the process-genre approach to writing instruction is an effective way to teach students how to write in a variety of genres and for a variety of purposes. It is a well-rounded approach that helps students to develop the skills they need to be successful writers. According to Badger and White (2000), the process genre approach to writing instruction can be divided into the following six steps:

Table 4 Steps of Writing ( Badger and White (2000)

Steps of writing	Explanation
Preparation	Teacher introduces the genre of writing that will be taught and discusses the purpose and readers for the writing. Students may also brainstorm ideas and develop a plan for their writing.
Modeling	Teacher provides a model of the genre of writing that is being taught. This could be a text from a real-world source or a text that the teacher has written themselves.
Planning	Students develop a plan for their writing. This may involve brainstorming ideas, creating an outline, or developing a thesis statement (Essay), or a topic sentence ( paragraph).
Joint construction:	Students work with the teacher and/or other students to draft their writing. This may involve peer review, collaborative writing, or teacher feedback.
Independent construction	Students write a draft of their writing independently.
Revision	Students revise their writing to improve the content, organization, style, and grammar.

The above table outlines the various steps of process- genre approach. It is worth of noting that the process genre approach to writing instruction is a flexible approach that can be adapted to full fill the needs of different learners and different teaching contexts. Thus, it can be used to teach students to write in a variety of genres, such as paragraphs, essays, , reports, emails and letters.

### Conclusion

In the writing theory in EFL classes, writing has proven to be a polymorphous term. Different researchers have tried to come to grips with what it means to be able to write in foreign language class. In the process, they have come with colorful definitions and

established a theory of writing that targets to teach effectively writing to non- native learners. This foregoing chapter has painstakingly undertaken to overview the writing skill from a conceptual framework to a more operationalized definitions with view of understanding and explaining this issue and put to the fore the basics of writing in a foreign language classes.

The best way to teach writing depends on the specific teaching context and the needs of the students. There is no one-size-fits-all approach, such as the product approach, the process approach, or the genre process approach. A more effective approach to teaching writing would be to combine elements of different approaches. For example, teachers could incorporate the process phases of prewriting, drafting, revision, and editing into their writing instruction, regardless of which main approach they are following. This would help students to learn about different types of writing and how to write effectively.

Additionally, teachers should not rigidly follow just one approach all the time in the writing classroom. Instead, they should be flexible and adapt their approach to meet the needs of their students and the specific teaching situation. In the Algerian context, English teachers should be encouraged to reconsider their current practices and welcome new insights from new models of teaching L2 writing. Combining different approaches can lead to a new way of thinking about writing and can help teachers to develop more effective writing instruction.



## **Chapter Two**

# **Paragraph Writing in EFL Contexts: Challenges and Pitfalls**

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#### 2.5.3. Interference of L1 (differences between L1 and L2 style differences)

#### 2.5.3. Time allotment Constraints

#### 2.5.4. Lack of Practice /less exposure to the target language

#### 2.5.5. Inadequate Teaching Methods

#### 2.5.6. Inappropriate Teachers' Feedback

### Conclusion

**A sentence is a thought, a paragraph is a collection of thoughts, an essay is a collection of paragraphs." -**

**Quintilian**

### **Introduction**

This chapter deals with the crucial components of the English paragraph. The reason behind the choice of the paragraph is the fact that paragraph writing represents the main writing assignments required to be produced by (Freshmen students), i.e., First year EFL university students at the English Department in MKU. For this purpose, the actual chapter tackles in depth the main subject under the investigation which is paragraph writing. It tries to consider the paragraph writing as one of the most important unit of academic writing. Knowing how to write a paragraph is the initial step to write multiple paragraphs or essays, research papers etc. In order to improve 1<sup>st</sup> year EFL University students' paragraph writing at MKB University in particular at the English Department.

Broadman & Frydenberg (2008) noted that paragraph writing is the foundation for any kind of academic writing. When students master the skill of paragraph writing, they can easily expand it to longer compositions such as essays, reports, research papers, and so on. In this chapter, we consider the paragraph definition and its relevant importance to its teaching and learning. The fundamental aspects of paragraph types which first year university students are required to write throughout their academic year will also be taken into account because they would determine the writing difficulties that the students would face.

### **2.1 Paragraph Defined**

In relevant literature, the term "paragraph" is defined in a variety of ways. According to Davidson (1964), the two words: "paragraph" and "graphein," which are both Greek

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words that imply to write, the words "Para" and "graphein" are the origins of the word "paragraph." He discovered that authors in academic writing will place a mark next to a passage to highlight a division of ideas. According to him, a paragraph can be described as the complete development of one idea. To put it another way, paragraphs serve as tools for illustrating subtle idea divisions within a larger written form, such as a written text or composition.

Njoku (1997:p.209) describes a paragraph as the most substantial component of an essay, responsible for elaborating on a central idea through supporting evidence. Similarly, Webster's Universal Dictionary and Thesaurus (2003:p.350) defines a paragraph as a distinct segment within a written work, distinguished by its separation of ideas and the commencement of a new line. Upon closer examination of these definitions, a common thread emerges: a paragraph is a collection of sentences that cohesively explore a single topic.

A paragraph is generally defined as a piece of writing that consists of a string of sentences designed to advance a major or controlling idea. That is to say, a key topic must be fully and precisely developed in each sentence in the paragraph through logical sequence or arrangement. According to McCarty (1998:p.57), the writers should keep their ideas in check as they build their paragraph and arrange them from the readers' point of view, such as going from an overview to details rather than from details to an overview. Johnstone (2002) emphasizes the unified nature of a written paragraph, characterized by a central "topic" expressed in a "topic sentence" and further substantiated by supporting evidence or elaboration also expressed through "supporting sentences". In

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other words, a paragraph is being unified in content (i.e. having a “topic” expressed in a “topic sentence” and supported by evidence or developed into what is called (supporting sentences)).

According to Langman (2003:p,11), a paragraph usually begins with a statement and then develops that point with specific information in the body of the paragraph. Therefore, in order to be effective, a paragraph must not only make a point but also be backed up by concrete examples, justifications, and evidences. Even if readers disagree with the writer, at least they can see the arguments that supported the writer's opinion. Like juries, readers want to see the evidence in order to form their own opinions (Langman, *ibid.*, p, 12).

Therefore, it can be stated that a paragraph is a fundamental unit of organization in writing where one major topic is developed through a collection of related sentences. It can be made up of a single sentence or up to ten sentences. It is not crucial how many sentences there are as long as the main idea is developed clearly (Oshima and Houge, (1999: p. 16) A paragraph is made up of multiple connected sentences that develop a single idea. However, even if a paragraph can stand alone as a piece of writing, it typically serves as an integral component of a longer written work.

One of the most crucial aspects of academic writing is the paragraph. Each of the concepts in an essay or other piece of writing is housed in a paragraph. Since paragraphs are adaptable and may take many different shapes, they enrich writing, give readers variety, and help the reader in organising their thoughts. A paragraph, according to Langan (2001, cited in Sawsan, S. 2011), "is a brief essay of about 150–200 words. It typically begins with a topic sentence, which is followed by a string of sentences that support

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it. Sawsan (2011, p. 374) added that "a paragraph is a group of sentences concerned with one idea."

In other words, a paragraph is a collection of connected sentences that describe one, and typically just one, core theme. This part can be summed up by stating that a paragraph is a group of sentences that express one main idea. Each sentence in a paragraph works together to develop and support the main idea. Paragraphs are the smallest units of writing that can effectively explore a single topic. They can be used on their own or as part of an essay, but each paragraph should focus on only one main idea.

According to Zemach and Rumisek (2005: p. 11), a paragraph is a collection of related sentences that collectively explain the author's core thought regarding a particular topic. A paragraph can provide information, express an opinion, clarify a situation, or even convey a brief narrative. The logical arrangement of the words makes it simple for the reader to understand what the author is trying to convey (Zemach and Islam, 2005: p. 9).

Overall, a paragraph can be characterised as a collection of multiple carefully constructed, accurate, comprehensive, and brief sentences that all concentrate on the same subject, idea, or theme. It can also be described as a brief autonomous production with a certain focal theme, or it can be a component of a longer composition like an essay, a story, or any type of prose or poetry. In long essays, paragraphs are designed to be easily understood.

In conclusion, a paragraph is a collection of related sentences. Typically, it has one primary point, a few sentences supporting it, and one statement capping it off. They are regarded as the fundamental building block for any longer written composition. As a result,



it may be stated that a paragraph is, by definition, a collection of sentences that develop a single thought in a close-knit manner.

It is evident from the definition given above, that a paragraph only discusses one subject. It is not permissible to discuss multiple subjects in one paragraph. A paragraph is a collection of parallel sentences and phrases that discuss and elaborate on a single thought. Like a family where every member is related, so too are all the sentences in this paragraph. Almost all writing that is longer than a few lines should be broken up into a series of related sentences that demonstrate the foundational elements of strong ideas that are organised logically around a single idea in the paragraph.

### **2.2 The Fundamentals of Paragraph Writing**

The fundamental unit of writing organisation is the paragraph. It is a crucial academic writing convention. It has evolved into a visual method of assisting the reader in understanding a lengthy piece of written composition. The paragraph explains how the sentences are put together. According to Omisha and Hogue (2006:p, 65), a paragraph is a fundamental unit of organisation in writing that consists of a theme phrase and a number of supporting sentences that build one main concept. It does not matter how many sentences make in a paragraph as long as the core concept is developed clearly.

Grabe and Kaplan (1996) highlight the crucial role of paragraph writing for EFL students, emphasizing that students in EFL contexts require a range of English writing skills, from basic paragraph and summary skills to the capacity to produce essays. This is so because composition and essay writing require the pre-requisite study of paragraph writing.

Students require assistance from their teachers in order to acquire the knowledge and

skills required for them to write English paragraphs effectively. Consequently, students depend on their teachers' guidance to acquire the necessary knowledge and skills for successful English paragraph writing.. Specifically, Richards and Renandya (2002) emphasize the importance of both lower-level skills, such as spelling, punctuation, and word choice, language use and higher-level skills, such as planning and organizational aspects cohesion and coherence. Moreover, they (ibid) hypothesised that L2 writers would have more trouble writing if L2 learners' language skill was poor. Thus, writing in general may offer several advantages to EFL students. The foundation of all other writing assignments is the paragraph. In this manner, if a student can create a strong paragraph, they can write anything, including stories, essays, and research projects.

The most crucial academic task is writing a paragraph. Therefore, understanding paragraph structure is crucial for developing writing skills in any language, surpassing the importance of any other activity. Writing a paragraph in a consistent, coherent, and unifying manner demonstrates to learners their knowledge of the base of any academic writing pyramid. If writers lack a solid understanding of paragraph structure, they will be unable to compose a short composition, essay, dissertation, or any other type of writing.

### **2.2.1 Important Parts of Paragraph**

Paragraphing a text on the page does more than only make it simpler to read. Academic writing has its own rules, including requirements for vocabulary, style, and structure in addition to its own language and style usage. They are essential tools for generating and indicating structure in academic writing since they serve as the basis of an argument,

separate each point, and show how they interact to build the structure. They also have a special structure that is all their own.

Meyers (2006) states in his research that a paragraph's structure consists of three main parts: The three basic components of a paragraph are:

1. Topic sentence
2. The supporting sentences
3. Concluding sentence

A topic sentence in the introduction establishes the main idea of the paragraph, which should be the subject of the remaining sentences. It must make one's particular stance on the subject clear. The topic sentence usually appears at the beginning of the paragraph, but it can sporadically be located elsewhere. The topic sentence is the main idea of the paragraph. It should be clear and concise, and it should state the main point of the paragraph. The components of a paragraph are presented in Appendix L.

The supporting sentences appear in the body which provides information, explanations, and examples to help the reader understand and further the major idea presented in the topic sentence. By connecting the complete sentences to the topic sentence and to one another as well, the body must be well organized. It means that the paragraph should be cohesive and coherent. The supporting sentences provide evidence or elaboration for the topic sentence. They should be relevant to the topic sentence and should be well-organized.

The concluding sentence or clincher concludes with a conclusion that provides the reader with crucial points to remember. It offers the paragraph a sense of closure and summarises its major idea. It can also provide a transition to the next paragraph.

The key components of a paragraph, which comprise a topic sentence, supporting sentences, details, logical sequence, transition words, a conclusion sentence, unity, and coherence, were further discussed by various scholars. The three major components of a strong paragraph in paragraph writing are the topic sentence, the supporting sentence, and the conclusion sentence. The core notion should be developed in these sentences. A robust paragraph hinges on three pillars: the topic sentence, supporting sentences, and concluding sentence. These sentences should cohesively develop the central idea. The key components are outlined below.

### **2.2.2.1 Topic Sentence**

The topic sentence is typically the first sentence of a paragraph, and it states the main point of the paragraph in a clear and concise way. It should be clear, concise, and focused on a single topic, with a controlling idea that expresses the writer's position on the topic. The controlling idea helps to narrow the scope of the paragraph and ensures that all of the sentences in the paragraph are relevant to the main idea. In other words, the topic sentence is a roadmap for the paragraph, and the controlling idea is the compass that helps the writer stay on track.

Fleming also emphasizes the importance of the controlling idea in a topic sentence. The controlling idea is the writer's position on the topic, and it is what helps to narrow the scope of the paragraph. For example, if the topic sentence is "The use of social media has had a significant impact on the way we communicate and interact with each other," then the controlling idea is that the impact of social media has been positive. The rest of the paragraph would then provide specific examples or evidence to support this main idea.

Fleming's definition of topic sentence is consistent with other definitions of topic sentences, but he places a special emphasis on the importance of the controlling idea. He also uses the analogy of a roadmap to help students understand the function of a topic sentence.

Gugin (2014) demonstrates how a single core idea can be transformed into distinct academic writing styles through the manipulation of topic sentences. The following examples illustrate this concept:

1. Narrative: "My recent outing with a friend to purchase a new cell phone proved to be an insightful experience."
2. Descriptive: "Cell phones encompass a diverse range of colors, sizes, and types, catering to a wide spectrum of user preferences."
3. Expository: "Cell phones serve a multitude of purposes, from communication to entertainment, making them indispensable tools in modern society."
4. Process: "Securing an affordable, high-quality cell phone can be achieved by following these simple steps."
5. Compare and Contrast: "The latest XXX cell phones surpass their YYY counterparts in terms of performance and features."
6. Cause and Effect: "The minimal differences between the X B and X cell phones suggest that technological advancements in this area have plateaued."
7. Argumentative: "The widespread popularity of cell phones can be attributed to three primary factors: convenience, connectivity, and versatility."
8. Problem and Solution: "While cell phones offer undeniable benefits, their overuse

can lead to negative consequences, necessitating a balanced approach to their utilization."

9. To ensure road safety and minimize accidents, legislation should be enacted to prohibit cell phone usage while driving.

Sentence 1 would be a narrative paragraph since sentence it seems to start some sort of story. A descriptive paragraph might be sentence 2, which provides a basic description of modern cell phones. Sentence 3 requests concrete instances of the various ways the writer uses his or her cell phone, therefore the following paragraph would serve as an exemplification (illustration). A how-to process paragraph's topic sentence is sentence 4.

Sentence 5 seems to compare two brands, however the word "superior to" emphasizes distinctions, making that sentence belong to a contrastive paragraph. Sentence 6 similarly implies a comparison, but this time it is between two identical-brand models, and the phrase "not that much different than" emphasizes similarities rather than differences, thus that sentence would fit in a comparative paragraph. Sentence 7 establishes a cause-and-effect relationship, highlighting the "three main reasons" as the driving forces behind the "widespread popularity of cell phones." Similarly, sentence 8 delves into cause-and-effect dynamics, focusing on the "negative consequences" stemming from cell phone overuse.

Last but not least, even though any mode can be used to make an argument (as opposed to just providing information), Sentence 9 will unmistakably begin a persuasive paragraph because any reader may disagree with the stated position that people should not use their cell phones when they are driving as stated by (Gugin, 2014, p. 27–28). The

important significance of the topic sentence in paragraph writing is demonstrated in the above examples of how various sentences can be constructed around a single theme or on one topic.

### **2.2.2.2. Supporting sentences**

The paragraph's body consists of supporting sentences which serve for evidence for the paragraph's topic sentence. Supporting sentences enable the writer to present the arguments and evidence needed to persuade the reader or at the very least get his or her point across. Two types of supporting sentences contribute to the development of a paragraph: major and minor supporting sentences. Major supporting sentences provide direct evidence or elaboration for the topic sentence, while minor supporting sentences further elaborate on the major supporting sentences, indirectly supporting the topic sentence.

According to Hogue (2008:p,24), "Supporting sentences are the bulk of a paragraph, and they explain or provide evidence for the main idea stated in the topic sentence." . As a result, the paragraph needs supporting sentences to further the core theme. Additionally, Zemach and Islam (2005:p,58) assert that logical sequencing of concepts and frequently sentences is necessary. Sentencing structures that share ideas in part can be used to achieve this. Sentences can be arranged chronologically; choosing which concepts are most crucial might help the reader to organize the writer's supporting sentence. The strongest sentences are those that readers read last because writers tend to place the most crucial information in the conclusion of a paragraph.

### 2.2.2.3. Concluding Sentence

The concluding sentence, also known as a clincher provides the writer with a final opportunity to reinforce his/her stance on the topic. It provides the writer with a final opportunity to reinforce his/her stance on the topic. According to Gugin (2014), a concluding sentence typically comprises a summary of the main point, a restatement of the writer's explanation in fresh language, and a concluding observation based on the presented information. The fundamental building blocks of a paragraph consist of the topic sentence, supporting sentences, concluding sentence, and elements of coherence and unity. A stand-alone paragraph generally necessitates a concluding sentence, often in the form of a restatement of the topic sentence, reiterating the core idea using different expressions. In other words, it provides the same information as the topic sentence but expresses it differently.

According to (Reid 1994:p.42) ,the final statement that restates the main idea in a new way and wraps off the paragraph. He also states that the ending sentence of a paragraph summarizes the main points, offers a solution to the problem, predicts a future scenario, makes a recommendation, or draws a conclusion. Typically, a concluding sentence begins with a transitional phrase like in brief, all in all, in conclusion, or in summary, but not every final sentence needs a transition word. (Boardman & Freedenberg, 2008) . (Refer to Appendix M for Writing TS+SS+CS activities.)



### 2.3. Characteristics of Paragraph Writing

One of the challenges for a student is learning to write or writing to learn, whether in the first or second language (Richard, 1990; Esmeralda, 2013, cited in Hidayati, 2018: p.23). It is challenging for native speakers of English as well, whether they are studying it as a first or second language. Grammar, mechanics, content, and organisation are the components of writing that must be taken into account while writing well (Hartfiel, et.al, 1985, p.89, cited in Hidayati, 2018: p.89).

According to Farbrain & Whinch (1996, p, 108, cited in Hidayati, 2018), grammar is a system of rules that helps students in creating sentences that make sense and are in proper English. The English words that students use to express themselves in their writing have something to do with their vocabulary. Additionally, according to (Hartfiel, et.al 1985, p.93, cited in Hidayati, 2018) organisation is the ability of learners to arrange their ideas into logical cohesion and coherence to create a cohesive and coherent paragraph.

Writing for academic purposes is considered as a great challenge for students. In writing academic paragraphs, the student or writer needs to master grammar and vocabulary, they need also to master other aspects which are: cohesion, coherence and unity, and adequate development. A good way to the understanding of paragraphs is to think about the two key terms: cohesion and coherence. It seems that they are separate, but they overlap and work together. In other words, they can be used interchangeably. Both cohesion and coherence are essential features of academic writing. It should be noted that a paragraph can be cohesive, but not necessarily coherent. Although ideas might be related, they might use language that is too technical for the audience, which would lead to

confusion. In other words, a paragraph which is cohesive does not necessarily mean it is coherent paragraph. A paragraph is cohesive if its elements are closely related all together. A paragraph is coherent when it makes sense to the reader.

### 2.3.1 Cohesion

Cohesion as a noun derives from the verb cohere, which means "to stick together," is the root of the word cohesiveness. Therefore, ensuring that the writer's words and sentences flow smoothly together is related to cohesion. Coherence (logic and meaning) and cohesion are closely related. In actuality, cohesiveness is the profound realization of coherence within the text on a grammatical and lexical level. It is what distinguishes a work from being just a disorganized collection of sentences. There are typical ways that cohesiveness is produced in a text. Halliday and Hasan (1976) identified six cohesion techniques in text: reference, substitution, ellipsis, lexical chains, cohesive nouns, and conjunction. According to Castro (2004), cohesion means that ideas in the text are connected and make sense for the reader. Halliday and Hasan's typology of cohesive devices is the most common way to categorize them. It includes reference, substitution, ellipsis, conjunction, and lexical cohesion.

- Referring back to anything that has already been mentioned (cataphoric reference) or will be discussed in the text (anaphoric reference) is done using the reference device.
- Substitution: describes the act of replacing a textual element with one of the following: one, ones, some, do, or so.

- Ellipsis: the text's omission of a previously mentioned element or, less frequently, a subsequent element.

- is a tool that makes the semantic relationships in a text that already exist explicit.

Adversative, additive, temporal, and causal are its four subtypes.

- Lexical cohesion: When two items have some sort of semantic relationship, this is known as lexical coherence. Reiteration (including repetition and synonyms) and collocation, which includes all text elements that are semantically connected, are examples of lexical cohesiveness.

Similarly, Bailey (2011:p.115) defines cohesiveness as the use of reference words (e.g., she, he, their) and conjunctions (e.g., so, but, or) to create a clear and comprehensible text. The logical connections between sentences in a text are known as cohesion. Cohesion, then, is the logical relationships between sentences in a text. This term refers to the links between the grammatical and lexical components of written work as stated by (Grabe & Kaplan, 2014). Moreover, Ferris & Hedgcock (2013) explain cohesiveness as the use of personal or possessive pronouns, replacement words or ellipses, cohesive devices to join sentences within a paragraph, synonyms to avoid lexical redundancy, and punctuation.

### 2.3.2 Coherence

Coherence is the way a text hangs together and makes sense as a whole. According to Hyland & Hyland (2006:p.311). Coherence, seen from this angle, entails logical relationships at the thought level (subject). Therefore, each sentence of a paragraph must be logically structured by following a continuous order depending on the message they are

trying to express in order to aid the reader's comprehension (Hinkel, 2004). Within this context, coherence in writing is crucial for conveying clear and comprehensible concepts in a text. Furthermore, Oshima and Houge (2007:p.76) contend that a logical paragraph runs naturally from the start to the end. Because one sentence flows effortlessly into the next, readers can follow along with ease.

The notions of the two qualities of sentence cohesion and paragraph unity combine to create coherence. On the one hand, a written text must be cohesive in order for the reader to understand it. Coherence, as defined by Hyland & Hyland (2006), is the ability of a text to convey meaning to readers through the logical arrangement of its concepts, ideas, and theories. This implies that a coherent text should possess clear and consistent connections between its ideas, ensuring a smooth flow of thought for the reader. Hinkel (2004) further emphasizes the importance of logical sentence structure, suggesting that sentences should follow a sequential order that aligns with the intended message, facilitating comprehension

Moreover, coherence is an attempt to make the entire written text understandable. Coherence plays a crucial role in writing, ensuring that ideas are presented in a consistent and comprehensible manner. Along with the main idea and supporting details, unity and coherence form the pillars of a well-structured paragraph. Even when a paragraph exhibits unity and strong support for its topic sentence, it can still appear disjointed unless coherence devices are employed to smoothen the flow of thought. In essence, cohesion refers to the interconnectedness of ideas within a paragraph, while coherence signifies the overall sense or logic of the text. These terms are distinct: a paragraph can be cohesive, meaning its ideas are linked, but still incoherent, meaning it lacks overall meaning.

Let's give an illustration. Imagine a student is writing a masterpiece. Coherence is his/her detailed blueprint, meticulously outlining the flow of his/her ideas. It lays out the foundation, ensuring each brick of information is placed strategically to build a logical and cohesive structure. Cohesion, then, becomes the sturdy brick and mortar that binds the masterpiece together. Just like neatly stacked bricks wouldn't create a meaningful building, simply stringing words together wouldn't guarantee a clear text. It's through intentional use of transitional words, phrases, and even sentence structure that coherence emerges, like the walls rising from the blueprint.

Cohesion is a critical aspect of effective writing. It refers to the way in which sentences and paragraphs are connected and flow together smoothly, making the text more understandable and engaging for the reader. One way to achieve cohesion is through the use of transitional words and phrases. These words, such as "however," "therefore," and "in addition," serve as bridges between ideas, helping to link sentences and paragraphs logically. Additionally, repeating key terms and concepts throughout a text can reinforce cohesion. Maintaining a consistent point of view and using pronouns correctly can also contribute to the overall coherence of a piece of writing. By paying attention to these elements, writers can create texts that are not only easy to follow but also more compelling and persuasive.

In a nutshell, writing a paragraph must have a broad sense of order, and each sentence must fit within it. Because the paragraph's main theme unites all of the paragraph's ideas and sentences, they are arranged in a logical and straightforward way. The more cohesive and coherent a paragraph is, the more effectively it conveys meaning to the reader. It can be

stated that coherence is the glue that holds communication together. Whether in writing or speaking, it is the foundation for clear, understandable, and persuasive messages. Practice and attention to structure and organization are key to achieving coherence in your communication.

### **2.3.3. Unity**

The next feature of an effective paragraph is unity that is all sentences in a paragraph must be focused on one main topic. Oshima and Houge (2007:p.67) noted that unity is a crucial element to write an effective paragraph. A paragraph has unity whether the entire supporting sentence elaborates only one idea from the beginning till the end, all sentences should be related to the topic.

Paragraph unity is the cornerstone of effective writing, ensuring that every sentence within a paragraph revolves around a single, central idea or subject. This means that the topic sentence, supporting details, and concluding sentence should all contribute to the development of this core idea. A unified paragraph maintains a consistent focus, with supporting sentences providing elaboration and clarification of the main idea, while the concluding sentence reinforces the essence of the topic sentence. In essence, a unified paragraph presents a cohesive thought, backed by relevant details and concluded with a fitting summary.

### **2.3.4 Adequate Development**

Effective paragraph development hinges on three key elements: providing an appropriate level of supporting detail, selecting suitable evidence, and employing a pattern

of development aligned with the writer's intent. A well-developed paragraph thoroughly describes, explains, and substantiates the main idea expressed in the topic sentence. Conversely, if the paragraph fails to deliver on the expectations set by the topic sentence or leaves the reader with unanswered questions, it indicates insufficient development. Effective paragraphs are not only cohesive but also completely developed, leaving the readers with no important unanswered questions. The whole development of an idea must be traced for readers while writing a paragraph so that they can comprehend the writer's presumptions, supporting details, and line of reasoning.

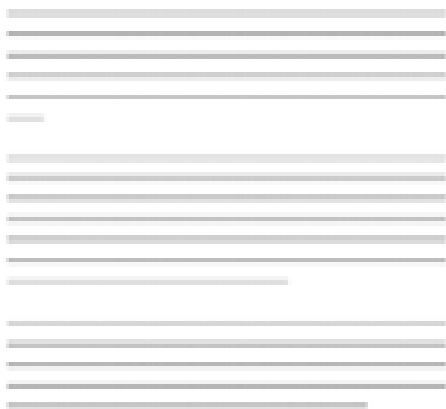
Every main idea mentioned in a paragraph should be appropriately described and supported by evidence and facts that work together to clarify the paragraph's controlling idea. Kramer et al. (1995) state that a paragraph should explain or illustrate the main idea (controlling idea) and any other supporting ideas in enough detail so that readers can understand it. A paragraph that only introduces a topic but does not provide enough information is underdeveloped. As a result, a given topic can call for a particular way of development, and this method of development might call for the adoption of a particular pattern. Specific structures are needed for specific development methodologies (Raimes, 1981: p.5). Students should receive instruction on how to use those patterns that require greater practice.

In sum, all the aforementioned definitions emphasize that a paragraph always contains a single idea, one topic, one main idea, a controlling idea, or central idea. In fact, the central idea and the supporting sentences of the paragraph usually have a certain length and shape which traditionally called “Paragraph Layout or Paragraph Format” which are

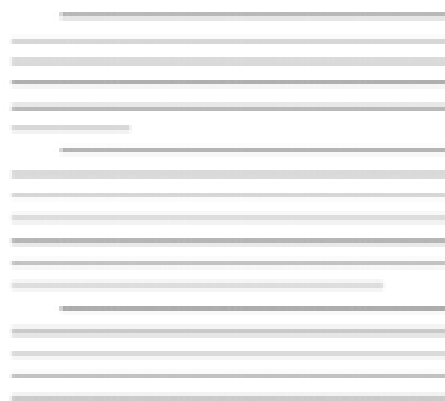
going to be discussed now.

### 2.3.5 Paragraph Format and Length

#### Spacing format



#### Indentation format



By dividing ideas into paragraphs, the writer conveys to the reader how the paragraph ideas are related. The figures below illustrate how paragraphs are either marked by a white gap (figure on left) or by means of first line indentation (figure on right).

In line with Hyland & Hyland. (2006). —How lengthy should a paragraph be? It is a query that new authors frequently ask. Paragraphs should be long enough to achieve their goals and brief enough to be entertaining, much like a teacher's lecture or a preacher's sermon. In reality, none of writers' paragraphs should be a specific length or have a predetermined amount of lines or sentences. The topic sentence states the major idea, and the remaining sentences must provide the reader with sufficient evidence to support that idea. A reader will be ignorant, unconvinced, or puzzled if there is insufficient explanation,



despite the fact that excessive or repetitive detail is uninteresting.

It has been discussed above (2.2.1) that the paragraph is a group of sentences. However, how many sentences does the paragraph contain? Davidson (1964 ) tried to find an answer to this question. He noted that the length of an ordinary paragraph depends on the degree of elaboration needed to bring out the topic clearly. He added that some paragraphs are quite short, while others are extremely long. Research has shown that the average paragraph in English has five to ten sentences, with seventy five to one hundred and fifty words. Johnstone (2002: p.102) maintains that a paragraph length varies across written medium; paragraphs in newspaper columns are usually shorter than paragraphs in books.

A paragraph with a simple topic may have five or six sentences, but a paragraph about a hard topic may have from ten (10) to twelve (12) sentences. When students' paragraphs are too short means that they are not including enough evidence or any explanation, or too long means that they have made up of several different points of a paragraph.

### **2.4. Types of Paragraphs**

Since 1<sup>st</sup> year university students are required to write different types of paragraph, they should familiarize themselves with four essential paragraph types: descriptive, narrative, expository, and persuasive. We are going to consider just these four types because they are frequently needed in writing tasks produced by 1<sup>st</sup> year EFL university students. The instructional demonstrations to these four primary types of paragraphs are provided below:

- Write a descriptive paragraph to describe someone or something.
- Write a narrative paragraph to tell a story.
- Write an explanatory paragraph to explain something.
- Write a persuasive (argument) paragraph to state writer' position.

### **2.4.1. The descriptive paragraph**

This kind of paragraph gives a description and illustrates to the reader what the object or person is like. The five senses which are: sight, sound, touch, smell, and taste are frequently evoked by the words used in the description. A descriptive paragraph can be creative and depart from accepted grammar rules. In-depth descriptions of the character, situation, and place are the main focus of descriptive writing, which is about how something or someone seems.

For example, the writer paints a vivid picture of a subject by introducing it in the topic sentence, using sensory details to describe its appearance, smell, and feel in the supporting sentences, and then summarizing the main idea in the concluding sentence by selecting well-known and common sentences to offer the best description. Adjectives should be used according to mood and emotion. Smith (2003) claims that descriptive writing uses adjectives to precisely describe the subject and uses words to create mental images. It also typically makes use of sensory elements to create a mood.

### **2.4.2. The narrative paragraph**

This kind of paragraph tells a narrative. There is a definite beginning, middle, and end to the paragraph, or there is a series of events. A narrative paragraph is the easiest way

to tell a story. Most of the time, writing of this nature discusses historical occurrences. The topic sentence, supporting sentences, and concluding sentence are all present, as in other paragraphs. Any sort of paragraph writing requires knowledge of and adherence to certain transitions. This type of paragraph tells a story. The narrative paragraph has a logical sequence of events that show a specific transition by which the events present a chronological order to the supporting sentences in the body of paragraph. For example, Boardman (2001) notes that every transition word or phrase must be accompanied by a comma. Time transitions include first, at first, second, third, next, then, after that, and finally.

### **2.4.3. The expository paragraph**

This kind of paragraph gives instructions or explains something. Additionally, it can lay out a strategy and guide the reader through it step-by-step. Although writing this kind of paragraph frequently necessitates study, it's also feasible that the writer can rely on his or her own knowledge and expertise. Expository writing is used to convey information on a person, object, or idea, and is also referred to as information writing when it explains anything about a subject. Expository paragraph writing, on the other hand, is factual and devoid of emotion and feeling.

According to Smith (2003), an expository paragraph is a type of paragraph that explains a process or a concept using transitional words such as "first," "next," and "finally" to clarify the order of steps so as to help the reader follow along. Furthermore, Fiderer (2002, p. 17) defines an expository paragraph as "a paragraph that gives directions or uses facts

and details to explain information." Alkuauli (2006) adds that expository writing is used to "explain and clarify ideas through definition, contrast, or information." As a result, when explaining and expressing a viewpoint, expository paragraphs are factual and based on real subjects.

### **2.4.4. The persuasive paragraph:**

Finally, the fourth and last kind of persuasive paragraph aims to persuade the reader to comprehend or embrace the writer's stance on a particular point of view. Due to its value in developing an argument, this style of paragraph is one that many teachers emphasize. It frequently necessitates fact-finding and study. It is significant to note that many paragraphs combine elements of all the four types.

### **2.5. Process Writing for Good Paragraphs**

After understanding what a paragraph is, its fundamentals, its important parts and its types, it is worthy to know the different stages or steps any writer goes through to write a good paragraph. Planning, drafting, revising, editing, and finalizing are the five fundamental steps in producing a paragraph.

It is stated that the writing process starts before the writer either puts his/her pen in paper or his/her computer keyboard. Most writers spend a lot of time thinking before they begin to write, and then they follow specific stages to produce the finished piece. "The writer should think of writing as a process involving the following steps," advise Blanchard and Root (2004).

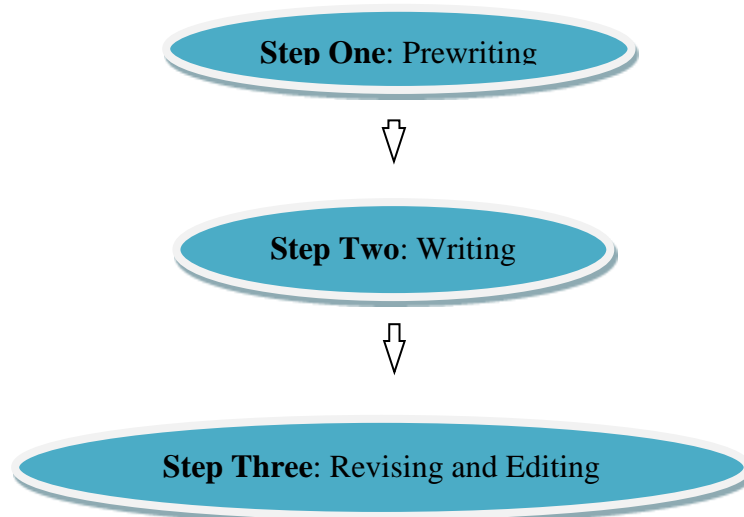


Figure 7 Steps of the Writing Process (Blanchard and Root, 2004 p.11)

According to Brown and Hood (1989), there are three primary stages in the writing process. They have described them as follows:



Figure 8 Stages of Writing (Brown & Hood, 1989, p. 6)

The writing process appears to be linear in those diagrams. But in reality, though, such is not the case. It is true that writers plan, draft, and edit their work as they write, but it is also observed that they frequently find themselves re-planning, re-drafting, and re-editing what they have already written. Harmer (2004) argues that the writing process is not linear, meaning that it does not follow a set of steps in a specific order. Instead, it is recursive,

meaning that writers move back and forth between different steps as they develop and refine their writing.

To illustrate this point, Harmer created a wheel-shaped model of the writing process. The wheel is divided into six sections:

1. Brainstorming and planning: This is where writers generate ideas and develop a plan for their writing.
2. Drafting: This is where writers start to put their ideas into words.
3. Revising: This is where writers review and improve their drafts, making changes to the content, organization, and style of their writing.
4. Editing: This is where writers focus on correcting grammatical, mechanical errors and improving the overall clarity and conciseness of their writing.
5. Proofreading: This is where writers carefully review their writing to catch any remaining errors.
6. Publishing: This is where writers share their writing with others.

The wheel-shaped model shows that writers can move between different steps in the writing process as needed. For example, a writer may start drafting and then he/she realizes that there is a need for more brainstorming. Or, a writer may finish revising and then decides to go back and makes some changes to the content of their writing.

The key takeaway from Harmer's model is that writing is a fluid and dynamic process. Writers should not feel like they have to follow a rigid set of steps. Instead, they should be flexible and willing to move back and forth between different steps as needed.



Figure 9 Process Wheel (Harmer, 2004, p. 6)

### **-Planning**

For most writers, "getting started" is the step number one in the writing process. Some prewriting exercises will help writers, either they enjoy writing or not (Blanchard & Root, 2004). Without a doubt, planning is necessary for most writing. However, the reader, the objective, the content, and the writing circumstance all play a significant role in how much time is spent on the latter (Brown & Hood, 1989). Blanchard and Root (opcit, p. 11) describe prewriting as a way to "warm up your brain before you write, just as you warm up your car's engine before you drive." These warm-ups are carried out using a variety of prewriting strategies, such as brainstorming, clustering, and free writing, that help writers come up with ideas.

- **Brainstorming:** This is a quick way to generate, storm, and search for ideas regarding a specific topic. No matter how or in what order they are used, the goal is to gather as many ideas as the writer can.

- Clustering is a visual brainstorming method that utilizes circles and lines to represent ideas and their relationships, helping to generate and organize thoughts in a structured manner.

- Free-writing: This is just writing that is not constrained by either form or content. When using this strategy, authors can write without worrying about deviating from the topic or making mistakes. The goal is to write as much as he/she can for a while, and writers keep coming up with words even when they have nothing profound to say (Klein, et.al 2007).

Before learners start writing a paragraph, they need to decide on two things. First, what we are about to write; and second, what we want to say. Therefore, if they wish to produce a decent paragraph, it is crucial that they start with a plan. It's also critical to remember that organising writer's paragraph into manageable steps can help him/her produce good paragraphs. The following planning steps might be worth looking at:

1. Pick a subject.
2. Prepare your paragraph by freewriting, brainstorming, or clustering.
3. Establish what is most crucial.
4. Write your topic sentence.
5. Gather relevant information, examples, and details.
6. Organize ideas.
7. Make a simple outline..

As we have noted earlier that the most crucial point in a paragraph is the topic sentence, in this planning phase writers need to focus on developing the topic sentence that



will present the main idea and decide on how the remaining sentences will develop that main idea.

### **-Drafting / Writing**

Galko (2001) says that drafting is the second stage of the writing process, where the writer creates a rough draft of their writing using the information they gathered in the first stage. Nemouchi (2009) calls drafting "writing a rough, or scratch writing. The point is that drafting is characterized that drafting is characterized by the writer making increasingly less tentative efforts to implement a specific plan for their writing. In other words, drafting is when the writer starts to put their ideas into words, even if those words are not perfect.

No need for grammar and spelling as this is a draught.

Brown and Hood (1989) argue that students shouldn't care about spelling, grammar, mechanics, or the best word choice during the drafting stage, the writers just write sentences to organise their ideas. As a result, the drafting phase is an essential step for starting to write and should be repeated frequently to assist writers employ the proper words and thoughts later on. It also motivates authors to overcome writing challenges. Thus, the writing that will serve as the basis for the final draft should begin at the drafting stage. In other words, drafting is the first step in writing, and it is the foundation for the final draft.

### **- Revising**

The third and the most crucial stage of the writing process is revising. Revising is the process of going through anything the writer has written again to see how he/she can make it better i.e. to improve it. The goal is to evaluate what was written during the drafting stage

by examining where it succeeded or failed (Harmer, 2004). Similarly, Brown and Hood (1989) assert that during the revising process, writers should ensure that:

- They have expressed themselves how they intended.
- It was stated appropriately and in a clear manner.
- In a certain writing circumstance, readers can clearly understand the content and the

objective.

### **- Editing**

The last stage of the revising process is editing, which is also the last step before presenting the written product to readers. Editing seeks to fix grammar, spelling, and punctuation issues whereas revising stage concentrates on substance and ideas organisation. While editing strives to make writing more understandable, it does not actually change what has been written (Smith, 1982). In order to make their writing completely accessible and readable, writers make their final modifications and check accuracy at this stage (Hedge, 2005).

### **- Publishing**

Publishing is the final stage of the writing process, where writers share their refined and polished work with their intended audience. This audience can vary depending on the context, such as teachers and classmates for student writings.

## **2.6. Paragraph Writing: Challenges and Pitfalls**

As the paragraph writing is one of the main concerns of the current study, we are going to discuss the most challenges encountered by EFL learners when they write

paragraphs. Writing is a laborious task because students need to pay attention to many things. When they write content or ideas, they should use proper punctuation, spelling, capitalization, sentence structure, word choice, grammar, and word forms. Since writing is a complex process, the expectation for EFL students is to create written compositions that are grammatically accurate, convey clear meaning, and align with cultural expectations poses a significant challenge in their writing endeavors as stated by (Abu Raas, 2015:p. 49).

Among the four language skills, writing plays a very dominant role in learning, and paragraph writing is considered as the first main part in the syllabus of students at the tertiary level. Paragraph writing is the base for further discourse writing in academic setting. Therefore, it is obvious that success in academic writing is due to effective paragraph writing. The researcher observed that the students produce very poor paragraphs. In other words, they have serious weaknesses in paragraph writing. This suggests that their paragraph-writing abilities are lacking.

Therefore, The second part of chapter two discusses the problems that EFL students face with paragraph writing. It is well-known that EFL learners find writing to be the most challenging skill. It takes a long time to master this skill in general, and specifically, struggle with paragraph writing. Students majoring in English experience a variety of difficulties when composing paragraphs for a variety of reasons. Numerous researchers have examined several significant facets of paragraph writing, and they have discovered certain common errors that students make when writing paragraphs. Four

categories of linguistic issues can be found in writing: grammar, vocabulary, mechanics, and organisational issues (cohesion and coherence).that are discussed below :

### 2.6.1. Grammar (Language Use) Problems

Much research has been done on the grammatical problems students face when writing paragraphs. Researchers paid much attention to grammatical correctness and neglected the other aspects of writing. Grammar has proven to be very important in conveying correctly written sentences, and there are several important grammatical forms such as tenses, subject-verb agreement, articles, prepositions and connectives. Dudley Evans & St. John, (1998) also state that grammar is the hardest aspect for EFL writers. Ammar (2017) shows that learners struggle with many different types of problems, including grammar and structure problems, punctuation, and problems with the use of definite and indefinite articles. EFL learners can be said to have errors in tense usage, preposition usage, syntactic errors, subject-verb agreement, and article usage.

Similarly, Tyner (1987) writes: Second languages have many problems. Also, English has many grammatical structures that make it difficult for learners to use them accurately and correctly. Moreover, English has a different structure than L1. The mismatch between the two languages is a major obstacle for learners who want to write in their second language or foreign language.

Tyner (1987) stated that learners face various problems when trying to write in a second language. He added "Verbs take different forms depending on the tense and the subject used, which causes problems for EFL learners to write accurately in a second

language". Similarly, Kharma (1986) notes that EFL students have problems in grammar such as sentence structure, article and preposition usage, subject verb agreements, pronoun references, and connectors usage.

Another problematic aspect of grammar is sentence structure because different syntactic patterns are usually reflected in sentences (Reid, 1983). More often, run-on sentences, poor grammar, and fragment sentences are used by weak learner. Kharma (1986) also makes the case that students who struggle to write well-organized sentences are unable to produce a range of coordinated and subordinated sentences. Cohesive devices, according to Zamel (1983: p. 22), are so important in writing as it has been found that English language students have trouble with the linking devices usage.

### **2.6.2. Poor Organization of Ideas and Lack of Unity Problem**

Another problem faced by English learners is the presentation of well-crafted and well-organized ideas. Information that is well-organized is simpler to recall and comprehend. According to Grab and Kaplan (1996), rhetoric comprises the study of cohesion and coherence, text macrostructure, informational organisation, and historical structure.

Coherence aspect is an implicit feature of written texts that describes the logical relationships between ideas and information included in discourse. Consistency is promoted by cohesion, where one sentence relates to the next (Bex, 1996, cited in AlFaki 2015). Many researchers point out that EFL students experience problems with the consistency of their English writing. For example, a study of Arabic students' writing

(Bex, 1996) found that sentence length, words repetition, parallelism, lack of sentence variety, and misuse of certain cohesive devices were the main sources of coherence and textual deviation . Furthermore, according to previous studies, EFL students have certain cohesiveness and coherence issues that show up in their heels.

### **2.6.2.1. Cohesion Problem**

A critical issue for EFL students, according to the literature review, is cohesion. The various aspects of the cohesion issues that students report have received considerable attention from researchers. The concept of cohesion is typically applied when analyzing subunits within a text. In order to convey a sense of connection, the writer makes use of the inherent relationships between words, phrases, and sentences (Ammar, 2017). Students lack understanding of cohesion and consequently struggle to connect sentences because they are still unsure of how to use writing devices. They are still unsure of how to use writing devices that are cohesive.

### **2.6.2.2. Coherence Problem**

Coherence, is the cornerstone of written text as it provides a discernible structure for ideas and arguments. Regardless of paragraph length, coherence remains paramount, as it enables readers to grasp the intended meaning effectively. The ideas are connected logically, and the order needs to make sense. Well-organized information is simpler to remember and comprehend. However, so many EFL students lack the knowledge of how to structure a paragraph's ideas in a way that makes it more readable and appealing. The study conducted by Ali Aljaily (2016) found that students do not have sufficient

knowledge of English. According to Ali Aljaily (ibid), students lack sufficient knowledge of how English paragraphs are structured. He also added that insufficient knowledge of English paragraph organization leads to the creation of paragraphs that fail to engage readers and may even cause confusion.

Additionally Kharma (1986), learners struggle with structuring a paragraph, developing a paragraph's topic, structuring the entire discourse, and developing a discourse's theme. Along the last four decades, it has been noticed that the most common argues that the most common problem that students have with paragraph writing is either that their paragraphs include too many ideas in a single paragraph, or that they do not adequately develop or provide examples for the single topic that they do focus on. In other words, students either write paragraphs that are too broad and unfocused, or they write paragraphs that are too narrow and lack supporting evidence. According to Raimes (1983), another issue with organizational aspect in students' writing is the challenge of distinguishing between a topic and its supporting ideas, generalizations, and specific details.

Pincas (1982, cited in Sultana 2011) also demonstrated that students struggle to write cohesive paragraphs because they improperly use cohesive devices. Students write paragraphs which have no topic sentences, paragraphs with irrelevant sentences that lack unity. Students' frequent use of overly long sentences that eventually lose their sense is another issue with coherence. Qaddumi (1995) carried out a study among Arab students. He noted that repetition, parallelism, sentence length, a lack of variety, and the improper use of several cohesive devices were key contributors to incoherence and textual deviation in the written texts of Arab students.

### 2.6.3. Paucity of Vocabulary

Vocabulary plays a crucial role in language development and is like the bricks that are essential for constructing homes. In a study, Hajar (2015) notes that a lack of vocabulary is one of the factors that detracts from the appeal of a paragraph. As a result of their narrow lexicons, students will be unable to convey their ideas clearly and freely. Students also have problems with their use of language. Some words may have multiple meanings, while others may have the same meaning when used differently. As a result, when writing, learners frequently use the incorrect word or confuse it with another. Ali (2016) notes that "good writers should be more concise and be more precise, deleting unnecessary words and choosing the exact right words."

Along with excellent grammar and a variety of sentence patterns, successful writing or composition should include suitable and varied vocabulary (Norrish, 1983 and Alamirew, 2005, cited in Alfaki 2015). According to Reid (1983) in cited Alfaki, 2015, the student's composition will make sense to his or her reader when the writer exercises the selection of terminology that would represent care for the reader and the aim of writing. Students struggle with using the right words in the right time and in the right place when writing in a second language. For instance, according to White (1980, cited Alfaki, 2015), students frequently overuse "long words" in their paragraphs in an effort to impress the reader or their teacher. The diction problem results from the student's attempt to grab the reader's attention.



### **2.6.4. Poor Mastery of Mechanics of Writing Problems**

One of the most common challenges that EFL students face is mechanics problems, such as punctuation, capitalization, and spelling errors. These problems can make writing difficult to read and understand, and they can also reflect poorly on the student's writing skills. The mechanics problems that first year EFL university students encounter include: punctuation, capitalization, and spelling problems.

#### **2.6.4.1. Punctuation Problems**

Punctuation problems are very common among EFL students. Some of the most common punctuation errors that EFL students make include:

- Using commas instead of semicolons or colons to separate independent clauses
- Using commas incorrectly with introductory clauses and phrases
- Omitting commas after introductory clauses and phrases
- Using apostrophes incorrectly to indicate possession or plurals
- Using quotation marks incorrectly to indicate direct quotes

According to Byrne (1988: p.16), punctuation is troublesome because it has never been as standardized as spelling. In the same vein, Carrol and Wilson (1995, p. 191, cited in Alfaki 2015, p 45) claim that "Students' writing encounters punctuation problems as there are no universal rules of punctuation."

#### **2.6.4.2. Capitalization Problems**

For the beginning of significant words, the beginning of sentences, topics, headings, etc., capital letters are helpful (Kroll, 1991, cited in Alfaki 2015, p 45). However, correct

capitalization usage is a challenge for students. There are explanations for why some learners struggle with capitalization. It can be challenging for students to distinguish between proper and common nouns because capitalization rules are not uniform. (Gowere et al,1995, cite din Alfaki 2015).

### 2.6.4.3. Spelling Problem

When consedring spelling problems,Gowere et al., (1995, cited in Alkafi,2015:P,45) stated that the complexities of the English spelling system, stemming from historical influences, linguistic borrowings, and variations in pronunciation, pose a significant challenge for EFL learners, leading to various mechanical errors in their writing.They (ibid) consider that major students' mistakes are about language mechanics in the following:

No use for the full stops or priod at the end of a sentence. Not enough spaces between words. Question marks, hyphens, semicolons, exclamation points, missing commas after introductory elements and colons are rarely used. No use of capitalization at the beginning of new sentences and capitalization of proper nouns.

To summarize, a poor grasp of grammatical structures and difficulties with paragraph cohesion and coherence, lack of vocabulary and mechanics are some of the writing inconsistancies faced by EFL students. It appears that all of the important components of writing are considered problematic.These challenges impede students' ability to succeed academically and advance professionally.

### **2.7. Causes of EFL Learners' Problems in Paragraph Writing**

Understanding the underlying causes of EFL learners' difficulties in paragraph writing is essential for developing effective teaching writing strategies and improving students' outcomes.

#### **2.7.1. The Nature of the Writing Process**

The mastery of grammatical techniques, conceptual thinking, and judging (having purpose and activating) aspects are necessary for writing, which is a complex process (Byrne 1988). Writing complications are categorized by Byrne (1988: p.4, ) as psychological, linguistic, and cognitive issues. Grabe and Kaplan (1996:p.6) believe that since writing is a difficult skill that must be developed via constant effort and extensive practice, it does not come easily.

Furthermore, Norrish (1983) considers that the complexity of writing lies in the fact that 'Information must be communicated in writing without assistance from any sources other than the language itself (p.6). This seems to imply that, in comparison to speech, the grammatical and lexical system needs to get greater attention because language serves as a code of information transfer.

According to Nunan (1989), quoting Bell and Burnaby (1984), writing is an extremely complex mental activity that requires writers to control many different things at the same time. In other words, writing is not just about putting words on paper (or on a screen). It also requires writers to think about things like their purpose, audience, organization, style,

grammar, and mechanics. All of these things must be considered and coordinated simultaneously in order to produce effective writing.

These include sentence-level letters for action, sentence structure, vocabulary, punctuation, and content management that is to say ideas organization. A writer needs to have the ability to arrange and incorporate information into paragraphs and texts that are cohesive and coherent in addition to sentence structure.

Abu- Rass (2001, cited in Ibrahim, H 2006 ) identifies several aspects that writers must balance, including content, organization, purpose, audience, vocabulary, grammar, and mechanics. This makes writing a challenging skill for both native and non-native speakers. Additionally, Ur (1996) notes that writing typically demands a higher level of language than speaking, including more precise word choice, a wider vocabulary, and overall correctness of expression. Writing is a chaotic process that requires writers to produce several drafts before arriving at a polished product.

### **2.7.2. EFL First Year Students 'Lack of Motivation**

The purposes of the students' writing should be taken into teachers' account in the writing class, according to Zamel (1997). When students' needs and interests are taken into consideration, when they are given multiple opportunities to write during the writing process, and when they are encouraged to participate, writing activities can be generated fast. Similar to this, Davis (1998:p.25) claims that students will be encouraged to write if writing assignments inspire and maintain their attention.

In his investigation about the issue of motivation to write, Alfaki overviews a number of studies that highlight the importance and impact of motivation on learners writing performance. These studies ( Leki, 1991; Silva, 1997; Thomsan, 2003; Hudelson, 1989; Pincas, 1982 and Byrne, 1988) assert that the writer's desire to convey a message is crucial because it is much more challenging for larners to write about subjects that do not interest them. When students are allowed to select their own topics is both "reasonable and motivating," and are given this flexibility, their work is more successful. Moreover these studies discovered that writing quality improved when students were given freedom to select their topics. Additionally, they stressed the fact that putting writing in a realistic setting increases motivation for writers of all ages and skill levels.

However, they distinguished that most writers produce inferior work when forced to write on subjects they do not enjoy. In other words, most students will write less if they are obliged or forced to write about a subject that they do not want or they are not interested in writing about. Actually, every necessary success depends on motivation. Two (2) key questions are raised regarding language learning, including why students lack motivation to write in a foreign language. How can you increase their writing motivation ?

Harmer (2006) asserts that there are a number of issues that hinder students from writing in an effort to address these two problems. First is the dread of failing, or the fear of not being able to achieve their objectives, particularly in situations when they are required to demonstrate their language proficiency and their capacity to use this proficiency within various frameworks. Another reason that keeps individuals from writing is their fear of making mistakes. EFL students feel uncomfortable over the structure of the

paragraph or any piece of written compositions that they intended to write. Therefore, they fail to write.

Thirdly, some students are hesitant to display their written work; they conceal their flaws and persuade themselves not to continue writing because they see an earlier failure. EFL teachers are encouraged to provide easy-going themes to class to encourage their students to express their opinions and reduce anxiety. In 2005, Dornyei. Anxiety is another issue with these students, and it frequently has a negative impact on their students' attitudes towards writing in the target language. Teachers must therefore help their students in creating a "writing habit."

### **2.7.3. Interference of L1 (L1 and L2 Style Differences)**

L1 interference has significant effects on how students learn to express themselves in writing. L1 learning is distinct from L2 learning since the learner is already familiar with the meaning and application of one language. When first language and second language share components, learning is aided; nevertheless, when the two language systems diverge, learning is hampered.

Cook, (2001) the biggest concern for Arab English learners is the early involvement of their native tongue (Arabic) into their writing in English. Because the writing systems of the two languages differ, Arabic students of English frequently make mistakes. They have a tendency to think in Arabic first before translating those concepts into English. Arabic is the native language, The dominance of Arabic as the first language among EFL learners often leads to a direct translation approach when applying English language rules, resulting

in numerous errors due to negative transfer between the two languages, as noted by Hamar (2017).

In the context of this study, first-year English students at MKU University do refer to their first language, Arabic, when they write in English. They therefore have a tendency to first think in Arabic before translating those ideas into English anytime they are requested to write something in English in academic contexts. Consequently, they make a variety of interlanguage mistakes related to word choice and sentence construction. As a result of the negative language transfer between the two languages, EFL students frequently misuse the target language, English. However, other errors may not be due to L1 interference. These errors are called intralingual errors because they occur within the same language system.

### **2.7.4. Time Allotment Constraints**

The concept of time needs to be taken seriously, according to Hedge (1988:p.11), because writing activities naturally have several stages that need a lot of time. Students require time for brainstorming, planning, producing rough drafts, editing, and rewriting. Gethen (1980) cited in Kroll (1990:p.140) noted that writing is often constrained by a number of requirements that must be met and coordinated at several "structural levels," i.e., overall text structure, paragraph structure, sentence structure, and word structure. They claimed that while trying to fulfil all of these needs is a challenging task, the length of time provided for producing writing may have an impact on how well the aforementioned items are understood.

To support this claim, both Hedge (1988: p.11) and White and Arndt (1991) assert that the concept of time needs to be given attention and that it is necessary for the incubation, sifting, and shaping of ideas. Writing is the ability that gains from time the most out of all the others. The length of time given to students can have an impact on the quality of their written compositions while teaching writing skills.

### **2.7.5. Lack of Reading**

Research has established a positive correlation between reading proficiency and writing ability, suggesting that extensive exposure to language through reading enhances both skills. Raimes (1994) highlights this connection, emphasizing that increased reading exposure familiarizes students with the nuances of vocabulary, idioms, sentence structures, organizational patterns, and cultural norms of native speakers.

According to Kroll (1990: p.48), reading is what gives writers a sense of the style and texture of reader-based prose. Reading is considered to be a successful tactic that implicitly establishes a safe foundation in addition to the efforts made by EFL teachers to improve their students' writing abilities. Although EFL teachers strive to improve their students' paragraph writing skills, reading is a valuable strategy that provides a model for students to admire and implicitly dictates the best practices to follow. One of the main reasons why students are dissatisfied with their English paragraph writing is insufficient reading.

### **2.7.6. Lack of Practice /Less Exposure to the Target Language**

Davis (1988) asserts that "writing is fundamentally a creative activity and successful writers must learn to express their thoughts succinctly to an invisible audience. It takes



much of practice to do this. Grabe and Kaplan add (1996:p.6), writing is a skill that must be continuously worked at and refined over time. If genuine learning is to occur, learners must also assume responsibility for their own learning. The greatest way to learn any talent, he continues, is to put it to use. The best method to improve as a driver is to actually drive. Similar to the last example, writing frequently is still the best method to improve as a writer. Hedge (1988) highlights the importance of regular and substantial writing practice, stating, "Students need to write regularly and frequently in order to become good writers."

Writing successfully is not a skill that comes easily; it is typically mastered. It needs to be worked on and learnt by doing. This implies that spending time on writing is a crucial component of writing. Another factor contributing to students' writing issues in this study is lack of writing practice. As it is stated that converting competence into performance requires practice.

### **2.7.7. Inadequate Teaching Methods**

Most EFL writing teachers have not yet applied the process approach during writing classes; the mindset of the teachers is the reason why traditional writing instruction continues to predominate. EFL Writing classes are naturally provided by teachers who have received instruction and training in the best practices for product writing. Their pedagogical beliefs have a significant impact on how they teach. Despite the introduction of process instruction in late 1980s, writing in Algerian EFL classrooms is still structured and teacher-centered. In her study, Min (2007:p.42, cited in Sanchez , 2017 p, 21) states

that "process writing is learning to write by writing."

### 2.7.8. Irrelevant Writing Lessons Assigned to 1<sup>st</sup> Year EFL Students

The curriculum for undergraduate EFL university students majoring in English at the Department of English at MKU ,even at the othe departments of English throughout the Algerian universities, typically encounter paragraph writing instruction in their second year and essay writing (3-5 paragraphs) in their third year. Despite the presence of a separate writing module, the first-year course "Grammar and Writing," which spans two semesters, focuses solely on grammar instruction. What it has been noticed is that writing course overlaps with the grammar course. Both courses focus on the repetition of grammar aspect students use to learn since secondary school, such as parts of speech, types of sentences, tenses, etc., simple, complex, compound sentences, and compound-complex sentences, punctuation, In other words, writing instruction is mainly based on grammar aspect which makes learners to be boring on one hand and either instructional or learning practices do not match teaching or learning the writing skills.

Grammar and writing courses assigned to first-year students at MKU focus on explicit and systematic instruction in the parts of speech and sentence structure . However, research has shown that this type of instruction has a statistically significant negative effect on writing ability, meaning that it is unlikely to improve students' writing (Graham & Perin, 2007, p. 21).

Furthermore, Graham and Perin's theories are supported by research by Hillocks's study (1987) where students were taught the parts of speech, sentence building

blocks, and various types of clauses and sentences. He discovered that despite linguists' claims that traditional grammar does not accurately describe language, many teachers still believe that grammar knowledge is necessary for producing clear and successful writing.

Hillocks asserts unequivocally, "The study of grammar does not contribute to growth in the quality of student writing" (p. 77), based empirical research. If grammatical knowledge is employed at all during the writing process, it is just for editing and proofreading purposes; it is not used to specify purpose, procedure, content, or style (Hillocks, 1987, p. 77-8). Zemelman and Daniels (1988, p. 27, cited in Bridgette 2007, pp: 21/22) suggest teaching the mechanics of writing in the context of students' compositions, rather than in isolation through separate exercises and drills. Between what learners can perform in controlled skill and drill conditions and their actual writing, there is frequently little or no transfer, if any at all. The cognitive processes needed to correctly answer questions on a skill test are very different from those needed in actual writing situations, which leads to the transfer difficulty. Students must pay attention to and strike a balance between a variety of aspects in the latter, including audience, subject, purpose, tone, language, rhetoric, mechanics, and others.

The mechanics of the compositions students write must be addressed if the objective is for them to regularly show understanding of grammar, usage, and mechanics in actual writing (Zemelman & Daniels, 1988, pp. 27–28, Cited in Bridgette, 2007). Overall, the main purpose of grammar teaching is to help students retain the grammar items and apply it to their writing so they do not run into writing blocks. Effective writing instruction should provide opportunities for students to practice both their writing skills and their

understanding of grammar. Teachers can foster both grammatically sound writing and deeper grammatical knowledge by creating writing activities that involve focused attention to specific grammatical elements.

### 2.7.9. Inappropriate Teachers' Feedback

Zamel (1985, p. 79) notes that teacher feedback can be beneficial if teachers read students' writing with interest and sincerity, rather than as judges and critics. Similar to this, Byrne (1988: p. 29) believes that teachers should possibly stop focusing so much on what if they want to be true readers rather than judges. The students have not failed in their goals, but rather in what they have accomplished. This might encourage writers to value feedback and incorporate it into their revising and editing phases.

Teachers should frame corrections as opportunities for growth, not as punishments and offer gentle guidance and positive reinforcement alongside corrections to motivate their students. Teachers also provide students with clear explanations of their errors and alternative approaches to improve their understanding and create a safe and supportive learning environment where students feel comfortable making mistakes and asking questions. Similarly, Ferris (2003) argues that teachers should offer both constructive criticism and compliments or encouragement (p. 49) because student motivation and language learning are closely related.

The writing teachers should add positive and inspiring remarks in their written feedback to motivate their students. Students will stop talking if teachers consider their response to be the end of the exchange. However, there is an opportunity for the

application of principles if the response contains detailed instructions for what to do next (Lees, 1979: p. 265 cited in Alfaki, 2015: p. 48). Furthermore, Norrish (1983, p. 71) describes correcting errors as a helpful and engaging exercise for students to check each other's work in groups or pairs when they view error correction as a stage of more or less free writing. This saves time for teachers and promotes students' interaction. However, the feedback provided by the teachers is typically imprecise, incorrect, and imbalanced. As a result, according to Cohen and Cavalcanti (1990: p. 155), the feedback provided does not help students in improving their writing abilities. Zamel (1985) discovered that teachers' written comments were ambiguous and abstract, which did not help students in editing their writing.

Additionally, EFL teachers corrected surface-level issues by concentrating on grammar such as verb tense, spelling, and punctuation (micro aspects of writing) while ignoring the organizational writing aspects (cohesion and coherence) and content, which have an impact on meaning and communication (Zamel, 1985; Cited in Alfaki, 2015: p. 09). According to Cohen and Robbins (1976, cited in Alfaki (2015: p. 48), teachers' inconsistent correction of mistakes makes it difficult for students' written errors to be reduced.

Feedback, whether from a single source or multiple sources, plays a crucial role in guiding EFL students' writing development as they frequently rely on the feedback from a teacher, peer, or themselves during these processes. By providing insights into strengths and areas for improvement, feedback empowers students to refine their work and enhance the overall quality of their writing. The significance of teacher correction feedback is widely recognized among EFL writing instructors, who consider it an essential component

of the writing process.Hence, students benefit from having enough writing experience and making enough editing to their drafts to achieve a finished product.

Cardelle and Corno (1981) assert that feedback on student writing can increase the effectiveness of learning; the more feedback students receive on their performance, the better they comprehend what they need to do to fix their writing problems. Accordingly, another element that influences their success in creating strong paragraphs could be the way feedback is provided. The feedback given to students lacks creativity because it doesnot explain what they need to improve on or how to come up with these improvements. According to Black and William (1998), students can improve their learning when given feedback that is focused on the particular issues with their work and shows them the mistakes with its way of remedy or correction.

### **Conclusion**

As a conclusion, we can say that the paragraph represents a unity of meaning and language reflected in its cohesion and coherence.Hence, we give acomprehensible dimation to the definition of the paragraph types and roles in building good pieces of writing.To achieve proficiency in paragraph writing,teachers and students alike need to distinguish the paragraph types that serve specific purposes with specific audience or readers.Good paragraph writing is challenging for learners who may encounter pitfalls and learning deficiencies due to a number of factors ;as it is also challenging for teachers who may adopt inadequate teaching methodology, inadequate instructional materials and/or

## **Chapter Two: Paragraph Writing in EFL Contexts: Challenges and Pitfalls**

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inappropriate feedback. The following chapter will examine the state of writing instruction in the Algerian higher education.

# **Chapter Three**

## **The Algerian Tertiary Level Instructional Context of EFL Writing**



**Introduction**

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## Introduction

This study delves into the intricacies of teaching and learning writing skills among first-year EFL university students, with a particular focus on the Algerian educational context. It examines the prevalent teaching materials and approaches employed to enhance EFL writing instruction, providing a comprehensive overview of the Algerian educational system, particularly the tertiary-level instruction received by EFL students in writing at the English Department in MKU. This chapter serves to familiarize readers with the contextual backdrop of Algeria, encompassing the dynamics of English Language Teaching (ELT),

This chapter will discuss the teaching of grammar and writing in the EFL teaching context at (MKU), with a focus on first-year classes in the English Department. It will explore the interconnected elements that shape the dynamics of teaching/ learning writing, the motivation and scope of teaching writing in the department, and the development of the research instruments to be used in the current study: the analysis of written paragraphs, the questionnaire, and the experiment. It can be stated that this chapter three (3) has helped the researcher to develop the different research instruments to be used in the current study, namely, the analysis of written paragraphs, the questionnaire, and the experiment.

### 3.1. English language education in Algeria

Education is always seen as the best investment ever for every nation. It is considered to be one of the main important human rights for every child. Education in Algeria is compulsory and free from the age of six. It has always been a necessity of the Algerian government. The Algerian educational system consists of several phases: preparatory, primary, middle and secondary (the basics) and tertiary level (Bouguenous, 2018).

In his study, Habib (2018) asserted that after 1962, Algeria tried to build an effective educational system that is based on the Algerian sociocultural norms and meets national

needs in all areas. He further added that due to global evolution in various fields and to the scientific and economic challenges, Algeria tends to respond to the new demands by attributing additional roles to the English language. Since 1990, the Algerian authorities realised the importance of English as a global language and started to give it a greater importance.

It was the starting point for this foreign language to have a place in the Algerian institutions, particularly in tertiary level due to its role in developing the national know-how and in attaining the modern science in all fields (Habib, 2018). In this regard, Among the diminishing influence of French in Algeria's socio-cultural and educational landscapes, Milliani (2000: p.13) highlights the growing perception of English as a universal remedy for a wide range of societal challenges, encompassing economic, technological, and educational domains. It was presumed that teaching English in the Algerian educational settings would bring possible solutions to the problems that affected the different sociocultural, educational, economic and technological domains of the country.

With the educational reforms from 2004 to 2018, pupils start learning English lessons in middle school in the first grade and complete a seven-year study of English by the time they are ready to sit for the Baccalaureate (final) exam. However, currently since 2022, Algeria witnessed a shift from teaching French as the first foreign language in primary schools to English. The latter was integrated in primary school programs and learners start learning it from the third-year.

The Structuralist Approach, the Communicative Approach, and the Competency-based Approach were the three primary methods used in Algeria to teach English as a foreign language. Regarding this issue, Benadla (2013) considered the already-written French colonisation curricula served as the basis for the Grammar Translation Method.

Due to the behaviourist approach of the Audio-Lingual Method, which relies on the stimulus-response principle, the learner was then seen as a "machine" that responds to the teacher's stimuli in order to learn. In terms of language learning, this has shown to be ineffective at creating communicatively proficient students. Due to this, the communicative approach was called into question in the 1980s, leading to the development of the "teaching with objectives method." However, there was not much done to get Algerian classrooms ready to use this teaching strategy, particularly in terms of classroom density and instructional resources. It consequently turned out to be a failure (p. 158).

This entails that neither the structuralist approach nor the communicative one achieved the expected objectives or fulfilled learners' needs. This was due to different reasons including the sociocultural norms of the Algerian society, the principles and/or the objectives of each approach that did not fit learners' differences, the learning setting, teachers' competence and the teaching materials. Benadla (ibid) also added that the failure of the communicative approach, which focused on teaching units to be accomplished in a definite period of time, without considering the learners' achievements leads to the adoption of a new teaching approach that takes in to consideration learners' variables and gives more importance to their knowledge and competencies; for this, the Competency-based Approach (CBA) was the alternative or the solution.

In Higher education however, According to the National Report (2019, cited in Bensiali, M.A & Bouhali, R, 2023 p,147), Algeria had only three universities in 1962: Algiers, Oran and Constantine, with fewer than 2,000 students, of whom only 1% were females, and a total of 250 teachers. Only in 1973, the ministry of higher education and scientific research was created and universities gradually appeared and came into existence

after the Algerian government began to rebuild their country and its educational system in 1963 (National Report, 2019, *ibid*).

New educational reforms in Algeria started by the year of 2000; educationalists started a series of changes with intention to improve the educational schooling. In 2002, educationists decided to integrate the French language in second grade of primary school; however, the main change in this reform is scheduling English in the sixth grade of middle school (two grades earlier than in the old system) (Lakhal-Ayat, 2008). Another reform set by the higher education system of Algeria introduced the License, Master and Doctorate (LMD) system in 2004/2005; it is a new system implemented at University, where License degree, three years of study, Master's degree, two years of study and Doctorate degree, three years of research and defending a thesis. It was initially called: Bachelor-Master-Doctorate (B.M.D) (Rezig, 2011).

### **3.2. Teaching English in Tertiary Level**

In tertiary level, students learn either general English (GE) in the English language departments and/or divisions or English for specific purposes in non-English language departments/divisions such as the departments of economy, agriculture, medicine, sports and the like. In an answer to the question 'What is the difference between the ESP and General English approach?' Hutchinson and Waters (1987, p. 53) replied: "in theory nothing, in practice a great deal". They mainly differ in terms of the focus put on the learner and in terms of language teaching methodology.

#### **3.2.1. General English (GE)**

General English (GE) is a broad term encompassing the English language skills and knowledge needed for everyday communication in a variety of contexts. Unlike English for Specific Purposes (ESP), which focuses on developing language skills for a particular

field or discipline, GE instruction aims to prepare learners for general communication in both personal and professional settings. This includes communicating in social settings, interacting with customers or colleagues, and accessing information and resources in English. In this line of thought, Dudley-Evans and St John (1998) assert that GE classes are a suitable setting for teaching grammar structures, activities, and any skill related to language. This is because GE instruction provides learners with a foundation in the core elements of English, such as grammar and vocabulary, which can then be applied to specific contexts and situations. In essence,

GE instruction equips learners with the tools and knowledge they need to communicate effectively in a wide range of English-speaking environments. As Delgado (2009) notes, GE is "the language that is used every day for ordinary things in a variety of common situations" (p. 353). By developing their general English skills, learners are empowered to participate fully in social and professional life, regardless of their specific field or discipline.

Moreover, in the Algerian context, learners start learning the basic knowledge and skills of English language at middle, secondary school and even at university. In this sense, and in other contexts for example, Orr (1998:p.1) asserted that in junior and senior high schools where requirements cannot be easily identified, general English is essentially the English language instruction offered. English sounds and symbols are taught to students, together with the lexical, grammatical, and rhetorical components that make up spoken and written conversation. GE classes introduce the language in isolation, i.e., learners learn grammar, language structures, lexis, sounds, and symbols separately.

Moreover, teachers of GE concentrate more on transmitting the message rather than on the learners' needs. In this case, Hutchinson and Waters (1987) concluded that General

English is ‘language-centered’ (p. 6). They clarified that EFL classes in GE do not give much attention to the learners’ level of proficiency or whether they are competent enough to communicate effectively in the target language or not, but rather learners’ main aim is to pass the examinations or tests.

### **3.2.2. English for Specific Purposes**

In the aftermath of World War II, the demand for English language proficiency surged as individuals recognized its instrumental role in global communication, business transactions, and academic pursuits. This demand spurred the emergence of a specialized field within English language teaching (ELT) known as English for Specific Purposes (ESP). ESP is a tailored approach to language instruction that caters to the specific needs and goals of learners in particular fields or disciplines. Unlike general English courses that focus on broad language skills, ESP courses are designed to equip learners with the vocabulary, grammar, and communication skills relevant to their specific areas of interest, such as business, medicine, engineering, or tourism.

The emergence of ESP reflects the growing recognition that language learning is most effective when it is contextualized and aligned with the learners' professional or academic goals. By providing learners with the language tools they need to communicate effectively in their respective fields, ESP empowers them to succeed in their chosen careers and pursue further education in English-speaking environments.

The multifaceted field of English for Specific Purposes (ESP) has been defined in various ways by scholars and researchers seeking to capture its essence. One notable definition comes from Mackay and Mountford (1978), characterized ESP as the teaching of English for a practical or utilitarian purpose (p. 2). This emphasizes that the purpose of

ESP instruction is driven by the specific needs of learners, whether they are pursuing academic, occupational, or scientific goals.

The utilitarian nature of ESP distinguishes it from general English language courses, which aim to develop broad language skills for everyday communication. ESP, on the other hand, focuses on equipping learners with the specialized vocabulary, grammar, and communication strategies relevant to their particular fields of study or work. By tailoring language instruction to the specific needs of learners, ESP bridges the gap between general English proficiency and the language demands of various professional and academic settings. This targeted approach empowers learners to communicate effectively in their chosen fields, enhancing their career prospects and enabling them to succeed in English-speaking environments.

Munby (1978) further emphasizes this need-driven approach, stating that ESP courses are designed based on a thorough analysis of learners' communication requirements. This ensures that ESP syllabuses and materials are aligned with the specific language skills needed by learners in their respective fields. Afterwards, and in the same line of thought, Harmer (1983) defined ESP as a language learning context where students have specific reasons for acquiring the language, such as pursuing an academic specialization or fulfilling occupational requirements.

Similarly, Hutchinson and Waters (1987) emphasized that ESP entails tailoring language instruction to the learner's specific reasons for learning, ensuring that the content and methods align with their goals and needs. They claim that ESP is simply viewed as a method of teaching English as a foreign language rather than a finished product. Their methodology is centred mostly on the response to the question, "Why does this learner need to learn English?" (p. 19). These ideas are synthesized in Dudley-Evans and St. John



(1998) who provided the following response in this regard: "The answer is related to the learners, the language required, and the learning context, and thus establishes the primacy of needs in ESP" (p. 3).

### **3.3. The Language Learning Teaching of the Four Skills**

Incorporating all four language skills: listening, speaking, reading, and writing into the teaching and learning process is crucial for developing communicative competence, the ability to use language effectively and appropriately in real-world communication settings. Each skill plays a distinct role in the process of understanding and conveying meaning. Listening and reading are receptive skills, involving the comprehension of spoken and written language, respectively. In contrast, writing and speaking are productive skills, requiring the active use of language to express thoughts and ideas.

Integrating these skills into EFL (English as a foreign language) classrooms is essential for preparing students to navigate the complexities of real-world communication. By providing opportunities to practice all four skills, teachers can help students develop the ability to:

- Listen: Comprehend spoken language in various contexts, including conversations, lectures, and presentations.
- Speak: Express themselves clearly and accurately in spoken English, engaging in conversations, giving presentations, and participating in discussions.
- Read: Understand written texts of varying genres and complexity, extracting information, analyzing arguments, and appreciating literary works.
- Write: Produce clear, well-organized written English, including paragraphs, essays, reports, and creative pieces ect..

By fostering the development of all four language skills, EFL teachers empower students to become proficient communicators, equipping them with the linguistic tools necessary to succeed in academic, professional, and personal contexts. This holistic approach to language instruction aligns with the Algerian educational setting's emphasis on developing communicative competence among EFL learners.

### **3.3.1 The Teaching of Listening**

Listening is a very important skill. It is considered as the heart of the four language skills as it helps the learners in the process of communication and interaction with others, because every successful communication requires a speaker and a listener; when a message is spoken, it is received by listening (Leslie, 1999, p.26). That is to say, an effective conversation requires a listener or a receiver, a sender, and the spoken message, and any absence of one of these elements can lead to a communication breakdown (Richard & Schmidt, 2010). Moreover, listening has been known as a passive process; however, some researchers have concluded that it is an active cognitive process which requires more effort to realize it.

Over the years, academics and researchers have attempted to define listening from several angles. According to Purdy (1997), listening is an active and dynamic process that encompasses attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information conveyed by others. In essence, listening is not merely a passive act of hearing; it is a multifaceted process that demands active engagement on the part of the listener. It involves:

- **Attending:** Focusing one's full attention on the speaker and their message.
- **Perceiving:** Accurately receiving and interpreting the speaker's words, both verbal and nonverbal.

- Interpreting: Assigning meaning to the speaker's words, considering their tone, context, and underlying intentions.
- Remembering: Retaining the information conveyed by the speaker, enabling effective understanding and response.
- Responding: Providing feedback to the speaker, demonstrating comprehension and engagement.

Effective listening is a crucial skill that plays a vital role in personal and professional relationships. It fosters communication breakdowns, promotes mutual understanding, and boosts learning and productivity. Reinforcing Purdy's definition of listening as an active process, Hornby (1995) defines it as a verb denoting the focused attention to spoken information. It also emphasizes the intentional effort involved in comprehending the speaker's message. That is to say, listening is to pay attention to understand what is heard as an attempt to be aware of the sounds of the speaker.

Listening plays a crucial role in learning a foreign language since it has many functions: receiving the information and recalling it; in addition, it facilitates the process of comprehending what other people say. Therefore, teachers, according to Harmer (2007), can improve their students listening skills through a combination of extensive and intensive authentic materials. Using the extensive procedures help the learners to acquire vocabulary and grammar. As the learners are exposed to English audio materials, they will be able to differentiate between dialects, accents and draw an idea of how to use English in real world.

Another form of extensive listening is to encourage learners to watch films with English subtitle, the more they hear English dialogues, the more they help them to understand and absorb, to some extent, the language they listen to (Harmer, 2007). Students

listen carefully to the input in order to decode it for purposes of analysis (Rost, 2011). This form usually takes place in classrooms or language laboratories with the guidance of their teacher in case they face any kind of listening difficulties (Harmer, 2007, p. 134).

In intensive listening learners are given the opportunity to hear a clear spoken version of written text. Additionally, teachers can further enhance this experience by performing dialogues, either by assuming both roles or inviting other teachers to participate (Harmer 2001: p. 231). . Consequently, using these two strategies can help EFL learners complete any listening task/activity, and teachers will ensure that their students understand the purpose behind this task/activity.

### **3.3.2 The Teaching of Speaking**

Speaking is the primary mode of daily communication, enabling individuals to exchange ideas, thoughts, and perspectives. It plays a crucial role in both teaching and learning. As Petrie (1987) stated, "speaking is an activity in which most of us engage for a significant portion of our time, seemingly without effort and with minimal thought" (p. 366). This effortless fluency underscores the pervasiveness of speaking in our lives. In general, speaking can be defined as a productive skill by which language is produced via different verbal expressions. In this respect, Safront (2002, p. 51) described speaking as 'the phrase "productive skill" refers to the capacity for fluently conversing a series of concepts and reporting actions in various circumstances'. In other words, it involves thinking, verbalising, and speaking those thoughts, much of which is done simultaneously. This means that speaking is a complex skill that is essential for every day conversations.

On the other hand, Brown (2001) added that speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (p13). That is, speaking, as an interactive process, depends on the physical environment in

which it occurs, the participants and the message it carries. The majority of learners think that speaking is just producing the right words to form an oral utterances, while in fact, speaking is much more important than this. As Ur (1996) indicated: “for all the four skills (listening, reading, writing and speaking), speaking seems intuitively the most important” (p. 120). Speaking is an integral part of learners’ life; it is an interactive and social activity which includes a dynamic relation between the speaker and the listener in producing spoken discourse.

Learning a foreign language aims at mastering the four skills, listening, reading, speaking and writing. Learners need to improve the speaking skill due to its importance in communication. Through speaking, learners can express their thoughts and ideas, and reflect their knowledge of the target language. EFL learners consider speaking as a challenging skill due to the different problems they face when attending oral expression sessions.

### **3.3.3. The Teaching of Reading**

Reading plays a significant role in learning a foreign language..Numerous researchers and theorists in the field of teaching have made efforts to define reading from different perspectives.ForUrquhart and Weir (1998, p.22), reading is often defined as: “The process of reviewing and interpreting information encoded language fromthe medium of print”. This process involves the reader and the text. It is the process of extracting information from a text, giving it an interpretation, and then analyzing it (Traves, 1994). In other words, reading is the ability to interact with and understand what is being read.

Effective reading requires a combination of visual, linguistic, and semantic skills. The reader must be able to perceive the written text visually, identify the linguistic elements of the language, and comprehend the underlying meaning of the message. Reading is not a

passive process; it is an active interaction between the reader and the text. The reader brings their prior knowledge, experiences, and language competence to the reading process, engaging in a dialogue with the text to construct meaning. This dialogue between the reader and the text is essential for effective comprehension.

Moreover, Harmer (1998) claimed that there are numerous principles involved in instructing reading. Reading is definitely an active activity and in order to succeed at it, the learners must comprehend the words' meaning, comprehend the arguments, and then decide whether or not the learners agree with them. He further added that EFL learners must actively engage in their reading: learners, who are not genuinely interested in what they are doing, while reading the text, are less likely to benefit from it. When they are truly motivated by the topic or the task, they get much more out of what is in front of them; they need to be encouraged to react to reading text's content rather than its language (Harmer, 1998).

According to (Harmer, 2007: p. 99), the teacher's job is to encourage students to read English language texts for variety of reasons. First and foremost, many of the learners want to be able to read texts in English either for their career, for study purposes or simply for pleasure. Generally speaking, reading is important in acquiring the language, because it provides learners with vocabulary knowledge. Harmer (2001, p. 68) highlights the value of reading as a means of immersing oneself in the target language. He asserts that any exposure to English is beneficial for language learners, as it allows them to absorb and retain elements of the language. Moreover, engaging and captivating reading material can further enhance the language acquisition process.

Additionally, there are different ways to read written language. Nuttal (1996) asserted that when trying to get a general idea of what the text is about, the reader gives a

quick glance at a few words per line, headings, or on the first and the last sentences in a paragraph; these sentences usually have the main points. This way of reading is called ‘Skimming’; it is reading the text rapidly without considering anything in depth, i.e., the learner keeps him/herself superficially informed. Nuttal (1996) and Hadfield (2008, p. 92) added that the teacher can provide his/her learners with skimming tasks by giving them a short time (2-3 minutes) in order to have an overall meaning and get the main points.

Another reading way is searching for a specific piece of information through running our eyes quickly over the text and stop only when meeting with the required information. This is called ‘Scanning’. Grellet (1981, p.4) defined it as “quickly going through a text to find a particular piece of information”. To apply scanning in EFL classrooms, Hadfield, J. & Hadfield, C. (2008: p. 92) suggested that teachers can practice scanning with their learners by asking them questions about specific details and giving them a short time of 5-10 minutes to search for the answer these questions.

#### **3.3.4. The Teaching of Writing**

Despite numerous attempts to define writing, its extensive history and significance have made it challenging to establish a universally accepted definition. In essence, writing is a system of visual symbols that represent spoken language in written form Pincas, (1992, cited in Sultana, 2011 p 22.) These symbols are systematically combined to form words, which in turn form sentences, and ultimately paragraphs, as Byrne (1993, p.1) affirms that writing is more than just putting symbols on paper (or on a screen), just like speaking is more than just making sounds. The symbols have to be arranged in a certain way, according to certain rules, to form words, and the words have to be arranged in a certain way to form sentences. Thus, Writing is not an easy task; it requires having a good knowledge about its different aspects and respecting certain rules in order to produce a

clear and comprehensible text.

Furthermore, Spratt et.al (2005: p. 26, cited in Harsiwi, W. 2014, page 08) underscore writing as an act of conveying a message using symbols on a page. They emphasize that effective communication requires a clear message, a defined target audience, and the ability to arrange and organize words and phrases into coherent sentences. In essence, writing is a complex cognitive endeavor that demands not only linguistic proficiency but also critical thinking, organization, and the ability to tailor one's message to a specific audience. It is through this intricate interplay of skills that writers can effectively convey their ideas to their readers.

Accordingly, writing is a difficult skill for the majority of EFL learners, even in their native language. There are several reasons for this. First, learners still have problems in writing because of linguistic difficulties. Hedge (2000, p.14) stated that "Every writer, whether native speaker or second language writer experiences situations in which they are unable to think of the right words or feel dissatisfied with the sentence structure they have written". This denotes that EFL learners encounter challenges with the acquisition of vocabulary and sentence structure. As an example, if a student wants to elaborate a paragraph, they will have problems with word-choice skills and the knowledge of how to build their sentences; and consequently, they will fail to effectively communicate their thoughts and their ideas through sentences.

Another difficulty to be mentioned is organization. The majority of EFL learners encounter problems of how to organize and sequence their ideas. Producing a piece of writing involves more than just a set of sentences in language that is grammatically accurate. The ideas in these sentences must be well organized to the readers in order to facilitate the task of reading for them and can comprehend the text without difficulty; as



Starkey (2004, p.02) claimed that “teachers will guide the reader from the first to the last sentence. The learner will be able to see how the various points the teachers make in their work together and how they support his/her main idea”. Additionally, in writing, the writer must make the text right from the first time, because it is hard to get a clear idea about a certain topic if the ideas come out in incomplete form. Therefore, structuring a text with clear transitions and logically flowing ideas will significantly enhance its understanding and engagement. In academic writing, effective linking techniques like cause-and-effect analysis and topic sentences ensure not only comprehension but also critical thinking and knowledge retention.

Another difficulty is first language interference. The interference of the mother tongue is one of the struggles that hinder students’ writing skill. As Lott (1983, p. 3) described this problem as “Errors in the learners’ foreign language that can be traced back to the mother tongue.” Besides, it is important for the students specifically and writers generally to think in English, and they must use English identity rather than their real one to construct an effective piece in the target language. Weigle (2002, p. 37) explained this idea “In order to be a good writer in English, he/she had to become a different person. He had to stop being his Chinese self and start being an English self.” Weigle's point is that writing in a new language requires more than just learning the grammar and vocabulary. It also requires adopting a new way of thinking and expressing oneself. This can be a challenging process, but it is essential for becoming a good writer in a new language.

In response to various writing difficulties, Hadfield and Hadfield (2008) proposed two solutions: exploring different text types and engaging in process writing.

- Exploring different text types like letters, reports, and articles exposes learners to diverse writing styles and conventions. This approach helps them understand audience

expectations and appropriate language for each genre.

- Process writing, on the other hand, breaks down the writing task into smaller stages, each focusing on a specific skill (p. 120). The five stages – prewriting, drafting, revising, editing, and publishing – guide learners through the writing process step-by-step, honing their skills at each stage.

This structured approach provides targeted practice and builds confidence in tackling longer writing tasks. The first step in the writing process is prewriting. This is where writers gather ideas to write about. There are many different prewriting strategies that students can use, such as brainstorming, freewriting, asking questions, mapping, and listing. According to Oshema and Hogue (1998), there are a variety of prewriting techniques that students can use before writing their first composition. These techniques include brainstorming, freewriting, asking questions, mapping, and listing.

- Brainstorming is a technique where students write down all of their ideas about a topic, without worrying about whether or not the ideas are good or bad.
- Freewriting is a technique where students write down whatever comes to mind, without worrying about grammar or spelling.
- Asking questions is a technique where students generate a list of questions about their topic. This can help them to narrow down their focus and to identify the key points that they want to make in their compositions.
- Mapping is a technique where students create a visual diagram of their ideas about a topic. This can help them to see how their ideas are related to each other.
- Listing is a technique where students simply make a list of their ideas about a topic. This can be a helpful way to organize their thoughts and to identify the main points that they want to cover in their compositions..

The purpose of drafting is that students write down their ideas without giving much attention to punctuation, grammar or spelling as Richards and Rennandaya (2002) stated writers focus more on fluency rather than accuracy. The third step is revising. It is a stage in which it “involves student to check his or her draft and makes possible changes” (Harmer, 2001, p. 258).

In addition, Fulwiler (1988) added “revision is...where the writer rereads, rethinks, and reconstructs his/her thoughts on paper until he/she matches those in his/her mind” (p.167). However, editing is concerned with the writer’s final check to correct his/her draft. Hedge (2005) argues that ‘the most important thing is to get the flow of ideas going on paper’ rather than focusing on mechanics initially (p. 22). It means that good writers focus on getting their ideas down first, and then they fix grammar, spelling, and punctuation. later. This is a good strategy because it allows writers to focus on the most important part of the writing process, which is generating and organizing their ideas. Once they have a solid draft, they can then go back and worry about grammar, spelling, and punctuation. This highlights the significance of focusing on the core message and overall structure before delving into finer details.

The last step is publishing which equals rewriting the final draft; Zemach and Rumisek (2003) consider publishing differently as they say that writers check their final work more than once in order to make sure that they did not miss any errors or mistakes such as, spelling, punctuation, etc., and then they make some changes if it is needed, and finally, they publish it to the audience. To sum up, writing is an important skill and it is difficult to master. It requires more practice to create a relevant piece of writing that is coherent, accurate and appropriate.

### 3.4. Reading and Writing Connection

According to a number of studies, good readers usually become better writers. Students' vocabulary and text structures that they can afterwards use to their own writing are developed through reading a variety of genres. Reading also provides students with background information that they can use while composing their compositions. The abilities of reading and writing go hand in hand. The relationship between writing and reading is not one-sided. Just as reading expands vocabulary and exposes writers to different perspectives, writing can make writers better readers in its own right. It cultivates a newfound respect and concentration for the written word, as writers gain firsthand experience with the challenges of crafting sentences, shaping narratives, and conveying meaning with precision.

In the classroom, this understanding becomes a powerful tool to engage students with texts. By actively participating in the writing process, analyzing sentence structure, dissecting figurative language, and appreciating the choices authors make, they become active interpreters rather than passive consumers. They don't just read the words; they unpack the layers of meaning, empathize with characters, and appreciate the artistry behind seemingly effortless prose.

Teaching writing in the context of English as a foreign language should not be approached as an isolated skill. Instead, it should be integrated with other language skills, fostering a holistic approach to language acquisition. This sentiment is echoed by prominent researchers and scholars such as Ur (1988), Murphy (1985), and Thomson and Martinet (1960), who emphasize the interconnectedness of writing with the four language skills. Effective writing instruction, therefore, should not be compartmentalized but rather integrated with other language skills to promote comprehensive language development. It

can be stated that writing should not be taught as a separate skill, but rather as an integral part of all language skills.

In the past, either in a mother tongue or in an EFL classroom, reading and writing were prioritised as major language abilities. Literacy skills are two talents that are considered to reflect one another and should be taught in a way that they complement one another. Writing and reading go hand in hand, and one helps the other. According to Kern (2000: 16–17), there are seven areas of convergence or resemblance between reading and writing as literacy abilities. Here is a summary of them:

- Interpretation: The writer gives their own interpretation of the world, and the reader applies their own interpretation of the writer's interpretation to their own understanding of the word.
- Collaboration: Even if they write for themselves, writers nonetheless write for an audience. Readers also contribute their expertise and experience to further the significance of the writer's material.
- Convention: Cultural norms that influence how people read and write change throughout time and are adapted for personal usage.
- Reading and writing are a part of specific systems of attitudes, beliefs, practises, ideas, and values.
- Effective reading and writing require problem-solving skills, particularly the ability to identify connections between words, broader concepts, and the real or imagined worlds portrayed in texts.
- Cultural knowledge plays a crucial role in reading and writing, as these skills operate
- Language use: Reading and writing require an understanding of how language is used to produce discourse in spoken and written contexts.

In conclusion, reading and writing each reflects a different set of linguistic abilities; reading is a decoding/receptive talent, whereas writing is an encoding/productive skill. Because they are so similar, many teachers believe that students who are strong writers will also be good students. Scholars believe that there is a link between reading proficiency and writing ability and that effective reading is a requirement for writing success.

Hedge (1988) emphasizes the importance of reading as a foundation for successful writing, stating that "reading is necessary and valuable, but it is not sufficient" (p. 11). While reading provides exposure to language structures, vocabulary, and writing styles, it is through the act of writing itself that students develop proficiency. As Hedge aptly puts it, "in order to become a good writer, a student needs to write a lot" (p. 1). Since it is widely considered that reading improves writing ability, reading and writing instruction must be incorporated into each pedagogical unit of the language learning curriculum. Despite their differences, reading and writing might be seen as convergent skills.

### **3.5. The Evolving Landscape of Teaching Writing at University**

Teaching writing at university has traditionally been a cornerstone of higher education, equipping students with the critical thinking and communication skills essential for success in any field. However, the landscape of writing instruction is constantly evolving, driven by technological advancements, changing students' needs, and the increasing emphasis on interdisciplinary approaches to knowledge. Today's writing instructors face the challenge of adapting their methods to cater to a generation raised on digital media and accustomed to instant access to information. This necessitates incorporating technology into the classroom, not just as a tool for research and communication, but also as a platform for creative expression and collaborative learning. Additionally, writing courses are increasingly incorporating diverse perspectives and

disciplines, reflecting the interconnected nature of the modern world and preparing students to engage with complex global issues. By embracing these new challenges and opportunities, university writing instructors can continue to play a vital role in nurturing not only skilled writers, but also critical thinkers, effective communicators, and engaged citizens of the world.

At Biskra University, the writing skill is currently taught as a separate subject throughout the BA course of three years. The current writing curriculum and approach are language-based and accuracy-oriented. There is, in effect, an overemphasis on language mastery and grammatical accuracy through extensive sentence-level language exercise. This form of agreement arises from a widely held view that the new baccalaureate holders' language assets are limited. The primary objective of the first-year syllabus is to dedicate a substantial portion of classroom time to instilling positive language habits in students. This focus on accuracy aims to equip them with the necessary skills to meet both linguistic and examination standards. By fostering a strong foundation in language proficiency, the first-year curriculum lays the groundwork for academic success and effective communication throughout their studies.

First-year EFL university students are expected to develop proficiency in writing short texts, adhering to the rules and conventions of written English. This includes accurate grammar and sentence structure, appropriate vocabulary usage, and effective organization of ideas. However, the current approach focuses primarily on the fundamentals of the writing system and sentence construction, lacking dedicated activities on paragraph development, such as topic sentences, supporting sentences, concluding sentences, and transitions.). In other words, teaching other paragraph writing features are absent in the first year syllabus writing especially organizational aspects (cohesion and coherence).

The written Expression syllabus for first year tertiary students is made up of two ninety minute classes per week, which makes an overall of thirty two classes per school year. The course targets to attain two main objectives: Whilst the first objective tends assist the targeted population to come to grips with grasping what sentence stands for, the second



objective offers practice to help students to bridge the gap between theory and actual use of effective sentences.

As for the syllabus contents, it is surprisingly grammar based. The students are expected to recognize different sentence patterns such as pattern 1( S+V) , 2 ( S+V+D.O),Pattern 3 (S+V + I.O+ D.O) , 4 (S +V+ S.C), pattern 5 (S+V +D.O + O.C), and 6 (it/there+ V+ S). Moreover, some sentence errors are explained and assigned as practical activity both in the class and at home. (Run on sentences, segment fragments, and comma splice ) are specifically dealt with. Finally, simple, compound, and complex sentences are delivered theoretically and practically assigned. As a final analysis, first year written expression syllabus is purely grammatical one. (For more details see Appendix P )

While the official curriculum outlines the general framework for writing courses at Biskra University, individual instructors retain considerable autonomy in shaping the specific content, teaching materials, methods, and module goals. This flexibility empowers teachers to tailor their instruction to their own expertise, experience, and assessment of students' needs. As a result, writing syllabuses often reflect the unique perspectives and approaches of individual teachers, incorporating a range of ideas, methods, and materials that cater to the diverse learning styles and needs of students.

In the first semester of their first year, students are taught the rules and conventions of English writing in detail. This is necessary because students need to be familiar with the basics of English grammar before they can start writing paragraphs. Therefore, writing teachers need to teach their students how to write and how to combine different types of English sentences, such as simple, complex, compound, and compound-complex sentences. Mechanics such as capitalization and punctuation are also taught during the first semester of this year.

Students advance to the next phase in the second semester, which is learning how to create effective paragraphs. To help students distinguish between a paragraph and a long compositions, they are initially taught what a paragraph is by using a variety of illustrative examples. Teachers then proceed to elaborate on the main (topic) sentence and the supporting ideas once they reach this stage. Students may be expected to compose their own paragraphs at this level and work together to fix their writing inconsistencies. After learning how to write coherent, grammatically sound paragraphs, students are then taught how to develop these paragraphs into essays (3 paragraphs) during the second year, the researcher also recommends instead of teaching paragraph writing in the second year as it is being taught at the English department of MKU now. The researcher suggests that to teach it in the first year and teaching essay writing in the second year.

### **3.5.1. Time Allotment**

Even though time is a luxury when it comes to human capital and environment, writing is one module that requires appropriate time. Unquestionably, the nature of the subject necessitates adequate time to give both the teaching and learning process's pillars the chance to reach their objectives (namely, significant accomplishments). Unfortunately the time allocated for the writing course at the level (L1) does not go above 3 hours, which is far too short to accomplish the aforementioned objectives. It should be understood that to master all the aspects of writing requires no less than three sessions, and thus, time allotment should be tailored according to the characteristics and the importance of the module. The writing course needs necessarily boosting up the time allotted to at least three sessions per week which amounts to 4h.30 (270mn) weekly which makes around 144 hours a year.

### 3.5.2. Module Coefficient

The Algerian educational system emphasizes the importance of providing students with the information, tools, and techniques they need to communicate in writing effectively. Teaching English as a foreign language is the responsibility of the English department at the University of Mohamed Khider of Biskra. "Written Expression" is one of the disciplines that students are required to take. The latter is a part of the basic teaching unit. Previously, such a subject is allotted three (3) hours per week.

Written expression module is one of the most valued subjects with the biggest amount of time allocation, credit, and coefficient in contrast to the other subjects in the syllabus. Written expression is a four (4) credit module with a coefficient of three (3). It is noted that the number of credits is determined by taking into account both classroom and extracurricular time spent on the subject. It should be noted that the amount of credits is correlated with the coefficient of each subject or unit.

### 3.5.3. Teaching Staff

It is safe to say that there are far fewer teachers of written expressions than there are of other modules. By its very nature, written expression makes it difficult for teachers to teach this subject. The latter understands that "witting" is an acronym for "student bête-noire." The course's syllabus is lengthy and tedious, it takes a lot of preparation, explanation, and practise, and only a small percentage of the students seem to be attentive. These circumstances compromise teachers' willingness to teach writing. The number of teachers of writing does not exceed 9, three of whom teach L1 level, three teach L2, and the three teach L3 classes. In the end, this staff deficit has a detrimental effect on both formative assessment (FA) and teaching and learning in general. Writing teachers are evidently

reluctant to evaluate their students in accordance with FA criteria when students' progress from L1 to L2 and L3 levels.

#### **3.5.4. Teaching Materials and Media**

In teaching process, building interest among students is important during the learning process. Students' interest is a crucial driving force in the learning process. When this interest is effectively generated, learning can proceed successfully. For this reason, using teaching materials is a crucial choice, as they have the potential to spark students' curiosity and keep them actively involved in the learning process. For this reason, using teaching materials is crucial as they have the potentials to engage students' attention during teaching-learning process. Therefore, ELT teacher should arrange variety of teaching materials in order to make learning easy, enjoyable and stable.

According to Smith and Doe (2017), teaching materials are "tools used by teachers to help learners learn concepts with ease and efficiency" (p. 58). These materials can encompass a wide range of resources, from traditional textbooks and worksheets to innovative digital tools and interactive activities. Effective teaching materials can enhance engagement, stimulate critical thinking, and cater to diverse learning styles, ultimately contributing to a more enriching and successful learning experience for students. They are used "to consolidate or to reinforce a skill, fact or idea", and also help in bringing novelty and freshness in classroom teaching as it relieves learners from anxiety, fear and boredom" (2017, p. 58). Hence, we can say that the use of a variety of teaching tools in language teaching help teachers to explain the lesson effectively and give the learners the chance to learn better, and because of the human nature that can be bored, teaching materials can help teachers to create more attractive learning atmosphere when there is nothing interactive.

Moreover, different teaching materials are now available when teaching any subject, mainly English, whose primary goal is improving the teaching-learning process. Teaching materials are provided through media that can be divided into three major groups: audio aids such as cassettes, radios, etc., and visual aids such as blackboards, overhead projectors and pictures. Computers, videos and other aids are audio-visual tools. Initially, visual aids represent any tools that can be used to make learning more realistic, accurate, and engaging. Additionally, according to the Dictionary of English Language and Culture (1998), visual aids are anything that learners can look at to help them learn and understand something. They are often used in education to address different learning styles and to motivate and engage students.

Relying on these definitions, it is assumed that EFL learners may have different learning styles. According to many researchers such as Cherry (2019), learners who prefer to grasp the information through visual tools are called visual learners. Some learners may grasp complex concepts more quickly and retain information more effectively when the information is presented visually, through tools like diagrams, tables, charts, graphs, mind maps, infographics, and annotated images. Visual representations can clarify relationships, highlight key points, and engage multiple learning styles, ultimately leading to a deeper understanding of the material. That is, visual learners absorb the information more readily through their eyes because observing or seeing something helps them to remember it. For instance, learners of this type of aids prefer with maps when studying locations and events in addition to charts, highlighters, different colors, brochures and pictures.

Meanwhile, audio materials are very crucial for learning foreign languages because they make the classroom more realistic through direct exposure to the target language. Audio aids can be defined as “instructional devices in which the message can be heard but

not seen” (Padhi, 2021, p. 244). For example, radio, tape recorder, gramophone, etc.. these devices enable the learner to acquire the knowledge through his/her auditory senses (such as radio, television, videotapes, cassette recorders, language laboratories), and be familiar with sound distribution systems, pronunciation, prosody and pauses in public addressing system.

Accordingly, learners of this type are also called aural learners. Unlike visual learners, aural learners are those who rely mostly on their hearing sense. They prefer being lectured to and participating in group discussion. These kinds of learners enjoy talking things through and taking part in group talks. Furthermore, Processing information through sound comes naturally to auditory learners. They absorb knowledge both by listening to others, including teachers, and by internalizing their own spoken thoughts. Phrases like "tell me" and "let's talk it over" reflect their preference for verbal engagement, and they excel at following spoken instructions.

The last group of teaching material is audio-visual aids. As the name shows, audio-visual materials are a combination of auditory and visual aids. The term Audio-visual aids, according to the Instruction at FSU Handbook (2011), refers to the various tools that combine both audible characteristics that involve sense of hearing and visible characteristics that involve the sense of seeing. That is, instead of just listening to a lecture, these teaching tools bring a certain level of realism into the classroom. Additionally, audio-visual aids, according to Sunder, (2018, p. 1510), offer a vast diversity of sensory experiences to amplify and reinforce the concepts presented in a textbook and create teaching techniques; they strengthen instruction.

### **3.6. Grammar and Writing**

Grammar is the railway via which our message will be transformed, without it, in the

same way as a train cannot travel. Learners can't write unless they understand grammar. Grammar understanding is a requirement for writing. The sound, organised, and purposeful framework of language is called grammar. Each language has its own grammar, and all languages have structure. Only those who are fluent in the grammar and vocabulary of that language can understand it. The grammar must be completely mastered so that the written expression to be possible. Grammar is crucial because it helps learners comprehend language and gain control over it.

Students are evaluated academically based on their mastery of the English language, their vocabulary, and how well they apply this knowledge to their written assignments. According to research, rote grammar instruction does not benefit students. In their writing, students fail to apply these grammar rules (Harris & Rowan, 1989). Effective grammar teaching starts with the knowledge that students already have of grammar and encourages them to apply it in their writing. To help students write and read more effectively, teachers can help students make the connection between their knowledge of spoken and written language. This will help students understand abstract grammatical rules.

Language learning is fundamentally dependent on grammar and vocabulary. The emphasis on grammar while teaching writing is crucial since certain grammatical structures need to be taught in the context of specific development strategies for certain topics. According to Raimes (1983:p.5), it is as follows: A comparison-contrast task will necessitate the use of comparative and superlative forms, just as a chronological narration will require the use of past tenses and a spatial arrangement will require the use of place-specific prepositions. Because of the significance grammar integration has for students, it should be emphasised in the writing process. It is firmly believed that learning grammar in a classroom setting is both necessary and beneficial.

Vocabulary is currently seen as being of comparable importance in language learning, contrary to the traditional view that prioritises grammar and places vocabulary in a secondary position (Raines (1983, p.3). The following benefits, according to Marquez (1981:p.17), will result from integrating grammar instruction into composition writing:

Effective language instruction should strategically employ grammatical structures that align with the intended type of development. For example, teaching comparative and superlative structures, such as -er/-est, more than/most, as...as, so...that, etc., provides a natural context for comparison and contrast learning. Similarly, chronological development serves as an excellent framework for introducing adverbs of time, both single forms and prepositional phrases, while spatial development offers an opportune moment to address problematic prepositions and adverbs of place.

The teaching of specific grammatical structures is intrinsically intertwined with the instruction of chosen paragraph structures, and practice in one domain should not proceed without conscious consideration of the other. By mirroring the relationship between specific grammatical structures and chosen paragraph patterns, teachers can create an integrated approach that ensures that students develop a comprehensive understanding of both grammar and paragraph structure, fostering their ability to effectively and accurately communicate their ideas.

Despite possessing a theoretical grasp of grammar upon graduation from secondary school, students may still struggle with a clear understanding of grammatical rules. It is crucial to provide explicit instruction on the various parts of speech, sentence structure and components, common sentence construction errors, and fundamental grammatical principles. By grounding students in the practical application of language, teachers help them recognize the value of grammar as a tool for effective communication, not merely an



abstract set of rules. As it is stated that knowing about the language is less important than using the language. This emphasis on the functional aspect of grammar remains relevant even within the process approach to writing, where grammar is not prioritized in the initial stages but finds its place in the final editing phase, dedicated to refining grammatical accuracy and mechanical aspects of the text.

When writing teachers respond to students' written production, they place a strong emphasis on the usage of proper grammar and language. Additionally, based on our modest experience with students at the secondary and tertiary levels, it appears that teachers have traditionally place a greater emphasis on, take into account, and rely on grammatical precision when determining a student's grade. The purpose of grammar instruction, specifically in writing, is to assist students in developing an interlanguage that is increasingly fluent and correct in the use of English structures (Azar, 2009). In sum, EFL teachers rely on grammatical accuracy to a great extent when grading student work.

### **3.6.1. Teaching Grammar in Context**

The researcher in this study found that teaching grammar in real-world situations is more effective than teaching grammar in a vacuum ie teaching grammar in isolation. Firstly, teaching grammar in context is where the teacher integrates grammar in everyday teaching. This type of approach is applicable while teaching writing. On the other hand, teaching grammar in isolation is where the teacher teaches grammar separately in a lesson. For example grammar is taught as a separate subject to make sure the students recognize the rules and regulations of grammar. Teaching grammar in isolation can make students bored because they are only memorizing rules such as parts of speech, and not learning how to use grammar in their writing. In other words, students have much of grammar knowledge, but they are still unable to use this grammar knowledge in their writing.

Nowadays, learners will remember the meaningful lesson as it is effective and give impact in their life. When teachers teach grammar in context, they can create more engaging activities that help students develop their creative and critical thinking skills. As a result, students are better able to apply what they have learned to their own writing. In this vein, Johnson, C. (n.d.). suggests that teaching grammar in context is one of the best ways to teach grammar. “When you teach grammar in context, you show students how to use grammatical concepts in real-world writing. This can significantly improve your students' ability to communicate through meaningful writing .” For example, as the teacher teaches grammar through songs, poem or short stories, learners will remember what they have learnt because learners love to learn something new. Students will be more motivated to learn grammar when they know that it is valuable and relevant to their interests. They will also enjoy doing grammar activities more if they feel confident that they can understand and complete them.

Teachers empower learners to develop their understanding of English grammar principles by gradually structuring and rebuilding the language through inductive learning experiences that focus on grammar in context (Nunan, 1997). In a nutshell, all language training must cover grammar. However, each teacher has a unique teaching style when it comes to teaching grammar. In our opinion, a fair perspective would value grammar as long as it promotes better contextual language use rather than serving as a collection of linguistic guidelines that are largely ineffective for conveying meaning.

### **3.6.2. Effective Grammar Instruction**

Instead of only examining parts of speech separately, grammar must be taught in the context of word combinations and sentence construction. Before they are integrated, words are worthless in and of themselves. However, learners also need to be taught the meaning

of the words/terms) and how to use them in their writing. Word banks can be a helpful tool to encourage the development and organisation of ideas..Traditional grammar instruction does not allow learners to see how form, meaning, and use are related. As a result, learners often struggle to understand how to use grammar to communicate effectively. Teachers need to give equal importance to both the meaning of grammatical structures and how they are used in real-world communication.Teaching learners about grammar structures and providing them with opportunities to practise using those structures in real-world contexts.When considering teaching Grammar in context,Weaver (1996) lists five plausible explanations for why formal grammar instruction does not improve students' writing:

- Many concepts covered in traditional grammar training are irrelevant or of little use in writing.
- Due to its complexity, English grammar is difficult to learn or master.
- Many students find studying formal grammar to be uninteresting.
- The concepts taught in conventional grammar education are not applied to suitable writing contexts.

Traditional grammar instruction is flawed by inadequate educational thinking. Traditional grammar education is based on a behavioural theory of learning, and learning occurs through practice and habit building, in accordance with this theory (102-103).

Since students cannot apply the grammatical rules they have learned to written communication, there is a conundrum in how to teach grammar successfully. It is true that teaching learners useful grammar through explicit instruction can be challenging. While grammar guides may help students in their academic endeavours, they are insufficient on their own to develop their communication competence. To accomplish this goal, grammar

instruction should be improved by demonstrating grammar rules in real-world, authentic circumstances and by providing students with opportunities to utilise the forms. Grammar should be taught in circumstances that have purpose since it contributes to meaning.

Employing students' writing as the starting point for grammatical idea discussion is the most feasible strategy for facilitating learners' grasp of grammar in writing, according to previous studies. Studies have shown that teaching punctuation, sentence variety, and usage in the context of writing is more effective than teaching these concepts separately.

Teachers can promote grammar education that guides students in their efforts to identify and correct use problems by having them revise and edit their work (Chin, 2000). A teacher can give a min- lesson on this topic using examples from student writing if they notice that many of their students are putting modifiers in the wrong location in their sentences, as suggested by Chin (2000). The teacher can provide their learners instructions on how to have the students modify each other's drafts. Students are helped to make immediate applications by including grammar instruction into the revising and editing processes, enabling them to recognise the relevance of grammar to their own writing (Chin, 2000).

According to pertinent research on the teaching of grammar, traditional training that emphasises memorization and isolated drills is ineffective at helping students in learning grammar and enhancing their writing abilities. Contrarily, contextual grammar instruction is far more successful. Authentic reading and writing chances, short mini-lessons on grammar, and examples of how to use those principles in context are all part of context-based grammar instruction. Along with rethinking their ideas about writing faults made by learners, Additionally, effective grammar instruction requires teachers to focus on the individual needs of their students and to rethink their views on student writing errors.

Instead of using grammar education as an error hunt, teachers should identify the underlying causes of many errors and assist students in correcting them so they won't appear in their future writing. Teachers are not alone in this endeavour because there are numerous ways available for teaching grammar in context.

### Conclusion

The foregoing third chapter has aimed to achieve two main objectives. The first objective was to try (1) to describe and (2) analyze the teaching and learning situation in Algeria, with a special focus on writing at the tertiary level. The second objective was to attempt to get to the bottom of EFL learners' dramatic failure to write effectively a paragraph among other things. It has been assumed throughout that teaching EFL writing at the Algerian tertiary level- judging by the thorough examination of the syllabuses in different colleges- witnessed an overlap conflict between the grammar and written expression courses.

Mindful to and aware of this complex situation the present researcher has, therefore, examined how grammar and writing were currently taught at the English Department in MKU. This foregoing chapter has undertaken to provide a *descriptive* analysis of the teaching and learning in the aforementioned context with a particular focus on writing at the tertiary level and more specifically level one, i.e., first year. Furthermore, it has made it its point to examine the teaching methodology based on various theoretical frameworks, e.g., language skills, challenges and pitfalls, etc. Finally, it has highlighted the importance and tendencies in the instruction of grammar- as part of written expression syllabus- to improve first year EFL learners' proficiency in writing at the English Department (MKU).

It is noteworthy to mention that it was within the range of the foregoing chapter to undertake to account for or at least point out to the underlying reasons for EFL learners'

inability to produce a tolerable piece of writing and ultimately enjoy a fulfilling experience in communicating through writing. It should be emphasized that Algerian English learners rarely had the chance to communicate in English in any form outside of the classroom. That does not mean that EFL learners were not exposed to Anglo-American media. In fact, they had- and still have- the opportunity to watch Arab sponsored all-movie channels such as MBC2, MBC Max, MBC Action, and Mix. Despite the fact that the Internet services are by and large poor in Algeria, EFL learners could and can use virtual textual as well as video materials. University libraries and a few of bookshops also provided- and still provide- different materials in English. As a final analysis, Algerian English learners only have a uni-directional type of interaction with the foreign language, which is not sufficiently stimulating to learn English satisfactorily even when they are, actually, busy communicating through facebook accounts and emails. They still dramatically fail to write effectively.

# **Chapter Four**

## **Research Methodology**

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## Conclusion



**Introduction**

The present chapter, which undertakes to ease potential readers into the ins and outs of the methodology of the investigation, examines at length the overall circumstances surrounding the choice of the design and how the researcher went about them. It attempts to account for the research paradigm, design, methodology, and methods of data collection tools. The researcher's primary concern was to identify, understand, explain, and control first year EFL university students' paragraph writing problems.

**4.1. Design of the Study**

The experimental paradigm is thought to provide the most accurate and unemotional approach to reality. Ontologically speaking, the paradigm in question targets to establish the existence of an issue (namely, the failure of first year EFL student to write an efficient paragraph). Epistemologically speaking, the paradigm tries to account for how the researcher has come to realize the existence of such a phenomenon (i.e., thanks to the long experience in teaching first year EFL students an introductory course on writing).

Experimentation is the key practice in the experimental paradigm as it includes the independent and dependent variables. By the same token it excludes the confounding variable. Controlling the variable might be one way to ensure reliable and valid outcomes. According to Arends (2004, p. 407), there are three main steps involved in conducting experimental research:

1. Establishing baseline competencies. Researchers first give participants a pre-test to measure their current abilities in a particular area. This helps to establish a baseline for comparison.
2. Researcher divide participants into two groups at random. One group, called the control group, (Control Class) does not receive the treatment being studied. The other group, called the experimental group, (Experimental Class) does receive the

treatment.

3. Administering post-tests and comparing results. After the treatment has been administered, researchers give participants a post-test to measure their abilities again. They then compare the results of the post-test for the control group and the experimental group to see if there is a significant difference. If the experimental group performs significantly better than the control group, then the researchers can infer that the treatment is effective.

To better understand the tenets of the experimental paradigm, the figure below illustrates the triumvirate that compose this quantitative approach.

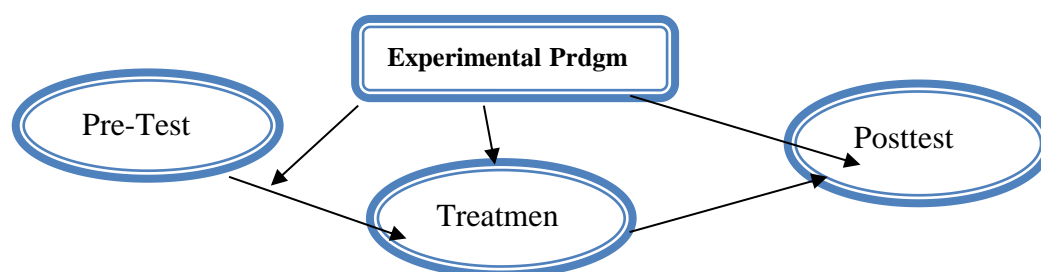


Figure 10 The Triumvirate of the Experimental design

The first element is pre-test which targets to identify the weaknesses of tertiary EFL students' paragraphs. It is a sine-qua-non phase without which very little would be known about the students' inefficiency when it comes to writing paragraphs. The second element is the treatment to be implemented in class or laboratory to the experimental group while the control group would receive no treatment. The control group is meant to be a group thanks to which the null hypothesis would either be verified or not. Once the treatment is completed, the posttest phase takes over. It is planned to confirm the effects of the treatment on the experimental group.

#### 4.2. The choice of the Design and Method

This investigation has set out to identify and understand English Department first-year EFL students' writing inconsistencies at M. K. University of Biskra; second, find the

underlying causes thereof, and lastly suggest practical remedies to overcome students' paragraph writing *malaise*. In order to achieve the research objectives, and to test the hypothesis and its four sub-hypotheses, the researcher opted for three data gathering tools: (i) written tasks, (ii) open-ended questionnaire, and (iii) an experimentation. Written tasks were assigned to identify the categories of the EFL tertiary students' paragraph writing weaknesses. An open-ended questionnaire was administered to gauge the EFL tertiary students' thoughts about paragraph writing problem and to identify factors or causes that affect students' paragraphs writing. The experiment with its treatment on the experimental group was the springboard for the testing of the main hypothesis and its subsequent ones.

The current researcher's analysis as well as interpretations of the EFL students' written paragraphs and both students' and teachers' stances and attitudes add an important dimension to understand the problem better. It is believed that this leads to another argument to resort to the use of a descriptive method. It is needed also to examine the extent to which the proposed grammar and writing course program would improve students' paragraph writing. It is intended initially to manipulate two variables: independent variable(IV), i.e., the implementation of the suggested grammar and writing course program and the dependent variable(DV), i.e., the enhancement of EFL students' paragraph writing competency.

The major concern of the experimental design is to come up with unquestionable evidence that the cause-effect relationship is statistically founded or not founded. On score of that, a hypothesis, which is a tentative statement explaining the cause-effect relationship, is formulated and eventually tested to back up the researcher's claims. It is worth reminding that the hypothesis of this examination undertakes to quantitatively

test EFL tertiary students' paragraph writing through the researcher's personally conceived program. Furthermore, four sub-hypotheses are put forward to specify the levels at which the aforementioned students are tested. Through this quantitative study, the researcher intends to see to what extent the effects of the proposed grammar and writing course program on EFL students' paragraph writing composition in the English Department at M.K. University of Biskra is statistically viable.

The researcher proceeded with the identification paragraph writing problems in English that the first-year EFL students face and the pitfalls that were occasioned thereof. Once the paragraph writing problems are outlined, a treatment that targeted to provide a practical remedial is implemented. The current researcher had a quiet hope that the treatment that was carefully planned and implemented would work out for the intended sample.

Owing to the nature of the research question which requires an experimentation to bring about hard evidence that the treatment is eventually effective. By separating pure grammar from writing strategies and then bridge the gap so that writing students would not have the impression that they were in grammar class was the main concern of the researcher-instructor. Questionnaires were also administered to have an accurate understanding of cause-effect relationship and have evidence-based insights on respondents' motives, attitudes, procedures and beliefs. In brief, the current study employed mixed methods approach which includes both qualitative and quantitative research methods to attain accurate data and reliable interpretation.

#### **4.3. Data Gathering Instruments**

This study has employed three different data gathering instruments which are: document analysis, open ended questionnaire and the experiment. It should be noted that

the experiment, or the treatment, is considered the linchpin in the study, and, therefore, it is the major instrument as it is expected to give rise to verifiable data that would eventually back up the claim of the study or decline its veracity. As for the document analysis and questionnaires, they are resorted to as supportive data gathering instruments read their findings against hard data yielded by the treatment.

Since it is the researcher's firm belief that triangulation, is a valuable tool that enhances the reliability as well as the validity of the outcomes, the present research precisely used the aforementioned methods to gather data: first, production tasks (paragraph writing). Second, two self-reporting questionnaires were constructed specifically for the sample of this study: One was administered to the teachers, and the other one was administered to the students. The third research tool was the experiment (i.e., treatment). According to Weir and Roberts (1993), the methodological literature emphasizes the significance of multiplying data sources using various types of instruments in order to diversify information sources and study the problem from several aspects'' (p.137) . Quantitative researchers are always in quest of hard evidence that only a treatment can provide.

In educational settings, a comprehensive evaluation often necessitates the utilization of multiple data sources. This is because a single source may not adequately capture the diverse range of features present, and triangulation is crucial to corroborate findings gathered from various sources, methods, and individuals. Employing multiple approaches in all investigations is essential for conducting accurate and comprehensive studies in the long run.

Subsequently, a combination of data sources appears to be advantageous to the aims of this study. In so doing, the researcher had had, then, the opportunity to attain at different levels (personal and instructional) an accurate description of the pitfalls in EFL paragraph

writings and based on which an appropriate writing program had been tailored. For the purpose of this investigation, expected findings were obtained by employing a variety of data elicitation techniques, especially in the field of writing research where it can be challenging to identify the skills that students lack when completing a task.

The tendency in research methodology seems to require more than one instrument. In fact, O'Malley and Chamot (1990, p.95) note "[...] researchers have employed a variety of data collection techniques because different methods may produce different results about the nature and application of learning strategies". A priori, triangulation is useful in research only if it is judiciously and carefully planned to avoid conflict of interest. Triangulation meets the objectives of both quantitative and qualitative designs in that it describes, explains, examines, and interprets data to yield a comprehensive perception of the interplay of the variables.

To sum up, the present examination aimed, first, at identifying and understanding 1<sup>st</sup> year EFL university students' writing problems and challenges; second, finding the causes standing behind these problems and at last suggesting practical remedies to overcome students' writing problems in general and in paragraph writing in particular. With a view of quantitatively and qualitatively analyze and interpret EFL students' paragraph writing, three instruments have been selected, planned and utilized: paragraph writing (written task), questionnaires and an experimentation. Each of these instruments is going to be described and discussed below.

#### **4.3.1. Document Analysis**

The first data gathering instrument for this study has been document analysis (henceforth, DA). DA, which attempts to figure out the sample's personal experiences to collect enough evidence to back up the researcher's claim (Stemler & Bebell 1998). Beside

being used to disclose insiders' perspectives, DA completes the findings of the manipulation of the variables. In fact, DA is one of the data gathering techniques in qualitative research (Selinger and Shohamy 1989).

To this end, 80 students were selected to write a paragraph. The researcher took every pain to select topics of personal relevance to the students. It is believed that the topics were timely because they were assigned a task of writing a paragraph on a topic a week after they had come back from summer holidays (i.e., September 18th, 2016). The paragraphs were completed during the second semester of 2016 since the writing task did not necessitate special background knowledge. All the students, who were involved in the present study, were given sufficient time to complete the task.

In addition, in encouraging students to write genuine paragraphs, the researcher clarified that their paragraphs would be graded and that they must avoid copying from other classmates. Later, the writing weaknesses and inconsistencies were analyzed and identified along a predetermined checklist adapted by the researchers to evaluate the writing materials based on the following criteria: organization, unity, paragraph development, grammar, spelling, capitalization, and punctuation. (See Appendix C) The checklist was adapted from Carroll (1990) and modified to align with the objectives of the study.

The modified version of Carroll's criteria for an effective paragraph writing are illustrated in the table below.

Table 5 Modified Carroll's criteria for effective writing

Criteria	Illustration
Organizational aspects (Cohesion and Coherence)	Are the students' sentences and ideas well structured and logically arranged?
Grammar	Are the sentence grammatically and syntactically correct?
Word Choice	Are the words used appropriately?
Mechanics of Writing	Do the student punctuate and capitalize properly?

These criteria were modified by the researcher to sit well with the Algerian first year EFL tertiary students. Other criteria such as the tone and voice are omitted for fear of subjectivity, which plagues non-native EFL students. Subjectivity is due to mother tongue interference.

#### 4.3.2. Questionnaire

A questionnaire is, by definition, a series of questions that aim to collect data from insiders' perspectives. As it is widely acknowledged in the research methodology literature, numerical data would at best give a half of the truth. On score of that, it would be more judicious to complete the other half by outlining insiders' attitudes, beliefs, and thoughts about the issue under investigation. Behavioral and social sciences scholars typically resort to the administration of questionnaires to account for what numerical data analysis has missed to disclose.

In order to obtain data from insiders' perspectives and to fish out relevant insights regarding students' problems in achieving effective paragraph writing from students and experience of teachers in teaching and learning to write in English, the researcher selected and administered a couple of open-ended questionnaires. Open-ended questionnaires are best used when the answer is open, allowing respondents to freely express their thoughts about personal issues (Gillham, 2000, cited in Mohammed Amin Hussen, 2015, p



23). These questionnaires allow respondents to share their experiences and perspectives in their own words, producing valuable qualitative data for our research. They can also provide graphic examples, illustrative quotes, and unexpected insights (Dornyei, 2003, cited in Mohammed Amin Hussen, 2015, p 23) Insiders' contributions through open-ended questionnaires enhance the reliability of the findings.

Following Dornyei's (2007, cited in Mohammed Amin Hussen, 2015, p 23) recommendations, the open-ended questionnaire used in this study included items with blank spaces for respondents to fill in. These open-ended questionnaires were designed for six EFL teachers and 80 students to (1) assess the major problems students had in writing paragraphs, (2) investigate the causes of these problems, and (3) find out what English grammar and writing teachers were doing to help students write effective paragraphs. This format gave respondents time to reflect on students' problems in paragraph writing.

The teachers' and students' questionnaires were similar in content, except that the researcher administered the students' questionnaire in person to explain any unclear points. For example, participants were asked about students' problems and causes of those problems in writing English paragraphs, as well as the support and strategies that students and teachers use to improve writing skills. This data was then compared to that collected from document analysis. The eighty students and six teachers received printed-out questionnaires to complete in their free time. (See Appendices A&B)

The second research questionnaire investigated the reasons behind the most common writing problems among first-year EFL university students, from the students' perspectives. To answer this question, students were asked to complete a questionnaire about how they learned both English grammar and writing. By understanding how students were taught these two modules, the researcher aimed to identify factors that might

contribute to the most common writing inconsistencies in first-year EFL students' paragraph writing.

#### **4.3.3. The Experimental Research**

As this study aims to come up with hard evidence to account for first year EFL students' challenges in producing accurate, cohesive, and coherent paragraphs, the resort to a quantitative instrument was inevitable. The main data gathering tool used, therefore, a treatment to test the effects of implementing the proposed grammar and writing courses in teaching writing skill to enable them to write more clearly, concisely, and persuasively

The results of students' paragraph writing and of questionnaire showed crucial data what students really needed to learn and with what aspects of writing they had problems. That particular situation had not prepared students for university English writing level, and thus many students dropped their university studies or continued struggling with their poor writing even after graduation.

As a remedy for first year EFL university writing poor performance; it was inescapable but to instructionally intervene. Therefore, a grammar and writing courses as instructional treatment had been introduced and experimentally conducted with first year EFL students at the English Department of Mohamed Khider University of Biskra throughout the whole academic year (2016-17) to test the rate of the effectiveness of the proposed grammar and writing courses to improve students' writing paragraph writing.

The second phase of the study dealt with the pre-test and posttest. Fraenkel and Wallen (2006, p.267) state that "Experimental research is the most powerful research method because it allows researchers to establish cause-and-effect relationships between variables and to generate strong evidence to explain the success or failure of a treatment."

Out of the many types of research methodologies that might be used, the experimental methodology represented a unique opportunity for establishing cause-and-effect relationships among variables and providing with concrete evidence to account for the success and/ or failure of the treatment.

Experimental methodology imposed itself as the research question required just that. The researcher aspired to address the following set of questions which were basically upon Fraenkel and Wallen (2006): ask the following questions: What will happen to the participants in the study? Who will participate in the study? And to what extent? The researcher decided to implement what was suitable in the treatment that would be used in the research.

The researcher had also to decide about the subjects and the purposes of the research. During the treatment, the students of experimental class / group were taught with the proposed grammar and writing courses by the researcher himself, but the students of control class/ class did not undergo the treatment. Actually, they were taught paragraph writing through the existing grammar and writing courses in the same traditional method. In like manner, for the purpose of this investigation, they were asked to write narrative paragraphs with a view of comparing progress, steadiness or regress of the traditional way of teaching. Furthermore, it is mentioned in the research methodology that the control group is included in the experimental design to test the null hypothesis, which could be couched as follows: There is no positive effects of the proposed course program on first year EFL students; paragraph writing.

Students of Group 11 as experimental class and group 2 as control class, each class consists of 40 students. This research was conducted to find out whether the suggested grammar and writing courses can contribute to improve the students' skill in paragraph

writing. Based on the statement above, the researcher undertook to conduct a pre-test/post-test experimental research to yield the necessary hard evidence to accept or reject the alternative hypothesis and its subsequent sub-hypotheses.

#### **4.3.3.1. Tests**

To test is basically to measure the degree of adjuvant. They are valuable measuring instruments for educational research (Kasim, 2010, p. 173). This study uses pre- and post-tests. In fact, tests are “valuable measuring instruments for educational research” (Kasim, 2010, p. 173). In this research, the pre-test and a post-test are often used in educational research to assess the effectiveness of a new teaching method or learning intervention. For example, a researcher might give students a pre-test on their knowledge of a particular topic before they start a new instructional program. Then, the researcher might give the students a post-test on the same topic after they complete the program. If the students' scores on the post-test are significantly higher than their scores on the pre-test, then the researcher can conclude that the new teaching method or learning intervention was effective.

#### **4.3.3.2. Pre – test**

A pre-test is a test that is administered to participants before they receive a treatment. It is used to measure their baseline level of performance on the skill or knowledge that is being assessed. The control and experimental groups took the same pre-test at the onset of the first term of the academic year (2016-17). (See Appendix D) This was conducted to make sure that the “students in both groups had the relatively the same level of performance before the treatments” (Nunan, 1992).

**4.3.3.3. Treatment**

To help students improve their writing skills overall, and especially their ability to write paragraphs, instructional materials were printed out in the form of hand-outs and provided to the First Year University Students of the English Department of M. K. University of Biskra. The English writing instructional materials contained 10 units: five units for grammar and five for written expression modules. The English writing instructional materials included a variety of activities, a teacher's guide, and worksheets or writing tasks for students. These materials were designed to meet the needs of students and help them learn how to write. (See Appendices: F, G & H, K, L & M )

**4.3.3.4. Posttest**

A posttest was given after the treatment to both the control and the experimental groups ( See Appendix E). Then, the results of the post-test were compared with the results of the pre-test to establish with certitude whether the proposed grammar and writing courses made any difference in the performance in the implemented aspects of writing (namely, grammar ,organization of ideas, vocabulary and mechanics of writing). (See Appendices I&J)

**4.4. Data collection Procedures**

The researcher has not administer all data gathering tools at the same time. To start the study, the researcher first assigned then collected the students' written paragraphs and diligently analyzed them to sort out the inconsistencies as well as the pitfalls that plagued the students' productions. The thorough process of analysis was meant primarily to outline categories of written challenges so that an adequate remedial grammar and written expression course program would be designed to meet the stakeholders' expectations:

producing coherent paragraphs.

The administration of the questionnaires came as a second phase; it took place right after gathering data through document analysis. The researcher distributed open ended questionnaires to both samples- English language teachers and students. Once completed, the researcher made sure to collect all the questionnaires from the respondents to maximize the return rate and inversely minimize bias.

In the final phase, the experiment was carefully implemented. As soon as the treatment was completed the posttests were scheduled. Moreover, a comparison of results of both experimental and control classes was planned. Out of 12 groups that form first year population ( $N = 600$  students), the researcher has selected purposely two groups ( $n = 92$  students = 15.33%). It is interesting to note that the total number of the students in both classes is 92. However, there were 80 participants in the study. 12 of whom were dismissed because of some of the students 'played hooky' or failed to complete the tests.

As this study was conducted in the researcher's regular teaching classes, the researcher followed the syllabus used at the English Department For mor details (see appendix P). These were the classes that the researcher was officially teaching. The researcher randomly chose Group 11 to receive instruction via the proposed grammar and writing courses, and Group 2 received instruction according to the current syllabus. The age of the participants varied from 18 to 20; most of them were female students. Most of the students who had attended secondary schools held Baccalaureate certificate. In both pre-test and posttest, the identities of the participants were kept anonymous.

#### **4.5. The Technique of Data Analysis**

Since the researcher is looking for a comprehensive assessment of all aspects of

writing for advanced learners, Brown's 2010 rubric might be a better fit for our assessment goals. Carroll's (1990)

primarily focuses on grammatical accuracy and mechanics; whereas, Brown's 2010 takes a holistic approach, evaluating all aspects of writing with equal weight, including content, organization, vocabulary, grammar, and mechanics. This makes it suitable for assessing not just basic accuracy but also higher-order writing skills like fluency and sophistication. In other words, Carroll's (1990) rubric emphasises formality and traditional grammar rules. However, Brown's (2010) Recognizes the importance of communication and creative expression along with grammatical accuracy. It also acknowledges the influence of individual writing styles and cultural contexts. It should be to acknowledge that initially it was Carroll's model that seemed to be the suitable model. When the researcher came across Brown's model, it proved natural to cogently select it as previously argued.

To analyze the data from the students' writing test, the researcher used an analytical scoring rubric that was based on the rubric developed by Brown (2010). It should be acknowledged, at this stage, that the researcher modified the rubric to fit the teaching of writing to the Algerian tertiary students. Four aspects characterize the analytical scoring rubric for writing. The table below illustrates the rubrics.

Table 6 Rubrics for writing in EFL classes

Rubrics	Illustration
Organization of Ideas	It refers to how the writer's thoughts are logically sequenced and cohesively bound.
Grammar	It refers to the syntactical and semantic structuring of a string of words.
Vocabulary	It refers to the appropriate selection of words'
Mechanics of Writing	It refers to use of the appropriate small and upper cases as

	well as punctuation, the use of italics, and bold font, etc,
--	--

In this study, the researcher did not consider the content aspect since it was not considered as a challenge for the 1<sup>st</sup> year EFL university students. It may seem paradoxical to mention that the students had enough ideas about the topic, but they stumble over how to express themselves in written form.

The following table is the analytical scoring rubric used by the researcher to score the students' paragraphs. During the experimental process, the four aspects of the dependent variable were assessed and evaluated separately (Analytical Scale). For the analysis' convenience sake, the students' written paragraphs were graded from 0 to 5. Then, the whole paragraph was given a final grade by collecting (i.e., adding) the grades of the four aspects as a final score out of 20. In the following table, both rubrics and scoring criteria were illustrated:

Table 7 Rubrics and scores

Rubrics	Illustration	Score /20
Organization	Ideas clearly stated and well organized	05/20
Grammar	Effective sentence structures, subject-verb agreement, tense, number, word order, functions, articles, pronouns, conjunctions, prepositions and a good mastery of sentence constructions	05/20
Vocabulary	Effective word choice, with a good mastery of word form(s), clear meaning	05/20
Mechanics of writing	correct of spelling punctuation, capitalization and paragraphing	05/20



Unlike other ratters, this researcher thought it is judicious and cogent to attribute equal scores to each rubric. Fairness in attributing scores contributed to the establishment of a balance and gave students equal chances to succeed in writing effective paragraphs.

Table 8 Analytical Scale of Rating Composition Task(drawn upon Brown.2010)

Writing Aspects	Scores	Criteria
Organization of ideas	Excellent 5	The title is appropriate, the topic is clearly stated, the paragraph leads smoothly into the body, transition words are used effectively, the arrangement of the material shows that the writer had a plan, and the supporting evidence supports the generalization.
	Good 4	The title of the paragraph is adequate, and the body of the paragraph is acceptable overall. However, some supporting evidence may be missing, and some ideas are not fully developed. The sequence of the paragraph is logical, but transition words may be absent or missing.
	Adequate to Fair 3	The paragraph is poorly organized, with ideas presented in a confusing order. The generalizations made in the paragraph are not fully supported by the evidence provided.
	Poor 2	Minimally recognizable topic sentence; organization cab barely be seen, severe problems with ordering of ideas, inadequate effort of organization
	Very Poor 0- 1	The paragraph is completely disorganized. The writer has made no attempt to organize the ideas in a logical or coherent way.
Grammar	Excellent 5	Correct grammar (preposition, articles, modals word form, and tense, no fragments and run on sentences)
	Good 4	A few grammar problems don't influence communication and no fragments and run on sentences
	Adequate to Fair 3	Some grammar problems are apparent and have negative effect on communication fragments and run on sentences.
	Poor 2	The student's grammar problems are so severe that they make it difficult to understand their ideas. A review of the student's grammar is needed.

	very poor 1-0	Severe grammar problems make the writing difficult to read and understand. The reader cannot understand what the student is trying to say because the sentence structure is unintelligible.
Vocabulary	Excellent 5	Precise and sophisticated word choice usage, parallel structure, variety of sentence structure.
	Good 4	Tries to use a variety of words, has a good vocabulary, is not too wordy, and has a fairly concise style.
	Adequate to Fair 3	The student uses some words incorrectly, does not understand the appropriate context for the writing, and may use too many words.
	Poor 2	Irrelevant words, lots of poor content words, lack of variety of structures.
	Very Poor 0- 1	Inappropriate use of vocabulary, no sentence variety, essentially translation, a little knowledge of vocabulary.
Mechanics	Excellent 5	All needed capitals, paragraph intended, punctuation and spelling very neat.
	Good 4	A few problems with punctuation, capitals, and occasionally spelling errors.
	Adequate to Fair 3	Spelling problems distract the reader, punctuation errors interfere with ideas.
	Poor 2	Part of paragraph not legible, errors in punctuation and spelling.
	very poor 1 - 0	No mastery of convention, obvious errors in punctuation and capitalization

#### 4.6. Validity and Reliability of the Tests

Different paragraph types are taught to first year EFL students in the first year. Therefore, the genre type was chosen to illustrate a narrative paragraph which tells about experiences in the past, chronologically ordered. The theme of the short text or the paragraph was of general interest to students and suited their level of proficiency in understanding and responding in writing. Thus, the test was categorized valid since its

content was based on the syllabus which they had been taught before they came to university.

Furthermore, the topic was timely because they were asked to write a composition on a topic a week after they came back from summer holiday (September 18 -, 2015). The compositions were completed during the second semester of 2016 – and it was easier for them to explore ideas. In addition, the two tests (pre and posttests) for both classes EC and CC were done at the first meeting. For the post test both classes were asked to compose the same topic (namely, holidays) and it was also a timely topic, summer holidays were approaching.

The researcher analyzed the students' paragraphs of the pretests to determine the writing problems or weaknesses students were experiencing, and to confirm that the grammar and writing lesson objectives for the study were in line with the students' needs. The problematic writing areas noted were as follows: insufficient evidence of the application of the different writing process stages, inexistence of topic sentences, supporting details without using transitional words (lack of coherence), concluding sentences and various grammatical errors such as incomplete sentences, incorrect spelling, and incorrect punctuation and capitalization. The researcher did not score the pretests; an experienced EFL teacher with long experience in teaching was not involved in the study would score them at the end of the treatment period. For consistency in grading, the researcher wanted only one teacher to grade both the pretests and the posttests. So, as for the evaluator to be unbiased, he would not know which test was the pretest or posttest.

#### **4.7. Inter-rater- reliability**

To be reliable is literally to be trusted when the scores of different scorers need be closer. Therefore, reliability is the degree to which an instrument produces consistent results

(Setiyadi, 2006, p. 16). It is common practice to have two raters evaluate the same samples and then have a third rater evaluate the samples if the two raters fail to rate consistently. To attain inter-rater reliability, it is recommended to apply the Pearson Product Moment Correlation (PPMC).

In evaluating the students' writing test answer sheets, the researcher sought the cooperation of a fellow teacher to act as an inter rater to minimize the subjectivity factor in attributing scores. Hughes (1996, p. 19) notes that to decrease subjectivity, the writing can be scored by two different scorers, inter rater, or one scorer scores the same writing test on different occasions. The researcher chose the second option in order to consume time on one hand and to avoid extra calculation by using the PPMC to measure the inter-rater – reliability on the other.

The researcher read the students' paragraphs of the pretests to determine the writing problems students were experiencing, and to design lessons objectives that were in line with the students' needs. The problem areas noted were as follows: lack of topic sentences and supporting details, and various grammatical errors, awkward, unclear, or incomplete sentences, bland diction, poor word choice and in addition to mechanical errors such as, incorrect spelling, and incorrect punctuation. The researcher did not score the pretest; an English Language Teaching (ELT) expert holding PhD degree in Teaching English as a Foreign Language (TEFL) with a minimum teaching experience of 20 years rated the samples. That teacher who was not involved in the study would score them at the end of the treatment period.

To attain consistency in grading, the researcher wanted one teacher to score both the pretests and the posttests. So as for the evaluator to be unbiased, he was not to know which test was the pretest or posttest. Again, for consistency's sake, the pretests and posttest were

checked by the presence of the researcher himself; the evaluator did not know which test was the pretest and which was the posttest. It is noteworthy to mention that the rater's scores in pretest and posttest were used for the data analysis.

**Conclusion**

The foregoing chapter has attempted to account for the research design that has been selected to answer the research questions and test the validity of the main hypothesis. It was aspired that the chapter covered the research process methodology from the top most tenets to the more concrete steps to operationalize the research problem. A special focus was given to the data collection tools to ensure that validity and reliability principles are achieved so that the findings could be claimed to be generalizable. Hence, bias was minimized.

# **Chapter Five**

## **Results and Discussion**

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### Introduction

This chapter presents the results of the three research tools used in this study. (document analysis, questionnaire and the experiment) in attempt to answer the research questions raised in the general introduction. The data analysis has been divided into two phases: the first phase was a detailed analysis of students' paragraph writing weaknesses and the responses to the questionnaire with a comprehensive discussion of both writing weaknesses and questionnaire results. The second phase deals with the experiment analysis and discussion of the pretest and posttest results. The data were analyzed qualitatively and quantitatively. The qualitative data involved the data which were obtained from document analysis and questionnaires while the quantitative data were obtained from the pretest and posttest of writing a narrative text.

### 5.1. Findings from Document Analysis

Eighty ( 80) paragraphs written as first written task by eighty (80) students in the written expression course were analyzed by the researcher himself who carried out this study. The aim was to gain insights into the students' paragraph writing weaknesses. The researcher analyzed the students' paragraphs of the pretests to determine the writing problems or weaknesses students were having in the following writing aspects: organization of ideas, vocabulary, language use, and mechanics which were discussed in chapters 2 and 3

The researcher analyzed the writing paragraphs of first-year EFL students without scoring them in order to identify the most common writing weaknesses among these students. The qualitative analysis revealed several problematic areas, which are discussed below

EFL students commonly struggle with writing paragraphs. First, they may have difficulty developing their ideas, writing multiple main ideas in a single paragraph or producing ambiguous ideas. Second, they may have difficulty organizing their ideas, struggling to write a paragraph with more than a single unified point. Third, they may also face grammar challenges. Fourth, they may



## Chapter Five: Results and Discussion

have a limited vocabulary, making it difficult to remember all the words in English and leading to poor word choices.

Paragraphs written by sample students were analysed to identify the problems students faced when they write paragraphs. All aspects of paragraph writing problems are discussed, elaborated and analysed

Table 1 depicts a summary of students' paragraph writing challenges obtained from example students' paragraphs.

Table 9 Features of Student' Paragraph Writing Inconstancies

Aspects of the problems	Examples	Total Errors in 40 paragraphs
1.Poor Organization	-Lack of knowledge of cohesive ties and discourse –organizing connectors Poor organization / illogical sequence - Lack of Unity in the Paragraph -Paragraph Development problem	156
2.Inability to use grammar knowledge in their writing Grammatical problems	-Tenses -misuse of prepositions& articles -Sub-Verb agreement - sentence structure/variety	97
3.Vocabulary choice	-Limited vocabulary size Word choice problem	54
4.Mechanics problems: Insufficient evidence of the use of the various phases of the writing process.	-Punctuation Problems -Spelling Problems -Capitalization Problems	39

The above table shows that the students had problems with failure to achieve cohesion through inability to use transitional words or through using in appropriate ones. Another weakness is students' inability to relate grammar rule in their writing, limited vocabulary and mechanics problems. These combined weaknesses led to weak paragraph writing among students. The document analysis revealed that the students struggled most with organization (cohesions and coherence) and language use, and least with vocabulary and mechanics.

The writing samples were examined and analyzed in terms of writing problems of the first-year students. The samples demonstrate that the learners do have problems of organizational aspects (cohesion & coherence), punctuation, capitalization, spelling, and language use. Keeping the nature of the aforementioned problems in mind, the researchers offer relevant remedies and suggestions to teach both grammar and writing effectively and wisely so that teachers can improve the writing skills among their learners.

Furthermore, the analysis of the students' paragraphs revealed a variety of grammatical mistakes at the sentence level, such as spelling, subject-verb agreement, articles, prepositions, capitalization, fragments, punctuation, and tense. Students also struggled with paragraph structure, coherence and cohesion, and unity. Based on an examination of students' writing samples, the researcher estimated that 90% of students had difficulty in organizing their ideas and were more concerned with language-related problems. To identify the most common writing weaknesses among EFL learners, the researcher used document analysis to identify the features of students' paragraph writing problems. This involved analyzing students' paragraphs that were written on the same topic. The researcher focused on the following questions during the analysis:

- Are the sentences, ideas, and information in the paragraphs arranged in a logical order?
- Do the sentences in the paragraphs discuss one idea and develop it fully?
- 3. Are all of the sentences complete and not fragments?
- Do the subject and verb in each sentence agree in number?
- Are all words spelled correctly?
- Are all sentences punctuated correctly?
- Are all words capitalized correctly?

Good grammar is essential for communicating effectively through writing. Students need to be able to use the correct sentence structure, verb tenses, and word choice. However, an analysis of students' writing samples showed that many students have problems with grammar. This analysis was based on the frameworks of Charuporn (2001) and Hongue (2009), who state that an effective paragraph or any text must have the following features:

- Subject-verb agreement
- Correct use of verb tenses
- Appropriate voices
- Correct use of articles and prepositions
- Correct punctuation and spelling
- Good word choice
- Are all words used correctly?

After collecting writing samples from students, the researcher met with the three teachers he would be working with to analyze the data including the researcher himself. We discussed the need for improvement in the writing skills of first-year EFL students and used the data to identify areas of weakness. After a long discussion, we concluded that students lack knowledge of cohesive ties and discourse-organizing connectors, which results in poor organization and an illogical sequence of ideas, inability to use grammar knowledge in their writing grammatical errors, limited vocabulary size word choice problem, and inadequate knowledge of writing mechanics. Mechanics mistakes (capitalization and punctuation spelling issues), as well as insufficient evidence of EFL writers' various stages of the writing process, numerous incomplete thoughts, and a clear failure to express their ideas properly.

Based on prior research and input from colleagues, the researcher selected the best strategies

to implement with EFL students. These strategies included revising existing grammar and writing programs and incorporating effective writing strategies into teaching and learning the writing skill.

The analysis of students' written paragraphs helped the researcher to detect the challenges that the students face when they write compositions. 80 student's paragraphs which were analyzed in order to identify and understand their writing weaknesses. Analysis of the compositions revealed grammatical errors in adverbs, prepositions, determiners, pronouns, and tenses. In terms of evaluation indicators, the main problems were grammar and organization. One problem with students' writing is that it is not comprehensible, not because the content is irrelevant to the topic, but because the ideas are not clearly stated and the ideas and sentences are not well organized. Another problem is that there are many errors in the mechanics. Given these facts, there is an urgent need to modify the current grammar and writing courses to help students solve their writing problems.

These results confirm the appropriate choice of the researcher to focus on paragraph writing as the main topic of this study and its importance of improving students' writing skills, especially their ability to write clear, coherent, and well-structured paragraphs. The rationale and the aim of paragraph writing is the main type of writing assignment required for first-year English language learners at the English Department in MKU. To achieve that aim, learners must have strong writing skills, understand the various phases of the writing process, and apply the elements of effective writing such as organization of ideas, constructing sentences, and using punctuation, capitalization, and spelling correctly.

### 5.2. Findings from Questionnaire Analysis

In this section, we provide a description of the questionnaires that were administered to the sample population of students and teachers; a consequent analysis of the results would follow.

### 5.2.1 Description of the Questionnaire

In order to obtain reliable data concerning students' difficulties in achieving features of good paragraph writing, it was decided to gather data from the sufferers on one hand i.e. the students who can highlight the difficulties they face in writing and both grammar and written expression teachers who are in the front line of the problem under investigation on the other hand. The researcher chose to use an open-ended questionnaire. Open-ended questions are designed to elicit qualitative data through text. Open-ended questions can provide graphic examples, illustrative quotes, and may also reveal unexpected issues.

The questionnaire was designed for 8 EFL teachers of grammar and written expression modules and 80 students to assess the main problems students have in writing in general and in paragraph writing, in particular. (See Appendix A&B) The researcher designed a questionnaire to investigate the main causes of students' paragraph writing weaknesses and to learn what grammar and written expression teachers are teaching to help students write effective paragraphs. The open-ended questions allowed respondents to reflect on students' paragraph writing challenges. The teachers' questionnaire was similar in content to the students' questionnaire.

However, the researcher distributed the questionnaire to the students and was present to answer any questions they had. For example, a student might ask about general writing problems, specific problems with paragraph writing, support from grammar and written expression teachers, or strategies for improving writing skills. The researcher personally delivered a questionnaire to each of the 80 students and 8 teachers of grammar and written expression modules. This was done to collect data that would be compared to the data collected through document analysis. All teachers and students returned the questionnaire on time.

The questions in the questionnaire were designed to gather data mainly on:

The students' attitudes towards the writing skills; and

- The importance and the complexity of the writing skill.
- The problems that the students had in writing in English.
- The main causes of students' writing problems
- The lessons students got from both teachers of grammar and written expression modules in learning /teaching both modules: grammar and writing.

### 5.2.2 Analysis of Students' Questionnaire

To better understand why students are struggling to apply the components of paragraph writing, teachers and students were asked open-ended questions. Concerning the problems, all the informants stated that they were facing big challenges in writing paragraph. Regarding the first item of the questionnaire, all sample of students agreed that their students have significant problems in writing English paragraphs.

The students' attitudes towards writing were generally positive. Most students agreed that writing is important, even though it is not easy. They also agreed that knowing vocabulary and grammar is essential for good writing. Students' biggest writing difficulties were organizing and developing ideas ,grammar, word choice, and using punctuation and capitalization correctly. Most students agree that the writing skill is the most important language skill and is the most difficult one at the same time.

Of the four language skills, writing is the most difficult for EFL learners, accounting for 45% of the total responses. Speaking is the second most difficult skill. Writing and speaking are essential components of foreign language proficiency, which is a primary objective of the License program in the English Department. In all courses except phonetics and oral expression, students' levels are assessed primarily through writing.

However, most modules do not adequately prepare students for writing mastery. Students also find speaking difficult, but not as difficult as writing. They say that writing requires not only knowledge of specific language elements such as vocabulary and grammar, but also the ability to combine these elements into coherent and comprehensive language. In fact, what students often lack is not individual language units such as lexicon, tenses (grammar knowledge), but the ability to weave these units together into a logical stream of thought.

Reading and speaking are the least challenging skills for EFL learners. Only 1 in 5 learners reported having difficulty in speaking, and this was mainly during classroom speaking activities. The learners attributed this difficulty to extra-linguistic factors such as shyness and fear of speaking in front of others, rather than to their language competence.

The students were asked whether they have problems in writing and to report about the types of problems in writing in English. All the students reported that they have serious problems with grammar errors, punctuation marks, and expressing the main idea and developing details of paragraphs. Moreover, they had problems of organizing their ideas using cohesive devices appropriately. They claimed that they had sufficient ideas, but they had problems with how to transmit their ideas in written form.

The third question asked students to report the major causes of their problems in writing in English. All the students agreed that the time given in writing was one of the causes that created problems on developing their writing skills. They said that writing by its nature is difficult and it needs more time to practice it freely. In addition, the majority of the students reported that lack of practice in writing in English became one of the causes for their poor performances in writing in English. Nearly all the students agreed that their teachers focus on grammar and mechanics than on contents and organizations of ideas in teaching writing was one of the causes for their inability in writing in English efficiently.

Moreover, the teachers' ways of giving feedback in writing exercises, less support from language teachers and the demotivating nature of the writing exercises in their module were taken as the major causes of students' poor performance in writing by the majority of the students. In other words, the majority of students reported that the teachers' feedback provides less support as it is usually demotivating and causing poor performance in writing.

In sum, we can summarize the main causes of students' writing weaknesses were attributable to ineffective teaching writing methods, inappropriate teaching means and materials, written expression module at the level of our English Department is predominantly devoted to grammar instruction and learning about writing rather than learning to write. Moreover, the grammar course overlaps with the writing course where there is a lack of writing practice and insufficient timing.

Most students believe that the modules that target writing, especially written expression, does not adequately prepare them for academic writing. They have given diverse explanations and have stated different examples. Most of the respondents kept complaining about the grammar program because they argued they had already learnt these lessons in advance when they were at middle and secondary schools and it is just a matter of repetition to them.

Students need to have a better understanding of the writing process and the essential elements of writing. Furthermore, they need to know about the various types of text. Moreover, they need to learn about writing meaningful and accurate sentences. Besides, students also need to know about writing different types of paragraph of different modes.

Students claimed that they were taught the writing process only theoretically without practicing the various stages of the writing process. It seemed clear from their written paragraphs. They did not go through different stages of the writing process. Their first drafts were always the last ones. Writing teachers do not use any specific writing teaching methods discussed in the



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literature, such as the product approach, process approach, genre approach, or post-process approach. However, they are still using some elements from the product approach.

The course materials are considered inappropriate to help them write better paragraphs and /or different types of sentences. Students complained that grammar course overlaps with the writing course. They claimed that they learnt the same things in the grammar and in written expression modules. Teachers were only bringing superficial internet searches and handouts about idioms, phrasal verbs, and grammar tasks to the classroom. Students' complaints about the difficulty, superficiality, and inconsistency of the teaching materials indicate that teachers need to develop their course materials.

The students were also asked to report the supports their teachers give them to help them improve their writing skills. Only three of the students agreed that their teachers sometimes used additional resources to help them improve their writing skills. Few of the students also reported that their teachers rarely used model paragraphs so as to help them write similar paragraphs accordingly. However, the majority of the students agreed that their teachers offered them little help in and outside the classroom. The students added that their teachers almost did nothing in the process of writing except giving the writing topics and rarely corrected the final products.

Finally, the students were asked to report whether they receive feedback and on which writing components they received feedback. All the respondents agreed that they sometimes received feedback. Almost all the students agreed that they received more feedback mainly on grammar, punctuation and spelling rather than on organizations of ideas in paragraphs.

To conclude the questionnaire, we invited students to suggest ways to improve their writing, particularly in grammar and writing courses. We shared these suggestions with their writing and grammar teachers. The researcher found the students' suggestions to be very accurate, and most of

them were incorporated by the researcher into the main recommendations in this work, which are presented in the last chapter.

### 5.2.3. Analysis of Teachers' Questionnaire

When teachers were asked about their students' problems in writing in English (See AppendixB), they responded that the students had significant writing difficulties. According to them, their students could hardly write well organized paragraphs. The students also had use correct grammar, correct spelling and appropriate punctuation marks. In addition, all the teachers agreed that the students had difficulties in using appropriate connectors while writing paragraphs or compositions. Moreover, the students had no problems of shortage of ideas, but they have problems in transmitting their ideas in written communication.

The teachers were asked a question to report the major causes of their students' problems in writing in English. All the teachers agreed that their students rarely practiced writing. As writing is a skill that needs a lot of practice, lack of practicing writing became the major cause for students' poor performance in writing in English. According to the teachers, students' lack of interest in writing in English was one of the major causes that affected students' writing. Moreover, the writing activities found in the module are not motivating. Most of the activities focus on grammar and as a result they didn't help students to improve their writing.

All the teachers also agreed that the difficult nature of the writing skill itself was another cause for students' problems in writing in English because it involves a number of elements such as mechanics, grammar, and usage of appropriate vocabularies simultaneously. The teachers also believed that their attention mainly on grammar and mechanics than on communicating through writing became the major cause for their students' inability to write in English effectively. In addition, inadequate time given during the writing exercises was mentioned as the cause

for students' problems in writing. Thus, the writing materials used in teaching writing, according to both writing teachers and students, include writing books, excerpts from paragraph writing books, grammar books, internet articles, and handouts on idioms and phrasal verbs.

Both the study participants and the teachers reported that grammar is a major focus in writing classes. All the teachers agreed that grammar instruction in the writing course was inadequate. First, the use of the terms "unit," "simple," and "Pre-intermediate" suggests that the students' grammar level is not advanced. Second, repeating the same grammar lessons do not meet the students' needs. Finally, they would prefer to teach grammar in context, along with paragraph writing, rather than in isolation.

Because the teachers were aware of the students' grammar needs, they focused on grammar instruction in their writing course. All of the teachers agreed that grammar is important, but they had different opinions on how to teach it. Some teachers preferred to teach grammar explicitly, while others preferred to teach it when it was needed in the context of writing.

Writing teachers emphasize grammar instruction in writing courses because they believe that their students cannot write error-free sentences. They believe that teaching grammar will improve students' ability to recognize and use grammar correctly, which will lead to better writing performance (Lee et.al, 2002). Therefore, the researcher could argue that a separate course on formal grammar is essential for the language development of EFL students. Writing teachers at MKU may have limited time to teach grammar for two reasons. First, grammar is taught in a separate course. Second, there is little evidence that teaching formal grammar improves writing quality, fluency, and accuracy. The researcher assumes that teachers can teach grammar implicitly and explicitly by correcting grammatical mistakes in students' writing.

### 5.3. Analysis of the Experiment

This study is to find out whether there is any difference between teaching /learning via the proposed grammar and writing courses and the current grammar and writing courses on first year EFL students 'ability in writing in general especially in paragraph writing at the English Department, University of Biskra. This section is devoted to the description and analysis of the study results in terms of a treatment provided for the experimental group. Additionally, it presents the analysis of the pre-test and post-test data from both the experimental and control classes in order to answer the main research questions. With these identifications of students 'writing weaknesses and the main causes standing behind students' writing output in mind the researcher designed grammar and writing courses via these lessons students can pay pass their writing challenges and develop abilities in the weaker areas.

#### 5.3.1. Data Description

The study was conducted from October 10<sup>th</sup> 2015 to 10<sup>th</sup> May 2016. (See Appendix D) In order to obtain data properly, this study was carried in three steps: Firstly, the researcher gave a pretest to two classes EC and CC. Each class consists of 40 students. The pretest was held on 10<sup>th</sup> October 2015. This test was considered as a diagnostic test that could help the researcher to recognize the key weaknesses in paragraph writing among EFL students of MKU of Biskra. Secondly; the treatment was given throughout the whole academic year. Finally,, on 10<sup>th</sup> May 2016, in the end of academic year, the current researcher gave another test (posttest) to both groups i.e. (EC&CC). (See Appendix E)

In this study, the experimental class which has been exposed to the suggested grammar and writing courses undertakes three stages procedures. In this study, the experimental class took three steps. First, they took a pre-test to assess their writing skills. Second, they participated in a two-part intervention program: grammar lessons followed by a writing course. Third, they took a post-test to

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measure the effects of the intervention program on their overall writing and specifically paragraph writing skills.

However, the researcher realized that the time allowed is insufficient to promote the students' writing skills. When writing, students are still faced with a number of challenges. In an effort to help students overcome the challenges of writing and develop the ability to clearly, succinctly, and persuasively express themselves, the researcher recommends to add one session so that the students will be exposed to four hours and half (4:30h) ie. 270 mn per week.

### **5.3.2. Results of the pre-test for both classes**

Pre-test scores of both classes.(CC&EC)

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The table below shows the pre-test results for both the experimental and control classes in terms of organization of ideas(cohesion and coherence),grammar (language use) , and mechanics. In addition to the overall mean, the mean for each category is also calculated.

The following codes are used in the table:

- **N**: number of subjects
- **$\Sigma X$** : the sum of the scores of the experimental class
- **X**: the arithmetic mean of the scores of the experimental class
- **$\Sigma Y$** : the sum of the scores of the control class
- **Y**: the arithmetic mean of the scores of the control class
- **G**: grammar
- **O**: organization
- **V**: vocabulary
- **M**: mechanics

### 5.3.3. The Result of the Pretest

Pretest is an early test to disclose students's writing abilities prior to the treatment. Table 5.1 illustrates the scores of both classes EC&CC and presents the students 'global mean score and of mean score of each scoring aspect.

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Table 10 Individual Scores of both classes (experimental and control class) in the pretest

Experimental Class						Control Class					
N	G	O	V	MS	$\Sigma$	N	G	O	V	MS	$\Sigma$
1	1	1	3	2	7.00	1	2	1.50	3.50	3.50	10.50
2	2.5	2.50	3	3	11.00	2	1	1.50	2.50	2.50	7.50
3	00	050	2	2	4.50	3	3	3	4	3.50	13.50
4	3	2	2	2	9.00	4	2	2	2	2.50	8.50
5	1	1	2	2	6.00	5	1	1	2	3	7.00
6	1.50	1.50	2	2.50	7.50	6	1.50	1.50	3	3	9.00
7	3	2	3	4	12.00	7	2.50	2.50	4	3	12.00
8	00	00	1	1	2.00	8	0.50	00	2.50	2	5.00
9	2	1	2	2	7.00	9	4	3	4	4	15.00
10	3	2	3.50	3.50	12.00	10	1.50	00	2.50	2.50	6.50
11	00	050	2	1.5	4.00	11	00	00	2.50	2	4.50
12	1.50	1.50	2.50	2	7.50	12	2	2	3	3	10.00
13	1.50	2	3	2.50	9.00	13	3	2.50	3.50	3.50	12.50
14	0.50	00	2	2.50	5.00	14	1	2	3	1.50	7.50
15	1.50	1	2	2	6.50	15	2.50	2.50	3	3	11.00
16	1.50	1.50	2.50	2.50	8.00	16	1.50	2	2.50	3.50	9.50
17	1.50	2	3	3.50	1.00	17	1	1	3	2	7.00
18	00	00	1.5	1	2.50	18	0.50	1.50	2	2	6.00
19	1	1	2	3	7.00	19	4	4	3	3	14.00
20	0.50	1	2	2	5.50	20	1.50	2	2.50	2.50	8.50
21	2	2	3	3	10.00	21	0.50	0.50	1.50	1.50	4.00
22	2	2	3	2.50	9.50	22	3.50	3.50	4	3.50	14.50
23	050	1.50	2	2	6.00	23	3	3	3	4	13.00
24	2	050	3	3	8.50	24	00	00	1.50	1	2.50
25	00	00	2	2	4.00	25	2.50	2.50	3.50	3	11.50
26	1	1	2	3	7.00	26	1	1	2	1.50	5.50
27	2	2	2	3	8.00	27	2	2	2	2	8.00
28	3	2	4	4	13.00	28	3	2.50	3.50	3.50	12.50
29	3.50	3.50	4	3	14.00	29	1	1	2	2	6.00
30	1	0	2.50	1.50	5.00	30	0.50	0.50	2	2	5.00
31	3	3	4	3	13.00	31	2	2	3	3	10.00
32	3.50	3.50	4	3	14.00	32	0.50	1	1.50	1.50	4.50
33	1.50	1.50	2	2	6.00	33	1	1	2.50	1.50	6.00
34	2	1.50	3	3	9.50	34	2	1	3	3	9.00
35	3.5	3	4	4	14.50	35	3.50	3	4	3	13.50
36	00	00	1.5	1.5	3.00	36	3	2	3.50	3.50	12.00
37	1.50	2.50	2	2	8.00	37	0.50	00	1.50	1.50	3.50
38	2.50	2.50	2.50	2.5	10.00	38	1	1.50	2.50	2.50	7.50
39	2	2	2.50	2.50	9.00	39	1.50	2	3	3	9.50
40	2	2.50	4	4	12.50	40	1	2	3	2	8.00
$\Sigma N$	$\Sigma G$	$\Sigma O$	$\Sigma V$	$\Sigma M$	$\Sigma X$	$\Sigma N$	$\Sigma G$	$\Sigma O$	$\Sigma V$	$\Sigma M$	$\Sigma Y$
40	65	57.5	103	101	335.5	40	69	67.5	110	104	351
Asp	G	O	V	M	X	Asp	G	O	V	M	Y
S	1.63	1.51	2.58	2.53	8.24	Sum	1.73	1.67	2.75	2.58	8.76

### 5.4. Analysis and interpretation

The above results of the pretest indicate that the students' writing performance was less than what was expected, i.e. lower than the minimum of passing grade 10 points for the two classes. 28 students out of 40 did not reach the pass grade 10. Only 12 students got the average i.e. 10 points for EC. Whereas 25 students out of 40 did not reach the pass grade 10, only 15 students got the average i.e. 10 for CC.

Based on the data above table 1, it can be noticed that the two classes were approximately equal performance grades in their paragraph writing. The mean scores of both classes were in similar range. EC (mean = 8.24) and CC (mean = 8.76), indicate that there is a slight difference (0.54) between the two groups in the pretest scores, therefore, any later significant improvement in students' writing skills will be considered or due to the implementation of the proposed grammar and writing courses. Meanwhile, the mean of each aspect of writing in pretest as displayed in the following table and diagram for the two groups i.e. EC & CC.

From the calculation of the mean score, it was found that the pretest mean score was 8.24 for EC and 8.76 for CC and it indicated that these scores were too far from the standard score 10. The control group's performance is no different from the experimental group's performance, either. This is evident in the pre-test scores, which show that the two groups were very similar in terms of overall and average scores.

Table 11 Means of Scores on the Pretest for Both Classes

Classes	Pretest mean
Experimental class	8.24
Control class	8.76
Differences in the means	0.54

The pretest scores of both classes are graphically represented in the following diagram.



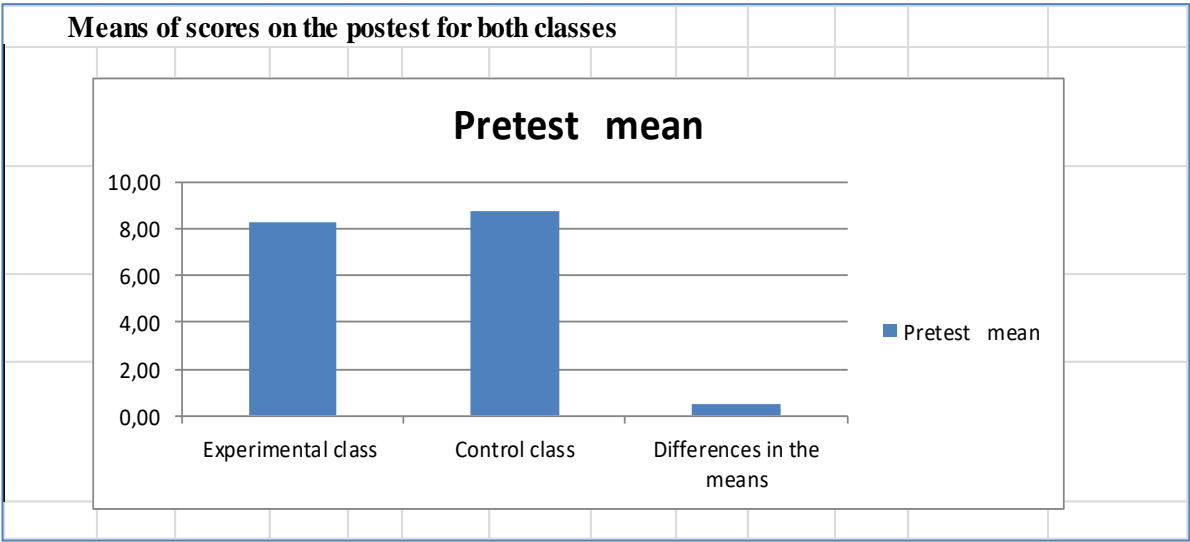


Figure 11 Means of Scores in the Pretest for both Classes

Figure 5.1 reveals that the experimental class started with a mean score slightly below the control group, with a minimal difference of 0.54 points. Importantly, this discrepancy isn't statistically significant, indicating that both groups entered the study with roughly the same level of writing proficiency. This paves the way for attributing any future improvement in the experimental group's post-test scores to the targeted intervention, provided the experiment is executed meticulously and extraneous variables are kept in check.

5.5. Frequency Distribution

All statistically based research requires the use of descriptive statistics and graphic representations to visualize how subjects performed on each test. This section discusses the logic behind experimental research, in which researchers make claims about a population based on data from a sample of that population (Nunan, 1999, p. 28). One important descriptive statistic is frequency, which shows how many students scored the same on a particular task. The frequency distribution of the pre-test (the arrangement of scores from lowest to highest and the frequency of each score) is shown in the following table.

Table 12 Frequency Distribution of Both Groups' Score Value in the Pre-Test

Experimental Class		Control Class	
Scores(Xe)	Frequency (F)	Scores(Xe)	Frequency(F)
2.00	1	2.00	00
2.50	1	2.50	1
3.00	1	3.00	00
3.50	0	3.50	1
4.00	2	4.00	1
4.50	1	4.50	2
5.00	2	5.00	2
5.50	1	5.50	1
6.00	3	6.00	3
6.50	1	6.50	1
7.00	3	7.00	2
7.50	2	7.50	3
8.00	3	8.00	2
8.50	1	8.50	2
9.00	3	9.00	2
9.50	2	9.50	2
10.00	3	10.00	2
10.50	0	10.50	1
11.00	1	11.00	1
11.50	0	11.50	1
12.00	2	12.00	2
12.50	1	12.50	2
13.00	2	13.00	1
13.50	0	13.50	2
14.00	2	14.00	1
14.50	1	14.50	1
15.00	1	15.00	1
$\Sigma F$	40	$\Sigma F$	40

The table above shows the pre-test scores for both classes, with the frequency of each score calculated. Many interesting points can be deduced from the table:

\* The score value range from 02 to 15

The specification score of students for both classes can be seen in the bellow table of distribution frequency of pretest. The research findings of pretest reveal that out of 40 students in the EC, only 8 students obtained total score in range 0-5, which represent 20% of the EC. However,

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nearly the same result were recorded in CC where 7 students had the total scores in range 0-5 ,which represent 17.5% of students who got below 5 in the CC. There were 20 students who obtained total score in range 5.5 and 9.5.(Bellow 10 pass grade) and who represent 70% for EC and 62,5 % for CC.

Table 13 Pretest Score Value Frequency Distribution of both Classes

EC			CC	
Score Internal	Frequency	Percentage	Frequency	Percentage
0 - 5	8	20%	7	17.5%
5.5 - 9.5	20	50%	18	45%
10 - 12	6	15%	7	17.5%
12.5 - 15	6	15%	8	20%

For more illustration, a graphic representation can be used to represent the frequency distribution of the pre-test's score values. A frequency graph can help illustrate the distribution of pre-test scores. The graph shows that the experimental group scored more frequently in the 7, 9, and 10 ranges, while the control group scored more frequently in the 6, 7.5, and 9 ranges. The two groups' scores are very similar, as the frequency graphs show.

Table 14 .Mean of Each Aspect of Writing Score in Pretest for both Classes

	Experimental Class	Control class
Aspects of Writing	Mean	Mean
Grammar	1,63	1,73
Organization	1,51	1,67
Vocabulary	2,58	2,75
Mechanics	2,53	2,58

It is apparent from the above table and diagram, the highest mean score of both classes EC &CC is vocabulary where the mean score is 2, 58 for EC and 2, 75 for CC. Meanwhile, the lowest score is organization of ideas for both classes which is 1, 51 for EC and 1, 67 for CC. It means that all students either EC or CC struggle with the four components of writing, particularly organization.

### 5.6. A comparison of the two classes' pre-test scores.

This table provides a detailed comparison of the pre-test scores of the two groups.

#### 1. Grammar

Table 15 A comparison of the two classes' pre-test scores in grammar aspect

Experimental Class		Control Class	
Scores(Xe)	Frequency (F)	Scores(Xe)	Frequency(F)
00	6	00	2
050	3	050	6
1.00	5	1.00	9
1.50	8	1.50	5
2.00	8	2.00	6
2.50	2	2.50	3
3.00	5	3.00	5
3.50	3	3.50	2
4.00	00	4.00	2
4.50	00	4.50	00
5.00	00	5.00	00
$\Sigma F$	40	$\Sigma F$	40

By calculating the frequency of grammar aspect for both classes. We can notice that the two classes achieved almost nearly the same score concerning grammar.

#### 2. Organization

Table 16 A comparison of the two classes' pre-test scores in organization aspect

Experimental Class			Control Class	
Scores(Xe)	Frequency (F)		Scores(Xe)	Frequency(F)
00	7		00	5
050	3		050	2
1.00	7		1.00	7
1.50	6		1.50	5
2.00	10		2.00	6
2.50	4		2.50	3
3.00	1		3.00	5
3.50	2		3.50	2
4.00	00		4.00	2
4.50	00		4.50	00
5.00	00		5.00	00
$\Sigma F$	40		$\Sigma F$	40

Also by calculating the frequency of the aspect of organization, we notice that nearly the two

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classes scored the same score value.

### 3.Vocabulary

Table 17 A comparison of the two classes' pre-test scores in vocabulary aspect

Experimental Class			Control Class	
Scores(Xe)	Frequency (F)		Scores(Xe)	Frequency(F)
00	00		00	00
050	00		050	00
1.00	1		1.00	00
1.50	2		1.50	4
2.00	16		2.00	7
2.50	5		2.50	8
3.00	9		3.00	11
3.50	1		3.50	5
4.00	6		4.00	5
4.50	00		4.50	00
5.00	00		5.00	00
ΣF	40		ΣF	40

After calculating the vocabulary aspect, we found that the control class scored higher than the experimental class (Students got 2 were 16 vs. 7).

### 4.Mechanics

Table 18 A comparison of the two classes' pre-test scores in mechanics aspect.

Experimental Class			Control Class	
Scores(Xe)	Frequency (F)		Scores(Xe)	Frequency(F)
00	00		00	00
050	00		050	00
1.00	2		1.00	1
1.50	3		1.50	6
2.00	12		2.00	8
2.50	7		2.50	5
3.00	10		3.00	11
3.50	2		3.50	7
4.00	4		4.00	2
4.50	00		4.50	00
5.00	00		5.00	00
ΣF	40		ΣF	40

After calculating the frequency of the last aspect of mechanics (punctuation.capitalization & spelling) of both classes, the researcher found that the CC also scored higher the EC (Students got

2 were 12 vs. 7 in CC). For further illustration below a graph is used to clarify the results of each group.

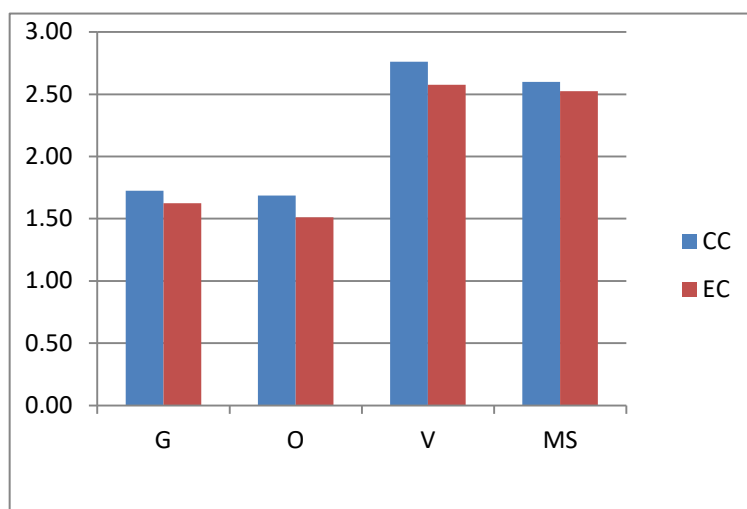


Figure 12 The frequency graph illustrates(The results of each aspect in both groups

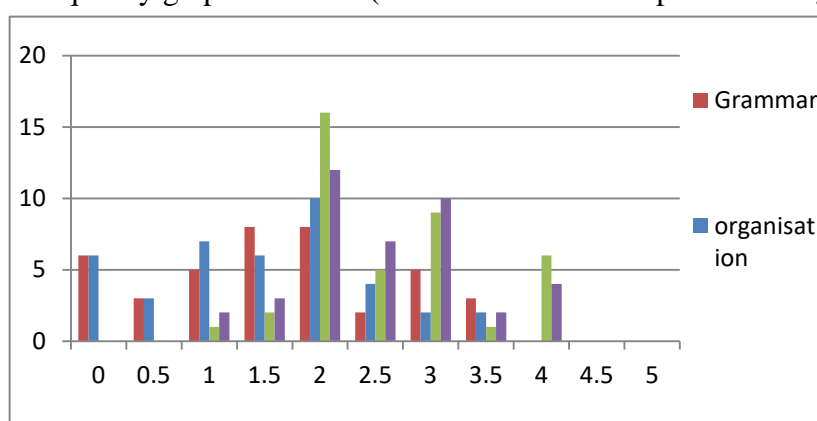


Figure 13 The frequency graph of values(0,1,3,&4) in both groups

The frequency graph shows that scores of 0, 1, 3, and 4 are the most common in both the experimental and control classes on the pre-test. The two lines nearly overlap, indicating that the two groups have similar ranges of scores.

### 5.7. The Result of the Posttest for both Classes (EC &CC)

Both the experimental and control class students were given 60 minutes to complete the pre-test (see Appendix J) at the beginning of the course, and the post-test (see Appendix L) at the end of

## Chapter Five: Results and Discussion

the course. The following table shows the mean scores of both groups in the post-test for grammar, organization of ideas, vocabulary, and mechanics. The mean of each category was calculated in addition to the global me

Table 19 Scores of the post-test for both classe

At the beginning of the course, the two classes had nearly the same level of writing skills, with the experimental class scoring 0.54 points lower than the control class on average. In the post-test, both classes improved their scores, but the experimental class improved more, with an average increase of 1.91 points compared to 0.24 points for the control class. As a result, the experimental

Post-test											
Experimental Class						Control Class					
N	G	O	V	MS	Σ	N	G	O	V	MS	Σ
1	2,5	2,5	3	2,5	10,5	1	2	1,5	4	3,5	11
2	3,5	3	3,5	3,5	13,5	2	2	1	2,5	2,5	8
3	2	1,5	2,5	2,5	8,5	3	2,5	2,5	3,5	3,5	12
4	3	2,5	3	3	11,5	4	1,5	1,5	3	3	9
5	2	3	3	2,5	10,5	5	2	1	2	2	7
6	2,5	2,5	3	3	11	6	2	1	3	3	9
7	3	3	4	4	14	7	3,5	2,5	3,5	3,5	13
8	1	1	2,5	2,5	7	8	0,5	0,5	1,5	1,5	4
9	2,5	2,5	2,5	3	10,5	9	4	3,5	4,5	4	16
10	3	3,5	4	4	14,5	10	1	1,5	2	2,5	7
11	1,5	1,5	2,5	3	8,5	11	1	0	1,5	1,5	4
12	2	2	3	3	10	12	2,5	2	3	2,5	10
13	2,5	3	2,5	3	11	13	3,5	2,5	3,5	3,5	13
14	2	2	2	2	8	14	1,5	1,5	2	2	7
15	2	2	3	2	9	15	2,5	2,5	3	3	11
16	2,5	2	3	3	10,5	16	2	2	3	3	10
17	1	1	2	2	6	17	1	1,5	2	2,5	7
18	1,5	1	2	2	6,5	18	1,5	1	2	1,5	6
19	3	2	3,5	3,5	12	19	3,5	3,5	4	4	15
20	2	1,5	2,5	2,5	8,5	20	1,5	1,5	2,5	2,5	8
21	3,5	2,5	3,5	3,5	13	21	0,5	0	2	1,5	4
22	3	2	3,5	3,5	12	22	3,5	3	4	3,5	14
23	3	2	2,5	2,5	10	23	3,5	3	3,5	3	13
24	2,5	2,5	3	3	11	24	0	0	2	1	3
25	1,5	1,5	2,5	2	7,5	25	2,5	2,5	3	3	11
26	3	3	4	3	13	26	0,5	0,5	2	2	5
27	2,5	2,5	3	3	11	27	2,5	2	2,5	2	9
28	3,5	3,5	4	4	15	28	3	3	3,5	3,5	13
29	4	4	4,5	3,5	16	29	1,5	1	2,5	2	7
30	2	2	3	2	9	30	0,5	0,5	2	2	5
31	4	3,5	4	4	15,5	31	2,5	1,5	3	3	10
32	4,5	4	4	4,5	17	32	0,5	0,5	2	2	5
33	1,5	2,5	3	2,5	9,5	33	1	1	2	2	6
34	3	2,5	3,5	3	12	34	2,5	2,5	2,5	2,5	10
35	4	4	4	4	16	35	3,5	3	4	3,5	14
36	1	1	2,5	2,5	7	36	3	2,5	3,5	3	12
37	2,5	2,5	3	3	11	37	0,5	1	1,5	1	4
38	3	3	3,5	3,5	13	38	1,5	1,5	2,5	2,5	8
39	2,5	2,5	3,5	3	11,5	39	2,5	2	3	3	10,5
40	3,5	3,5	4	3,5	14,5	40	2,5	1,5	3	2,5	9,5
ΣN	103	97,5	125,5	120	446	ΣN	79,5	67	110	103,5	360
Aspect		O	V	M	X	Aspec	G	O	V	M	Y
Mean	2,58	2,44	3,14	3,00	11,15	Mean	1,9875	1,675	2,75	2,588	9,00

Scores of the post-test for both classes

## Chapter Five: Results and Discussion

class's final achievement was 2.15 points higher than the control class's. Before the experiment, the control class also had a higher percentage of students who achieved excellent and passing grades. However, after the experimental class was taught the proposed grammar and writing courses, there was a significant difference in this aspect between the two classes.

The experimental class made greater improvements in writing than the control class, despite the fact that the control class had a higher percentage of students who achieved excellent and passing grades before the experiment. Grammar and writing lessons played a key role in the experimental class's improvement. Overall, the experimental class had a higher increase in mean scores and percentage of passes than the control class. This suggests that grammar and writing courses can enable quicker improvement in writing ability, especially among students in the experimental class.

The post-test was a final test given to students to measure their writing skills after taking the proposed courses. It was conducted to assess students' improvement in writing overall and in writing paragraphs specifically. The post-test scores showed an average of 11.15, which is a significant improvement over the pre-test average. The table below shows the average post-test scores for each writing component. The average score (the mean) for each aspect of writing on the post-test is shown in the table

Table 20 Means of scores on the post-test of both classes

Classes	Posttest mean
Experimental	11,15
Control	9,00
Differences in the means	2,15



## Chapter Five: Results and Discussion

The post-test mean scores show that the experimental group scored significantly higher than the control group (by 2.15 points). This indicates that the experimental group had a higher level of writing proficiency, and that the experimental treatment was effective in improving writing performance.

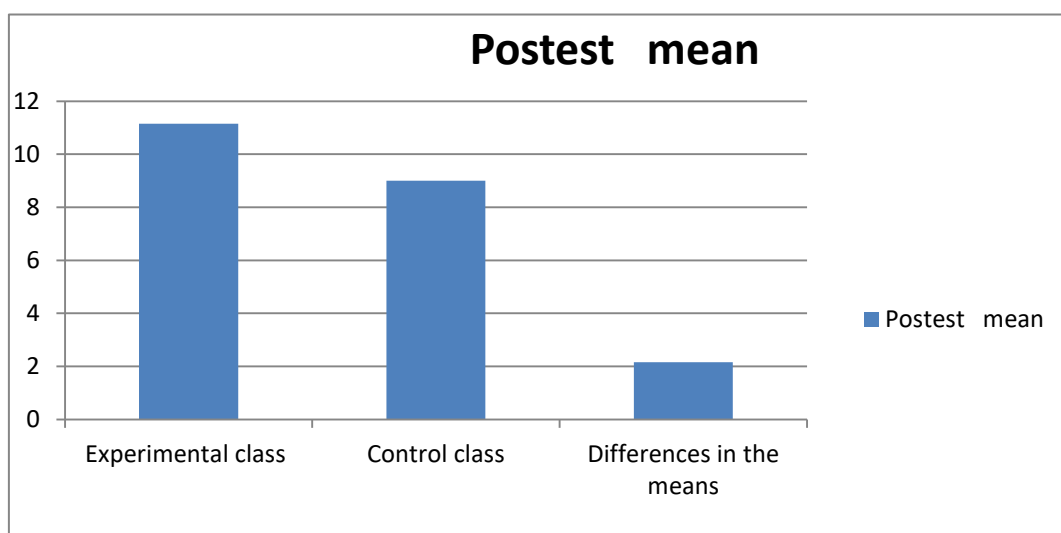


Figure 14 Post-test mean

Table 21 Frequency Distribution of both Classes' Scores Values in the Posttest

EC				CC	
Score Internal	Frequency	Percentage		Frequency	Percentage
0 - 5	0	0%		8	20%
5.5 - 9.5	12	30%		14	35%
10 - 12	16	40%		10	25%
12.5 - 17	12	30%		8	20%

The whole outcome of the posttest was much more acceptable than the result of the pretest, where the majority of students in EC reached the standard passing grade 10/20. In order to compare the pretest and the posttest results for both classes, the following table and diagram are provided to support the researcher's claim.

It can be witnessed that there was a significant difference on what students in EC achieved

before and after they were taught via the suggested grammar and writing courses. In pretest, 70% of students did not reach the passing grade, whereas in posttest, their scores made a considerable improvement where about 70% reached the standard grade. It was found only 12 students did not obtain the average i.e. 30%. Moreover, there was no single student in EC who got a score below 6. Before the treatment, there were only 8 students who got the score below 5. This result indicates that even weak students improved their performance after the treatment. As the table shows, the posttest mean score for the experimental and control classes were: 11, 15 and 9, 00, respectively, indicating a difference of 2, 15.

### 5.8. Comparison of post-test score values

We provide here a comprehensive comparison of post-test results as achievements of EC and CC regarding their improvement in grammar, organization of ideas, vocabulary, and language mechanics. Each one of these paragraph writing components will be considered as an evaluation criterion of the experimental class performance.

**Grammar**

Table 22 comparison of post-tests Scores

Experimental Class		Control Class	
Scores (Xe)	Frequency (F)	Scores (Xe)	Frequency (F)
0	0	0	1
0,5	0	0,5	6
1	3	1	4
1,5	4	1,5	6
2	7	2	5
2,5	9	2,5	9
3	9	3	2
3,5	4	3,5	6
4	3	4	1
4,5	1	4,5	0
5	0	5	0
$\Sigma F$	40	$\Sigma F$	40

## Chapter Five: Results and Discussion

After calculating the frequency of grammar scores for both classes, we can see that the EC scored higher than the CC, with scores ranging from 1.5 to 4.5 respectively which indicates that the EC class made fewer grammar mistakes. For example, 9 students in the EC scored 3, compared to only 2 students in the CC. Similarly, 3 students in the EC scored 4, compared to only 1 student in the CC. This suggests that students in the EC learned and applied grammar rules more effectively, and were able to use their grammar knowledge in their writing and editing their paragraphs.

### Organisation

Table 23 Comparison of post-test score values of organization

		Control Class	
Scores(Xe)	Frequency (F)	Scores(Xe)	Frequency(F)
0	0	0	3
0,5	0	0,5	4
1	4	1	7
1,5	4	1,5	9
2	8	2	4
2,5	11	2,5	7
3	6	3	4
3,5	4	3,5	2
4	3	4	0
4,5	0	4,5	0
5	0	5	0
ΣF	40	ΣF	40

## Chapter Five: Results and Discussion

After calculating the frequency of organization scores for both classes, we can see that the EC scored higher than the CC, with scores ranging from 1.5 to 4.5. indicating that the EC made fewer organization mistakes. For example, 11 students in the EC scored 2.5, compared to only 7 students in the CC. Similarly, 3 students in the EC scored 4, compared to none of the students in the CC. This suggests that students in the EC learned and improved their paragraph organizational aspects due to the explicit lessons they received in the suggested writing course.

### Vocabulary

Table 24 Comparison of post-test score values in word choice.

		Control Class	
Scores (Xe)	Frequency (F)	Scores (Xe)	Frequency (F)
0	0	0	0
0,5	0	0,5	0
1	0	1	0
1,5	0	1,5	3
2	3	2	11
2,5	9	2,5	6
3	12	3	9
3,5	7	3,5	6
4	8	4	4
4,5	1	4,5	1
5	0	5	0
$\Sigma F$	40	$\Sigma F$	40

Again, it can be noticed that the score value ranged from 02 to 4.5 for the experimental class whereas it ranged from 1.5 to 04 for the control class. Students who scored 03 were 12 Vs 9, those who scored 04 were 08 Vs 04; and who had 4.5 was 1 Vs 0. Students' vocabulary enriched or inceased in the experimental class. They were able to use the correct words and used the suitable expressions and this is due to the extensive reading they were exposed to.

### Mechanics

After calculating the frequency of mechanics scores for both classes, we can see that the experimental class scored higher than the control class, with scores ranging from 2 to 4.5. This means that the experimental class made fewer mechanics mistakes, such as errors in punctuation, capitalization, and spelling. For example, 13 students in the experimental class scored 3, compared to only 9 students in the control class. Similarly, 5 students in the experimental class scored 4, compared to only 2 students in the control class. This suggests that students in the experimental group learned to use punctuation, capitalization, and spelling correctly and effectively in their writing due to the explicit lessons they received in grammar and writing courses.

Table 25 Comparison of post-test score values in mechanics

		Control Class	
Scores (Xe)	Frequency (F)	Scores (Xe)	Frequency (F)
0	0	0	0
0,5	0	0,5	0
1	0	1	2
1,5	0	1,5	4
2	6	2	8
2,5	8	2,5	8
3	13	3	9
3,5	7	3,5	7
4	5	4	2
4,5	1	4,5	0
5	0	5	0
$\Sigma F$	40	$\Sigma F$	40

The table N 26 illustrates pre-posttests mean score and the resulting gain score for both classes in term of criteria used in the evaluation scale, and difference between the two classes at all aspects levels. Gain score for the experimental class were better in all aspects, but particularly in organization and grammar aspects where there was an increase of 0.93 points for organization and 0.95 point for grammar were noticed, and although there were moderate gains and stable gains in control class 'scores in some aspects, organizational ability showed a slight improvement, with an increase of 0.02.

Table 26 Mean of Each Aspect of Writing Score in Posttest for both Classes

	Experimental C	Control C
Aspects of Writing	Mean	Mean
Grammar	2.58	1.98
Organization	2.44	1.69
Vocabulary	3.24	2.76
Mechanics	3.00	2.60

The table N 26 illustrates post=test mean scores and the resulting gain scores for both classes in term of criteria used in the evaluation scale. Gain score for the experimental class were better in all aspects, but particularly in organization and grammar aspects where there was an increase of 0.93 points for organization and 0.95 point for grammar were noticed. and although there were moderate gains and stable gains in control class 'scores in some aspects, organizational ability showed a slight improvement, with an increase of 0.02

Table 27 A comparison of the two classes scores in pre-test and post-test

Aspects	Experimental Class			Control Class		
	Mean			Mean		
	Pre Test	Post Test	Gain	Pre-test	Post test	Gain
Grammar	1.63	2.58	0.95	1.73	1.98	0.25
Organization	1.51	2.44	0.93	1.67	1.69	0.02
Vocabulary	2.58	3.24	0.66	2.75	2.76	0.01
Mechanics	2.53	3.00	0.47	2.58	2.60	0.02

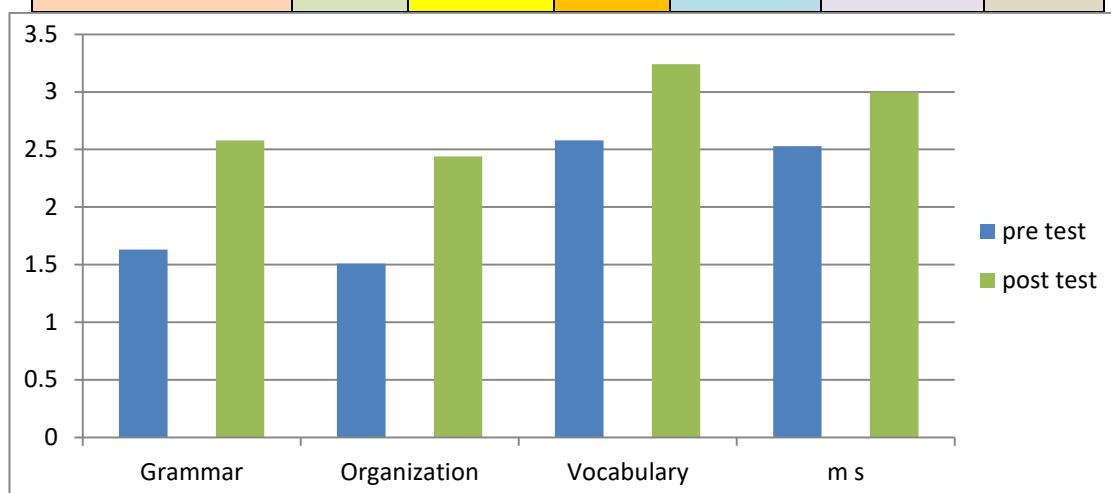


Figure 15 Mean Diagram of each aspect of Writing between Pretest and Posttest Score for EC

Based on the diagram above, we can notice that the EC has made a remarkable improvement in each aspect of writing. The most improvement was on grammar and organization.



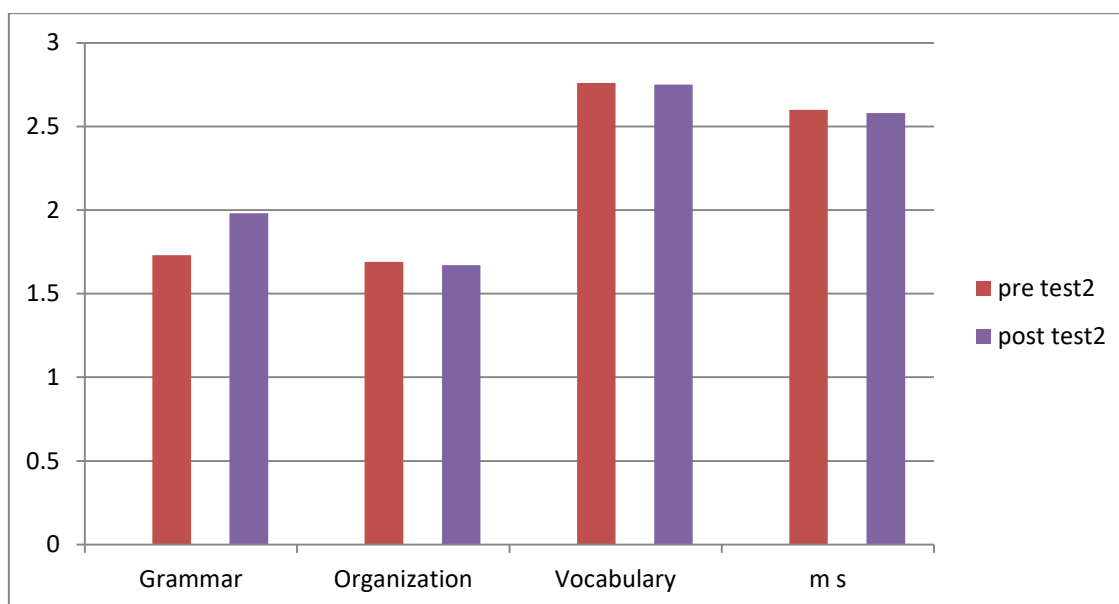


Figure 16 Mean Diagram of each aspect of Writing between Pretest and Posttest Score forCC

Also, based on the diagram above, we can notice that the CC has made a stable improvement in each aspect of writing.

The data indicates that the average writing score for students in the experimental class (EC) improved from 8.24 in the pre-test to 11.15 in the post-test. This suggests that the students' overall writing abilities, particularly in paragraph writing, improved significantly. A detailed comparison of the pre-test and post-test scores for each writing aspect is presented in the following table for both classes.

### 5.8.1. Grammar Mastery

The first aspect of writing is grammar. From the table N°19 in the previous page 217, the comparison of grammar mastery in pretest and post test results, and indicates that prior to the treatment, students' mastery of grammar was very low reflecting on the scores they mostly earned 0-1. After the students in EC were taught specific grammar lessons in context, besides, to the proofreading strategy that they followed and practiced in their writing. Improvement of grammar aspect from pretest and posttest can be noticed in students' paragraph writing such as sentence

variety and constant use of cohesive devices. The sentences or ideas in their paragraphs became more appropriate and logically arranged.

### 5.8.2. Organization

The next concern is organization of ideas which is a crucial aspect of writing. After seeing the outcome of pretest, the organization aspects can be said to be the most difficult aspects for both EC and CC. On one hand from the table N°19 (page 217), it can be noticed that mostly in the pretest, the students either in EC or CC could not express their ideas fluently or sometimes use disconnected, confused ideas. Therefore, their writing did not communicate so they obtained the lowest score.

On the other hand, after the students in EC were taught via explicit lessons on cohesive devices coherence, cohesion and structure of a paragraph in addition to the stages of the writing process, they revised and improved their paragraphs. The difference of their results can be seen regarding the organization aspect in pretest and posttest. In pretest, some students couldn't organize their ideas in their paragraphs properly. For instance, they used short sentences without using connectors. While in posttest, the students managed to write different sentence structure with the use of transitional words. For example, before the treatment students in EC did not know the main components of paragraph, but in the posttest they could include in their paragraphs topic sentence, supporting sentences and a concluding sentence.

### 5.8.3. Vocabulary Mastery

The table N 24 shows the comparison of vocabulary mastery in pretest and posttest results, and it can be indicated that students 'mastery of vocabulary was to some extent unsatisfactory for both classes EC and CC. After students in EC exposed to extensive reading through the whole academic year, the use of vocabulary seemed increased where most students in EC could use

sufficient range of vocabulary effectively since they were exposed to different genre of texts this led to the acquisition of wide range of vocabulary.

### **5.8.4. Mechanics Mastery**

The last aspect of writing is mechanics which refers to writing conventions including punctuation, capitalization, paragraphing and spelling. It can be understood from the table above that at first, several students had no mastery of mechanics revealed in their paragraphs which contain errors of punctuation, capitals, paragraphing and spelling. Conversely, in the posttest, the majority of EC students' mastery in mechanics increased, and they could use in most cases, the right punctuation marks, capitals, paragraphing and spelling. The result represents that they were taught lessons on conventions in context and with more practice. Consequently, in the posttest, they used the editing process where they corrected their drafts before they hand them in.

### **5.9. Setting up Statistical Considerations**

To compare the experimental and control groups in detail statistically, we need to consider the mean, standard deviation, degree of freedom, observed statistics, critical values, and hypothesis testing. These procedures help us to see how similar and different the data are (Nunan, 1999:28).

### 5.9.1. Necessary Calculations

#### 1. The Mean

The mean is the most commonly used measure of central tendency. It is denoted by the symbol  $\bar{X}$ .

The formula for the mean is:

$$\bar{X} = \Sigma Fx / N$$

where:

- $\bar{X}$  is the mean
- $Fx$  is the score frequency
- $N$  is the number of scores
- $\Sigma$  is the summation operator

#### 2. The Standard Deviation

The standard deviation (SD) measures the dispersion of a set of scores around the mean. The formula for the standard deviation is:

$$SD = \sqrt{\Sigma(X - \bar{X})^2 / N - 1}$$

where:

- $SD$  is the standard deviation
- $X$  is the individual score
- $\bar{X}$  is the mean
- $N$  is the number of scores
- $\sqrt{\phantom{x}}$  is the square root operator

$$SD = \sqrt{S^2}$$

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where:

- SD is the standard deviation
- $S^2$  is the variance

The average and standard deviation of the pre-test scores are calculated below. After the students' scores were collected, they were used in formulas to calculate the means, standard deviations, and t-test scores. The summary of the scores from the CC and EC students is shown in the following tables.

### Experimental class Pretest

Table 28 The summary of the scores from the EC

	G	O	V	MS	$\sum GS$
N	40	40	40	40	40
Mean	1.63	1.51	2.58	2.53	/
SD	1.06	0.97	0.79	0.78	/
SEM					/
Median	1.5	1.5	2.5	2.5	/

The researcher first calculated the means and standard deviations of the CC scores on the pre-test for the four aspects and the global scores.

### Control class Pretest

Table 29 The summary of the scores from the CC

	G	O	V	MS	$\sum GS$
N	40	40	40	40	40
Mean	1.73	1.69	2.76	2.60	/
SD	1.09	1.01	0.75	0.78	/
SEM					/
Median	1.5	2	3	2.75	/

The researcher then calculated the means and standard deviations of the CC scores on the pre-test for the four aspects and the global scores. To compare the two classes' descriptive statistics, the following table displays the results and it displays clearly the comparison between the two classes

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(CC&EC).

Table 30 A comparison between the two classes (CC & EC).

Descriptive statics	Experimental class	Control class	The difference
Mean	8.24	8.76	0.54
Standard deviation	3.28	3.34	0.06

The above table shows that the two groups have nearly the same level of writing, as evidenced by the slight difference in their means and standard deviations. This means that the two groups have nearly the same level in writing. It has been noticed that there was a slight difference between the two classes.

Now, let's take a look at the posttest findings obtained by the two classes in the posttest.

Table 31 Experimental class Post Test Result

	G	O	V	MS	$\sum GS$
N	40	40	40	40	40
Mean	2.58	2.44	3.14	3	
SD	0.86	0.83	0.65	0.66	
SEM	/	/	/	/	
Median	2.5	2.5	3	3	

Table 32 Control class Post Test Result

	G	O	V	MS	$\sum GS$
N	40	40	40	40	40
Mean	1.98	1.67	2.75	2.5	
SD	1.17	0.96	0.79	0.78	
SEM					
Median	2	1.5	2.75	2.58	

In the post-test, the researcher calculated the means and standard deviations of the control group scores for the four aspects and the global scores. The results are shown in the tables above. A simple comparison of the two groups shows in the following table:

Table 33 Descriptive statistics of the two groups

Descriptive statistics	Experimental class	Control class	The difference
Mean	11.15	9	2.15
Standard deviation	2.80	3.43	0.63

Based on the results in the table above, the proposed grammar and writing courses (the treatment received by the experimental class) appear to have been effective. The 2.15-point difference in the means of the post-test scores is evidence that the experimental class outperformed the control class. The 0.63-point difference in the standard deviations confirms the assumption that the experimental class's good results were due to the fact that they were taught using the proposed program, which appears to meet students' needs and expectations.

The following tables show the results of the study for both the control group and the experimental group, focusing on the four-paragraph writing aspects. The data shows that the experimental group's grades improved significantly after receiving the treatment. (After being taught by the proposed grammar and writing courses) Both the experimental group and the control group improved their writing ability after the teaching and learning processes during the study. However, the experimental group (EC), which received the proposed courses, showed greater improvement than the control group, (CC) which was taught using the current grammar and writing courses. We can conclude that the experimental group showed greater improvement in writing ability than the control group.

**5.9.2. Grammar**

Table 34 Acomparison of the means of both classes in grammar

	Experimental class					Control class				
	N	Mean	USD	SEM	Median	N	Mean	USD	SEM	Median
Post-test	40	2.58	0.86		2.5	40	1.98	1.07		2
Pre-test	40	1.63	0.97		1.5	40	1.73	1.01		1.5
Difference	0	0.95	0.11		1	0	0.25	0.06		0.5

The improvement of grammar aspect is about 0.95 and this progress can be seen in their writing in posttest where they could construct grammatically correct sentences .When we compare the means of both classes concerning grammar in both tests, it is apparent that there is a significant difference .0.95 for the experimental class and 0.25 for the control class. Thus, the researcher deduces that remedial lessons on grammar and writing had a positive effect in helping students to produce error-free grammatical sentences; therefore .their paragraphs were accurate to some extent.

**5.9.2.Organization**

Table 35 Acomparison of the means of both classes in organizational aspect

	Experimental class					Control class				
	N	Mean	USD	SEM	Median	N	Mean	USD	SEM	Median
Post-test	40	2.44	0.83		2.5	40	1.67	0.96		1.5
Pre-test	40	1.51	0.97		1.5	40	1.69	1.01		2
Difference	0	0.93	0.14		1	0	0.02	0.05		0.5

Initially, the students struggled to organize their ideas, as evidenced by their poorly organized writing. When we compare the means of the two classes on the organization aspect of both tests, we see a significant difference of 0.93 for the experimental class and 0.02 for the control class. This



suggests that the remedial lessons on grammar and writing helped students to organize their paragraphs more effectively. Thus, we deduce that remedial lessons on grammar and writing had a positive effect in helping students to organize their ideas in their written paragraphs.

### 5.9.3. Vocabulary

Table 36 Acomparision of the means of both classes in word choice

	Experimental class					Control class				
	N	Mean	USD	SEM	Median	N	Mean	USD	SEM	Median
Post-test	40	3.14	0.65		3	40	2.75	0.79		2.75
Pre-test	40	2.58	0.79		2.5	40	2.76	0.75		3
Difference	0	0.56	0.14		0.5	0	0.01	0.04		0.25

In regard to vocabulary aspect at first, the students often had difficulty in word choice they repeated the same words many times in their paragraphs. When we compare the means of both classes concerning grammar in both tests, it has been noticed that there is a significant difference .056 for the experimental class and the mean is 0.01 for the control class. Thus, we deduce that students in EC vocabulary has been increased due to the extensive reading that students had been exposed to through their academic year ,

### 5.9.4. Mechanics

Table 37 Acomparision of the means of both classes in mechanincs

	Experimental class					Control class				
	N	Mean	USD	SEM	Median	N	Mean	USD	SEM	Median
Post-test	40	3	0.66		3	40	2.58	0.78		2.5
Pre-test	40	2.53	0.78		2.5	40	2.60	0.78		2.75
Difference	0	0.43	0.12		0.5	0	0.02	0		0.25

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When the researcher compares the means of both classes concerning the last aspect of writing which is mechanics in both tests, it has been noticed that there is a significant difference 0.43 for the experimental class and 0.2 for the control class. Thus, the claim could be put that remedial lessons on grammar and writing had a positive effect in helping students to get free of mechanics mistakes, therefore their paragraph were also accurate.

### Global Scores ( $\Sigma$ GS)

Table 38 The difference in means and standards deviations of the different tested aspects

	Experimental class					Control class				
	N	Mean	USD	SEM	Median	N	Mean	USD	SEM	Median
Pre-test	40	8,24	0.86		2.5	40	8,76	1.07		2
Post-test	40	11,15	0.97		1.5	40	9,00	1.01		1.5
Difference	0	0.91	0.11		1	0	0.24	0.06		0.5

The differences in means and standard deviations of the different tested aspects further support the claim that modifying or introducing the proposed grammar and writing courses resulted in improved student writing performance regarding the four aspects of writing: grammar, organization, vocabulary, and mechanics. In other words, it can be claimed that the suggested grammar and writing courses to some extent reduced students writing difficulties and improved their abilities in writing in general, especially in paragraph writing.. The improvement can be seen from each aspect of writing as it has been explored in the previous result.

### 5.10 Statistical Analysis

#### 5.10.1. Computation between the two Means

The mean is the average value of the scores. To find the significant difference between the means of the two classes (experimental and control), we can calculate the difference between the

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two means. The following formula was used to calculate the mean:

$$\text{Mean} = \text{Sum of scores} / \text{Number of scores}$$

The mean score of the experimental class was calculated as follows:

$$\text{Mean} = 11 / 1 = 11.15$$

The mean score of the control class was calculated as follows:

$$\text{Mean} = 9 / 1 = 9$$

$$M_e = \frac{\sum X_e}{N_e} \qquad M_c = \frac{\sum X_c}{N_c}$$

Where,  $M_e$  = the mean score of the experimental class

$\sum X_e$  = the sum of all scores of the experimental class

$M_c$  = the mean score of the control class

$\sum X_c$  = the sum of all scores of the control class

$N$  = the number of subject sample

The computation of the scores of the experimental and control classes was calculated as follows:

$$M_e = \frac{\sum X_e}{N_e}$$

$$= \frac{446}{40}$$

$$= 11, 15$$

The mean score of the experimental class was = 11, 15

$$M_c = \frac{\sum X_c}{N_c}$$

$$= \frac{360}{40}$$

$$= 9,00$$

The mean score of the control class was 9.00. When compared, the mean of the experimental class was higher than that of the control class by 2.15 points. The mean score of the control class was = 9,00

### 5.10.2. The t-test

In making the analysis more reliable, t-test formula was used.

$$T \text{ value} = \frac{|Me - Mc|}{\sqrt{\frac{Se^2}{Ne} + \frac{Sc^2}{Nc}}}$$

Me: the mean difference of the Experimental Class

Mc: the mean difference of the Control Class

Se: variance (the square of standard deviation) of Experimental Class

Sc: variance (the square of standard deviation) of Control Class

Ne: the number of the Experimental Class

Nc: the number of the Control Class

$$Me = \frac{\sum X_e}{Ne} = \frac{446}{40} = 11.15$$

$$Se^2 = \frac{\sum (X_e - Me)^2}{Ne} = 7.8744$$

$$Mc = \frac{\sum X_c}{Nc} = 9.00$$

$$Sc^2 = \frac{\sum (X_c - Mc)^2}{Nc} = 11.87$$

$N_e = N_c = 40$ $t \text{ value} = \frac{ 11.15 - 9.00 }{\sqrt{\frac{7.8744}{40} + \frac{11.81}{40}}} = 3.06$	
	<div style="border: 1px solid black; display: inline-block; padding: 5px;"> <math>t=3</math>  <math>.06</math> </div>
Degree of freedom	

According to Brown (1995:p.167), the degrees of freedom (df) for the t-test of independent means is calculated by subtracting one from the first sample size and adding one to the second sample size. This value is used to find the critical value for t.

$$df = (N_e - 1) + (N_c - 1)$$

$$= (40 - 1) + (40 - 1) = 78$$

$$df = 78$$

Before conducting a statistical test, the researcher must set an alpha decision level. This is the probability of rejecting a true null hypothesis, and it is typically set at 0.05 or 0.01. For this test, we set alpha at 0.05, which means that we are only willing to tolerate a 5% chance of error. We are using a directional (tailed) test because we have a theoretical reason to believe that one mean will be higher than the other (due to the instructional treatment).

### ▪ Critical Value

For a one-tailed decision at  $\alpha = 0.05$  with  $df = 78$ , the critical value of t from Fisher and Yates' table of critical values is 3.06. .

After getting t-value, the researcher consulted the critical value of the t-table to check whether the difference was significant or not. Based on the computation the t-value was 3.06 and it is higher than the critical value on the table (3.06 > 2.00). Briefly, it can be stated that the proposed grammar and writing courses were significantly more effective than the existing grammar and writing courses

at the English Department in MKU. The following table provides the necessary information for testing our hypotheses.

### 5.10.3. Hypothesis Testing

We have now gathered all the data we need to test the hypotheses.

**Table:5.27** .Necessary Rules for Hypotheses Testing

Statistical hypotheses:

- Null hypothesis (H0): There is no statistically significant difference between the means of the two classes in the pre-test and post-test.
- Alternative hypothesis (H1): There is a statistically significant difference between the means in the pre-test and post-test.

Alpha level: 0.05, one-tailed (directional) decision

Observed statistic (tobs): 2.00

Critical statistic (tcrit): 3.06

Degrees of freedom (df): 78

In simpler terms, the researchers are asking whether the proposed grammar and writing courses had a statistically significant effect on students' performance in the pre-test and post-test. They set the alpha level at 0.05, which means that they are willing to accept a 5% chance of making a Type I error (rejecting a true null hypothesis). They are also using a one-tailed (directional) test because they have a theoretical reason to believe that the experimental class will perform better than the control class.

The observed statistic (tobs) is 2.00, which means that the difference between the means of the two classes is 2 standard deviations. The critical statistic (tcrit) is 3.06, which is the value of  $t$  that is required to reject the null hypothesis at  $\alpha = 0.05$  with  $df = 78$ .

Since  $tobs < tcrit$ , the researchers cannot reject the null hypothesis. This means that there is not enough evidence to conclude that the proposed grammar and writing courses had a statistically significant effect on students' performance in the pre-test and post-test.

The observed statistic (tobs) is greater than the critical value (tcrit), so the null hypothesis (H0) is rejected. This means that there is enough evidence to conclude that the proposed grammar and writing courses had a statistically significant effect on students' performance in the post-test. In other words, there is only a 5% chance that the observed difference in means between the two classes

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(11.15 - 9.00) occurred by chance. This means that there is a 95% probability that it was due to the proposed grammar and writing courses.

The results should be interpreted in two parts: significance and effectiveness. The significance test tells us that the difference in means between the two classes is statistically significant, meaning that it is unlikely to have occurred by chance. However, the significance test does not tell us how large or meaningful the difference is.

To assess the effectiveness of the proposed grammar and writing courses, we need to look at the magnitude of the difference in means. In this case, the difference in means is 2.15 points. This is a relatively large difference, suggesting that the proposed grammar and writing courses were effective in improving students' performance.

The null hypothesis ( $H_0$ ) is rejected with a p-value of 0.05, which means that we are 95% confident that the relationship between the dependent variable (paragraph writing test scores) and the independent variable (the proposed instructional treatment) is not due to chance. In other words, the proposed instructional treatment was effective in helping students overcome their writing difficulties and improve their writing skills. We can therefore accept the alternative hypothesis ( $H_1$ ), which states that the experimental class's better performance is due to the proposed instructional treatment.

### Conclusion

The data analysis showed that the experimental class's writing improved in all aspects in the post-test (mean = 11.15) compared to the pre-test (mean = 8.24). The control class's writing also improved slightly in the post-test (mean = 9.00) compared to the pre-test (mean = 8.24), but the improvement was not as significant as the experimental class's improvement. The result of the data analysis revealed that every aspect of students' writing improved in EC in the post test pretest = (8.24) posttest = (11.15) whereas the CC students 'writing have made a slight improvement and it

can be considered as a stable improvement in the post test pretest=(8.24) posttest =(9.00.)

All in all, the results of the study supported the main research hypothesis proposed by the researcher. It was proved that the EC performed much better on the post paragraph writing test than the CC (11.15vs9.00)Thus, the proposed grammar and writing courses have a positive effect on improving First year EFL students writing in general and in paragraph writing in particular in terms of organization of ideas, grammar(language use),word choice, and mechanics.

In sum,when being taught and put in practice, the different stages of the writing process successfully helped the EC to compose accurate and well organized paragraphs where the sentences are logically related, the ideas are clearly stated, the vocabulary is carefully chosen and their writing is free from grammar and mechanics errors.All students' categories have made a great progress in the post test (Good, Average and Weak learners). Even the low proficiency level progress in EC was better than the average of learners in CC. The low proficiency learners in CC have not made any improvement at all. This means that the treatment is significant and efficient. Therefore, it can be stated that our last hypothesis was proved and confirmed.



# **Chapter Six**

## **Pedagogical Reccommendations and Suggetions**

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**Introduction**

Through the various research tools included in this study and in the light of the evidence that has been obtained from the results of the study, this study proposes practical solutions and recommendations to guide teachers in identifying their students' writing weaknesses and enhancing their writing skills in those areas. This research has endeavored to align its recommendations with established theoretical frameworks, effectively bridging the gap between theoretical ideals and practical realities.

These recommendations are drawn from the research's professional practices. Since the researcher himself and all EFL teachers are the ones who organise the lessons, carry out the activities, deal with issues, and seek solutions, they will be able to help not only the students, who will learn to deal with the language they are learning more effectively, but also the teachers, who will undoubtedly call for their potential and work to improve the teaching and learning environment with the goal of enhancing their students' writing skills.

EFL Teachers who are effective recognise that writers' journeys are unique, recursive, and dynamic. Also, effective teachers use assessment and instructional strategies that serve all students while being observant to their students' writing trajectories or paths. They accomplish this firstly by identifying specific writing components that need teaching and learning secondly, by maintaining a pedagogical balance between what is called authorial and secretarial writing components.

Based on the research findings, the absence and inadequacy of unified syllabi of all modules in general and especially in grammar and written expression modules at the English Department in MKU. Therefore, it is recommended that teachers of writing would design teaching materials that target students' problem areas of writing; therefore, an urgent revision of grammar and writing courses, teaching materials, collaboration, and

coordination among teachers of grammar and written expression modules.

## **6.1. Solutions and Suggestions**

### **6.1.1. Adequate Responsive (Remedial) Grammar and Writing Courses for EFL 1st-Year University Students**

Both grammar and writing teachers should need to work together to solve students' writing inconsistencies. The grammar course is devised to solve the language skills weaknesses comprising: grammar, syntax, and lexis whereas, the writing course is devised to solve the writing skills problems which are: organizational aspect (coherence and cohesion) and mechanics (punctuation, capitalization, and spelling).

As part of the first-year writing course, students are expected to craft cohesive paragraphs with well-structured sentences that adhere to grammatical and mechanical standards. This will enhance their ability to communicate effectively through written language. What to do to develop the students' writing ability in English writing in general and in paragraph writing in particular? Such purpose is crucial because writing itself is the most complicated and the most important skill at the same time to acquire. Students not only encounter difficulties in writing in L2, but they also encounter difficulties in writing in their L1 (Arabic) as well. Why do they express themselves so poorly in writing?

The relevant issues to the development of teaching and learning writing in EFL at the University of Biskra can be considered from three perspectives: stating that "issues concerned with development to the teaching and learning writing at the English Department can be considered from three perspectives: (1) the content of individual writing courses, (2) the written tasks required of EFL students each year, and (3) the overall teaching program. Consequently the following questions should be asked: "What should be taught in the individual writing courses? What are the written tasks required for EFL

students each year? and What should be done regarding the overall teaching program to improve student's writing abilities."

Some solutions are proposed to comprehensively include modification or revision of both grammar and written expression courses' descriptions, the nature of teaching materials, collaboration, and coordination among all teachers especially grammar and writing teachers of each year to set goals and specified objectives for each year and even each semester and determine the student's writing strengths and weaknesses.

A very important point then is that the goals, objectives, and learning outcomes of each course should be specified. The objectives of the three writing courses (Written Expression of 1<sup>st</sup> Year, 2<sup>nd</sup> Year, and 3<sup>rd</sup> Year) should be in line with the student's level and needs. For instance, first-year students are required to write different writing tasks, the most common writing tasks are: answering exam questions in the form of writing a variety of sentences or in the form of a single paragraph sometimes two paragraph composition.

Based on live EFL classroom teaching experience, 1st year EFL University students are required to produce various types of sentences and short written texts (compositions) at the end of 1st year of each semester to address examination questions both in language modules and content (subject) modules, but in the contextual practice, they have not been even taught how to write a paragraph yet. Paragraph writing, composition writing, and teaching writing stages are highly recommended in 1st semester in written expression courses.

In addition, in grammar courses, we find that some lessons and activities should be added and some others should be omitted. For instance, parts of speech are included in the 1st year although they are no longer in need since learners have just dealt with them during middle and secondary school. The researcher acknowledges that most students need only a

the refreshment of their previous grammar knowledge, including basic and varied sentence structure, spelling rules, punctuation and capitalization, article usage, verb tenses, and subject-verb agreement.

What the learners need to learn now is how to relate these parts of speech to craft accurate and meaningful sentences, coherent, clear, and well-organized ideas, choose the right (appropriate) words and use the correct mechanics (punctuation, capitalization, and spelling) appropriately. Also, some grammar lessons overlap with the writing lessons. We find both teachers of grammar and writing teachers to a great extent teach the same lessons. (see Appendices H & I)

Based on the data analysis of the current study, students need to know more about the writing process and all aspects of writing (grammar, organization of ideas, word choice, and mechanics). Furthermore, they need to learn about writing meaningful and accurate sentences. Moreover, students need to know about the types of paragraphs and their structure to expand their awareness of different kinds of writing: narrative, descriptive, argumentative, creative writing, etc. Therefore, it is recommended that 1<sup>st</sup> year EFL students should be given more practice in various paragraph types specifically exposition paragraph that explains, defines, informs, gives an opinion, and an argument. It is recommended to provide extensive practice in the process of writing. In addition, to enable students to be grammatically accurate while writing on various topics; focusing on planning, drafting, correcting, and rewriting different genres of paragraph writing.

Furthermore, implementing the process approach stated by Matsuda & Silva (2010) was very effective because by this writing approach students are able to compose their paragraphs by using several steps of brainstorming, drafting, revising and editing their paragraphs beforehand in their final version (publishing). In addition, the process approach

is concerned with the grammar syntax-organization approach and this approach has been useful because students have been more attentive to grammar organization, vocabulary, and mechanics. From the use of grammar-syntax-organization, students are able to compose accurate, meaningful, and well-organized paragraphs.

No one ever learnt to swim by being forced into the deep end, and the same is true for learning to write: neither will anyone ever learn to write by being instructed to do so. To enhance their skills, competence, and confidence as writers, writers must write frequently. They also require the chance to practice a variety of writing forms and functions as they move closer to autonomy. As they know they won't be judged or criticized right away but will have the chance to rewrite, enhance, and correct before being evaluated, the different stages involved in process writing will encourage students to utilize and build on the language resources they already possess.

EFL teachers can help their students who have negative attitudes about writing by giving them enough time, practice of the writing process phases. The result of process writing activities in the classroom is more than just the mere written text. Through integrated education, students' language proficiency is completely encouraged from several angles in order to build both receptive and productive abilities, ultimately leading to a development in their language proficiency as a whole.

As stated in the writing course (see Appendix F), the goal of the Written Expression module for first-year students is "the writing course from writing sentences to writing paragraphs." Students practice building and combining sentences. They must pay close attention to both the mechanics of language use (grammar) and spelling. They also work on the organizational aspects (cohesion and coherence) creating of ideas and organizing them into coherent paragraphs (structure of a paragraph) showing clear topics, supporting

sentences to support the main idea, and a conclusion.

According to Wilkins (1976), the writing activities' context includes composing paragraphs, taking notes, responding to queries, completing forms, writing reports and letters, offering directions, writing invites, writing complaints, and writing responses to letters. The language functions involved in the aforementioned writing activities are specified as concluding, summarizing, classifying, comparing contrasting, describing, answering questions, generalizing, interpreting, defining, illustrating, exemplifying, demonstrating, concluding, inferring, proving, selecting, disapproving, and approving, etc.

The proposed written course descriptions for 1<sup>st</sup>-year students shows a progression from writing sentences to paragraphs, and increasingly to writing three-paragraph essays, to writing full (five paragraphs or more) essays, to writing a research paper in the following years, in addition to other types of writing such as paraphrasing, summarizing, etc.

According to the first-year writing course 1<sup>st</sup> year EFL students are ideally expected to compose a variety of sentences that are accurate and compose paragraphs with good elements and use sentences that are correct in grammar and appropriate mechanics within their paragraphs to communicate effectively in writing. The purpose of this course is to improve 1st year EFL university students 'writing skills. This course aims at helping students to improve their ability to get their ideas onto paper or on the screen. (They can transmit their ideas in written communication) and begin to understand that writing is a process. First-year students are required to write different written tasks.

The most common writing tasks are: Answering exam questions either in the form of sentences or sometimes in the form of paragraphs. Therefore, first-year students should improve their ability to write simple and increasingly more complex sentences which are



both grammatical and meaningful. They should also be able to write a well-organized paragraph of different modes (For more details see Appendix F).

All teachers of both grammar and writing teachers must set objectives for the course for each year or even for each semester, on one hand, they can avoid repeating the instruction of the same lessons on one hand and achieve the target objectives of their students' writing needs for each academic year on the other. EFL teachers' responsibility is that tailoring writing instruction to meet their students' needs.

For instance, the goal of the first-year writing course is to help students develop the ability to construct simple paragraphs and short (two-paragraph) compositions, starting from the basics of sentence writing. The goal of the writing for the second year is to lead students from writing paragraphs to writing essays. The goal of writing for the third year is to lead students from writing essays to writing different types of writing such as paraphrasing, summarizing, and quoting. The goal for postgraduate students' writing course (M1&M2), in addition to writing techniques, is to write the elements included in the research paper like research proposal, abstract, literature review, etc

### **6.1.2. Explicit Teaching of Cohesion and Coherence Aspects**

Students' needs are important because they guide the need for change. Current teaching methods focus on students' needs and aim to organize all instruction and tasks around them. According to Tarone and Yule (1989) and Richards and Rodgers (1986), instructors should tailor their teaching approaches and resources with the unique requirements of their students. This necessitates that teachers initially assess their students' current level of proficiency and subsequently pinpoint the specific language skills and knowledge they need to acquire. Once the teachers have identified these needs, they can develop goals, objectives, and content for a language program that is tailored to the students' specific

requirements. In other words, teachers should not simply teach the same thing to all students, regardless of their individual needs. Instead, they should focus on providing each student with the support and instruction that they need to reach their full potential.

It takes more than just being able to construct proper sentences to write well. When writing, there are various elements that must also be taken into account. To ensure clarity and impact, both individual sentences and the overall text should exhibit strong coherence. As it is stated that let each sentence be a bridge, gracefully connecting to the next and ultimately forming a coherent path for the reader to follow. Therefore, cohesion and coherence knowledge must also be taught to students. "Cohesion", as defined by Gerot and Wignell (1995:p.170), refers to the seamless connection between sentences within a text. In contrast, coherence encompasses the linguistic elements within the language that establish a unified and logical flow throughout a text, extending beyond the boundaries of clause structure and clause complexes.

In order to increase the efficacy and quality of writing by second or foreign language learners, cohesion and coherence must be taught and learned. As a result, writing instructors should be fully qualified and specialists in the aspects of cohesiveness and coherence, as well as general rhetoric. Once teachers are in this position, they can assign explicit lessons to teach these writing conventions and establish in students' knowledge that each convention has a specific purpose in both each paragraph and any composition as a whole. One method to do this is to teach students how to examine real paragraphs and demonstrate the cohesiveness and coherence relationships that English writers have established.

Students can learn to create coherent paragraphs by being encouraged to use a range of linking words and phrases, to ensure that each cohesive device is required and

acceptable, to use pronouns, antonyms, and synonyms to minimize repetition, and to use a variety of linking words and phrases. A summary sentence or conclusion should be used to wrap up each paragraph. In the meantime, they can teach them to make their writing coherent by using only one clear and concise topic sentence in each paragraph, only one main point per paragraph, and an explanation, reason, example, or personal experience to develop each main idea.

### **6.1.3. Teaching Grammar and Written Expression Modules Effectively**

Learning grammar is crucial for writing, and that grammar is the skeleton of the language while vocabulary is its flesh. Grammar is the railroad via which our communication will travel; without grammar, just as a train cannot move, our message will not be conveyed. If students don't understand grammar, they can't write. The current study's findings point to the urgent need to improve students' foundational linguistic proficiency. First-year students must receive instruction in mechanics during their first semester, just as they would receive instruction in the most frequent punctuation marks.

Additionally, explicit teachings on some of the fundamental grammar rules (language use) should be taught. The first semester is highly advised for lessons like types of sentences (by purpose and structure), sentence patterns, sentence building, types of phrases, syntax, word order, and only common used tenses. If students are taught the formation of variety of sentences and types of phrases in advance, it will be relatively simple and easy for them to compose excellent paragraphs.

Data analysis indicates that EFL first-year university students have problems or difficulties both in language and writing skills. Therefore, the teaching of aspects of cohesion and coherence (the forgotten aspect of L2 writing instruction) is specifically included and has given a great importance in the writing course. In other words, discourse

aspects of writing (cohesion and coherence) should be emphasized and covered in the first semester (The structure and the development of a paragraph in addition to the transitional words both within and between paragraphs. In line with Gabrieltos (2000), this study found that the most significant writing difficulty encountered by students is the organization of ideas. Gabrieltos (2000) further supports these findings, emphasizing the importance of language accuracy while acknowledging that it is insufficient for effective writing. According to Gabrieltos (ibid), students often struggle with both language and writing skills.

Based on this research analysis, grammar is still being taught in the same way—through traditional direct instruction at the English Department. Instead of teaching the components of speech separately, grammar needs to be taught in the context of putting words together to produce sentences. Before they are connected to one another, words are worthless in and of themselves. Although word banks can be a useful tool for organizing and generating ideas, students must also be taught the meaning of the terms and how to use them in their writing. Because they are not given the opportunity to observe the systematic linkages that exist between form, meaning, and use, students are unable to connect their grammatical knowledge to their writing. The forms themselves are taught to students, but they do not know how to employ them to convey meaning. Therefore, teachers must select the right balance between instruction and learning-enhancing activities for our students.

Providing students with authentic readings and more writing tasks, using mini-lessons in teaching grammatical rules, and showing applied grammatical rules in meaningful contexts leads to improving students' writing. Moreover, teachers should focus on their students' writing needs and stop considering grammar instruction as errors

hunters. Many English language teachers have designed successful lesson lessons that teach grammar in this way. Students might be more motivated to write and may write more well if grammar is taught in an integrated context.

If teachers give grammar mini-lessons to the entire class, small groups, or even individual students, grammar instruction becomes considerably more successful. Based on a diagnostic of writing samples, these mini-lessons must reflect topics that learners are ready to learn and really need to learn. The students' actual writing, not just isolated workbook tasks, must subsequently be used to practice and apply each grammatical principle that was taught in a mini-lesson. Teachers must be aware that some students may need to be taught the same grammar rule several times before they can use it in their own work. Teachers must pay attention to how quickly each student's writing is progressing and tailor their grammar lessons accordingly.

According to pertinent research on the teaching of grammar, traditional training that emphasizes memorization and isolated drills is ineffective at assisting students in learning grammar and enhancing their writing abilities. Contrarily, contextual grammar instruction is far more successful. Authentic reading and writing chances, short mini-lessons on grammar, and examples of how to use those principles in context are all part of context-based grammar instruction. Along with rethinking their ideas about writing faults made by students, it also entails teachers concentrating on the unique grammar requirements of each of their students.

Instead of viewing grammar education as an error hunt, teachers should understand the underlying causes of many problems and assist students in spotting them so they can be corrected in their future writing. Teachers can teach grammar in context using a variety of ways, thus they do not appear to be engaged in this activity. Since students will be able to

connect their grammatical knowledge to their writing if EFL teachers teach grammar in context, they may improve as writers and be more driven to write.

#### **6.1.4. Reviewing Teaching Writing Methodology**

In English as a foreign language (EFL) classrooms, the traditional approach to writing instruction often emphasizes the final product rather than the writing process itself. Teachers typically focus on grammar ,mechanics, spelling, and sentence structure, neglecting the crucial aspects of generating ideas, organizing thoughts, revising and editing drafts. This emphasis on the final product can hinder students' development as effective writers. By solely focusing on grammar and spelling, teachers overlook the essential elements of constructing a coherent and meaningful piece of writing. Students need to be guided through the entire writing process, from brainstorming and outlining to drafting, revising, and editing.

To foster effective writing skills, EFL teachers should adopt a more process-oriented approach that emphasizes the following key aspects:

1. **Idea Generation:** Encourage students to brainstorm ideas, generate creative content, and explore various writing prompts to stimulate their thinking.
2. **Organization:** Guide students in organizing their thoughts into a coherent structure, developing clear outlines, and creating a logical flow of ideas.
3. **Drafting:** Encourage students to produce initial drafts, focusing on expressing their ideas without getting bogged down by grammatical perfection.
4. **Revision:** Provide students with opportunities to revise their drafts, refining their writing by checking for clarity, coherence, and overall effectiveness.
5. **Editing:** Guide students in the final stage of editing, focusing on grammar, spelling, punctuation, and overall polish of the written piece.

By adopting a process-oriented approach, EFL teachers can effectively nurture students' writing skills, enabling them to become confident and expressive communicators in the English language.

The researcher has been looking for teaching methods that can help with the problems mentioned earlier. He assumes that the process approach to writing instruction can be an effective and successful strategy for EFL students. Many studies have shown that the process approach can help students solve their writing problems. This approach requires creating and maintaining a supportive, positive, and cooperative workshop environment. In other words, the researcher believes that EFL teachers should focus on teaching students how to write, rather than simply teaching them about grammar and vocabulary. The process approach to writing instruction does this by providing students with opportunities to practice writing in a supportive and collaborative environment.

EFL students' writing is evaluated based on the final product and grammar and language accuracy. As a result of this focus on the product, students pay little attention to the writing process and have little knowledge of writing strategies. Additionally, there is no interaction between students and their teacher or between students themselves, which prevents students from thinking critically about their mistakes. It has also been found that EFL first-year university students are never asked to revise their writing based on feedback from their teacher. The first drafts seem to be always the final ones.

Students can only benefit from the process approach to writing if they are aware of all the stages. Writing techniques should be taught in the classroom through a variety of activities. Students can use the editing process by asking particular questions, such as Have my spelling checked?. A draft is proofread to ensure that all of the writing conventions, including spelling, are used correctly and appropriately.

Despite the vital importance of the activities included in the various writing strategies, many teachers of written expression give little or no attention to such stages. For instance, Darayseh (2003 et.al) stated that teaching writing no longer means simply having students do grammar exercises in writing, learners should know how they reach their final product. According to Hamzaoui (2006), students should learn not only language forms and structures but also how to identify writing goals and create efficient tactics to achieve those goals.

Indeed, without linguistic competence, one cannot write effectively, but these students should also develop their strategic competence. In their writings, EFL students must employ a variety of writing styles or different modes of discourse including narration, description, exposition, and argumentation. Therefore, as noted by Reid (2001:153), EFL students must be taught how to produce these types of writing. EAP training is vital in exposing ESL students to the various functions and forms of the writing requirements and assignments that they will encounter in their future courses.

EFL teachers need to use a combination of the product, process, and genre approaches to effectively teach writing. This means shifting their focus from teaching grammar and vocabulary to emphasizing the content and self-expression of students' writing. As Holmes (2004) states, teachers need to move from a "writing to learn" approach to a "learning to write" approach. Similarly, Gabrielatos (2002) proposes an "awareness raising" approach, in which teachers help students identify and understand the key elements of good writing and the features of different text types. ie: EFL teachers need to help students develop their writing skills in a holistic way. They should not just focus on teaching students how to write grammatically correct sentences. Instead, they should also teach students how to develop their ideas, organize their writing, and express themselves effectively.



### 6.1.5. Extensive Writing Training and Practice

The more often students practice writing, the better they write. We may argue that students' poor writing achievement is due to a lack of training and practise based on the findings of what students said through the questionnaires and what we have gathered as proof from their written paragraphs. Writing is primarily restricted to academic assignments. Perhaps it is not unexpected that writing frequently tends to be an extracurricular activity as many teachers believe that class time, which is frequently limited, is best spent to oral work and that homework is writing, which can be completed by students independently and at their own pace. Sincere to say, most students do not regularly practise composition writing at class or at home.

EFL students typically copy paragraphs from good students or rely on their families to write their homework for them. Students say that they need more practice writing in class. Knowing writing techniques and grammar rules is not enough; students need to practice writing under the teacher's supervision. Students state that they believe that teacher should give them more practice in writing in class. Understanding grammar and writing techniques is not enough; they need to practice writing under the close supervision of the writing teacher. Students suggested that teachers should first identify and address their writing weaknesses promptly to improve their writing.

Gabrielatos' method (2000) can help EFL teachers provide students with enough practice writing in class. During special writing lessons, teachers guide and help students become aware of all elements of good writing by giving examples, creating practice opportunities, and providing feedback. This cycle involves awareness, support, practice, and feedback. Furthermore, EFL students must be taught how to write different types of discourse, such as narration, description, exposition, and argumentation. Writing

instruction, practice, and teacher feedback are essential for improving students' writing (Krashen, 1984). In short, writing skills are learned through experience. To put it in a nutshell, writing skills must be practiced and learned. As it is stated that practice makes perfect.

#### **6.1.6. Selective Error Corrections and Class Conference**

The challenge of providing error feedback for crowded classes would be very difficult and time-consuming. Teachers may find it difficult to provide more writing assignments because of the tremendous workload associated with correcting hundreds of copies of writing each time. Selective error correction and class discussions are therefore more useful and practical. Instead of using the global correction strategy to fix every mistake, teachers should choose a few students' writing samples for the class and have them edit them in pairs or groups. Following group reporting, the teacher then further offers feedback with more explanation and clarification of the confusing structures.

Teachers need to select those frequent and global errors as well as give them input on major patterns, not individual ones. Researchers on the writing process assert that writers learn better about writing when they share, reflect and analyse on their writing. In EFL classrooms, this is most commonly done through writing conferences as part of the revision stage.

In addition, students benefit from sufficient writing practice and modifications on their drafts to generate final piece of writing even in the absence of proper criticism. Students frequently rely on input from a teacher, peer, or themselves during these processes. The feedback that students receive from a source, or from a variety of sources, enables them to absorb and use the feedback in their revisions and in the final result of their writing by letting them know what is good and what needs to be improved. The majority of EFL/ESL

writing instructors would wholeheartedly concur that any writing assignment must include teacher correction comments. According to Cardelle and Corno (1981), comments on students' writing can increase the effectiveness of learning; the more feedback students receive on their performance, the better they comprehend what they need to do to fix their writing problems.

#### **6.1.7. Awareness of L1 Interference**

Johnson (1976,P :101) stated that "It is very difficult to use two languages familiarly and without contaminating one by the other."As previously mentioned, mother tongue and negative L1 transfer is another common reason for errors in first-year university students' English writing is interference. English is often only used in the classroom, and when students are outside of it, they typically speak Arabic, French, . They typically have Arabic thoughts when they sit down to write. Writing errors are frequently the result of poor translation attempts. Therefore, by emphasising the structure and lexical aspects of English, teachers can help their students in becoming aware of interlingual errors.

Students use the target language (English) only in the classroom, so teachers should encourage their learners to have more exposure to the target language (English) through peer interaction inside the classroom and outside. They would have to practise together and speaking English with each other instead of speaking Arabic.In addition to practicing, students can also improve their writing by correcting each other's mistakes. Briefly, teachers should encourage students to speak English at home and with their classmates to reduce negative transfer, but they should also focus on teaching the rules and conventions of writing more effectively. Teachers can give students error analysis exercises to help them become more accurate. EFL learners make L1 transfer when they produce L2 (target language) because they lack L2 competence. As students acquire more L2, the influence of

L1 decreases. To put in another way, EFL learners make L1 transfer when they need to produce in the L2 (target language) because of the lack of L2 competence. The influence of L1 diminishes as students acquire more L2.

#### **6.1.8. Vocabulary Learning through Extensive Reading**

The majority of students' inability to use writing effectively is linked to their inability to find the right words with which to explain their thoughts. The best way to overcome the difficulty of writing is to read a lot. Reading is a foundational skill for writing, but students struggle with vocabulary, as evidenced by our analysis of their writing. As a result, considerable reading is advised. In this regard, students require additional texts that expose them to real content on a range of subjects. Students need to acquire the most frequently used words. Commonly, students of the level of the university have not reached the vocabulary size of efficient words level so that they can express themselves in writing easily.

Better performance of EFL 1st year university students may suggest that they should have more exposure to English texts during their academic career. Hence, in our EFL classes, teachers need to give much importance to extensive reading. As it stated that if he/she would be a writer, first be a reader.

The interconnectedness of reading and writing is undeniable, with reading serving as a crucial foundation for effective writing. As Stephen Krashen aptly stated, "Reading is helpful for second language acquisition; it fosters better spelling, better writing skills, more reading comprehension, and a more sophisticated vocabulary." In the context of EFL (English as a Foreign Language) learning, vocabulary acquisition often presents a significant challenge for students. A common misconception prevails that a learner's proficiency in a foreign language can be solely gauged by the extent of their vocabulary.

This notion stems from the belief that language is fundamentally built upon words, and therefore, a larger vocabulary equates to better language mastery.

This study has identified, and diagnosed linguistic, and psycho-pedagogical problems as the main causes of common writing problems encountered by 1st year EFL university students at the English Department, University of Biskra, Algeria, and some remedial strategies (solutions) have been proposed to overcome students' writing weaknesses in poor grammar knowledge, limited vocabulary size, mechanics, and organizational aspects (cohesion and coherence), which are the major problematic areas of their writing weaknesses. In other words, to get rid of the first problem which is students' poor linguistic competence by teaching grammar effectively i.e., teaching grammar in context not out of context, teaching the writing process specially the editing phase where students activate and apply their grammar knowledge in to their writing.

Additionally, selective error correction and class conferences, and awareness of L1 interference are strategies to help students write variety of accurate English sentences. Students will make fewer errors in incorrect verb form, verb tense, missing subject, etc.... If they grasp hopefully the basic grammatical points essential to English writing and know the general conventions of writing. In other words, students will hopefully be able to relate their grammar knowledge to their writing.

With extensive reading and voluntary reading programmes, an increase in vocabulary size and vocabulary understanding is anticipated. These two techniques are meant to lessen students' inadequacies in word selection. Since it is well established that good readers make excellent writers, teachers should encourage students to read as much as they can to expand their vocabulary as it is stated that good readers are always good writers.

The other causes of ineffective teaching methods and materials include teachers' lack of awareness of theoretical aspects of methodology and their focus on the product of writing rather than the process. Despite the fact that writing is a process, teachers often neglect the different stages of the writing process and the need for students to write in different text types. Therefore, the teaching of writing should incorporate various approaches.

These remedial strategies have yielded positive outcomes and transformed the traditional approach to teaching and learning writing skills. While they may not be the only or the most effective strategies for addressing teaching and learning challenges, the researcher has personally found them to be valuable tools in assisting EFL students improve their writing.

## **6.2. Summary and Conclusion**

A comprehensive analysis of data collected by using various research tools has shed light on several factors that hinder students' writing ability and prevent them from reaching their desired level of proficiency. Additionally, the study has identified specific issues that impede effective grammar and writing instruction within our Department. In response to these challenges, several pedagogical solutions and remedies are proposed. Notably, the research findings corroborate the positive impact of the proposed grammar and writing courses on enhancing students' overall writing ability, with particular emphasis on paragraph writing. In light of these findings, the researcher offers a set of recommendations to address the identified challenges and enhance students' writing proficiency.

**The first** and foremost recommendation of this research is to revise the current grammar and writing courses for 1<sup>st</sup> year EFL students. The modules of grammar and written expression for 1<sup>st</sup>-year university students should be revised and the writing

activities should be designed based on the students' needs and level of understanding to bring the required students' writing abilities.

**Second**, numerous studies have demonstrated that traditional grammar instruction centered on rote memorization and isolated exercises fails to effectively enhance students' grammatical understanding or writing abilities. Instead, teaching grammar within the context of actual language usage proves to be far more effective. However, the English Department at MKU of Biskra continues to employ a traditional approach to grammar and writing instruction. The researcher recommends that EFL teachers should shift from teaching grammar and writing in a traditional way to teaching grammar in the context of reading and writing. He also recommends that EFL teachers should design grammar and writing courses that are responsive to specific students' needs, meaningful, and contextualized. With these criteria in mind, the researcher suggests basic principles and practices for teachers who wish to provide both effective grammar and writing instruction to their L2 writing students.

**Third**, both written expression and grammar modules must be developed and taught in coordination. The written expression module should be informed by the grammar module because the two are interdependent on one another. However, the latter will be a fantastic opportunity for students to use what they have learnt in the grammar module into practise and use it in a more meaningful and productive way. Additionally, by coordinating efforts, teachers of written expression can avoid teaching grammar as thoroughly as they currently do. Initiating coordination between two modules involves a strategic approach that encompasses syllabus design, time management, and collaborative communication. The first crucial step entails crafting syllabuses for both modules, ensuring that they do not overlap in terms of language use (grammar), theme, genre, or register. This differentiation

prevents students from encountering repetitive content and allows them to engage with a wider range of language concepts and expressions.

Next, meticulous planning is essential to ensure that each module's syllabus is detailed and structured within clear time constraints. Establishing a well-defined timeline facilitates the smooth progression of both modules, allowing teachers to effectively manage their lessons and avoid any potential conflicts or delays.

Finally, regular meetings between the teachers of the two modules serve as a cornerstone for ongoing coordination. These meetings provide a platform for teachers to exchange ideas, discuss progress, and identify any potential challenges or areas that require further collaboration. By fostering open communication and collaboration, teachers can ensure that both modules are progressing in tandem, creating a cohesive and aligned learning experience for students.

To avoid overlapping of both grammar and writing courses, these lessons should be considered grammar lessons, not writing lessons. Thus, they should be included or taught in grammar sessions. Grammar lessons are devised to solve language skills problems whereas writing lessons are devised to solve the writing skills problems.

**Fourth,** it was very helpful and beneficial to apply the process approach since it allows students to create their paragraphs using a number of phases and allows them to edit and amend them before publishing. The researcher advises a flexible strategy for teaching EFL writing that incorporates the advantages of the various writing approaches :the product, the process, and the genre approaches.

The majority of teachers can claim that all of them seem to incline towards the old-fashioned ways of teaching writing skills. Therefore, seminars, workshops, and pieces of training should be organized so as to introduce English language teachers to the update of



the new teaching writing approaches that would bring a positive impact on students' writing abilities. It is concluded that various approaches to teaching writing cannot be applied in our EFL context successfully, unless we take into account our students' writing needs and purposes of their writing.

**Fifth,** writing is a dynamic skill that flourishes with consistent practice. Recognizing this, students should engage in regular writing exercises to diminish their challenges in crafting English compositions. Allocating a mere three hours per week for writing instruction proves insufficient to effectively impart such a nuanced and intricate skill.

To foster a comprehensive understanding of writing principles and provide ample opportunities for practice, the written expression module should be taught three times a week, with each session lasting one and a half hours. This extended time allotment empowers teachers to effectively implement writers' workshops, allowing students to progress through the various stages of the writing process and engage in the requisite practice to hone their writing skills within the EFL classroom setting.

Writing skills can be improved more effectively in a combined course that teaches grammar as the theoretical part and writing as the practical one. Instead of teaching and learning grammar as a separate module, The researcher recommends teaching and learning grammar and writing together. i.e. teaching and learning all the aspects of writing at the same time. Thus, it is recommended that the same teacher can teach the two modules grammar and written expression to facilitate the process of teaching and learning on one hand and to provide more opportunities for practice on writing on the other. Hence, the time allotted for the written expression module will be increased and the time allotted for grammar will be decreased. Reducing grammar allotted time and increasing time allotted to written expression would achieve better results. The allotted time for the grammar

module will be one session per week i.e. 1.30 h whereas, the allotted time for the written expression module will be 3 sessions per week i.e. 4.30 h per week.

**Sixth,** EFL students struggle to appropriately express themselves in writing as well as in speech. The majority of students' writing lacks almost all of the most distinct qualities of a strong paragraph. Students fail to indicate the direction of their thoughts by using transitional words like however, moreover, nonetheless, and cohesive devices like, on the other hand, in fact, of course, etc. This results in a noticeable lack of unity, consistency, order, cohesion and coherence.

The researcher, therefore, encourages teachers to provide students a variety of lessons and activities on organizational aspects (cohesion and coherence), which are crucial aspects of writing, but which students find difficult. Hence, it is the role of teachers to assist students in acquiring the rhetorical knowledge necessary for practical application in writing tasks. Additionally, students must understand how to connect sentences and how they relate to one another. For this reason, the writing course's coherence and cohesiveness instruction needs to be given a lot of attention. Coherence and cohesion: Related lexical items that traverse the boundaries of phrases and sentences are a key aspect of coherent written discourse in written texts. Lexical cohesiveness is the term used to describe the relationship between vocabulary and text and together they contribute to the written work's linguistic and semantic coherence. Learners need to develop a deep awareness of these writing conventions in order to write meaningfully.

The instruction of composition at the university level includes some work on syntax and vocabulary, but the main focus should be on rhetorical organisation both at the paragraph level and at the level of the entire text. The instruction of organizational aspects should precede that of sentence grammar a poorly structured paragraph or essay, even if it

lacks sentence-level grammatical errors, may be more difficult to comprehend than a well-structured paragraph or essay. (p. 25). Gugin (2014) suggests that structure and content should take precedence over grammar in the writing instruction of English language.

**Seventh**, in teaching writing and giving feedback, teachers should give more attention to all aspects of writing not only focusing mainly on the mechanical aspects such as grammar, and mechanics (punctuation and spelling.) As we know, that grammar knowledge can be used only in the editing stage when students recall their grammar knowledge to edit their written productions. Students, when they write, do not need only grammar knowledge to write, but they need also many interrelated aspects of writing as well such as organization vocabulary, and mechanics. Also, on the other hand, teachers should agree on the same criteria for writing evaluation taking into account all the aspects of writing. Any academic writing is graded on three main sections. They are "content," "language," and "organization." Coherence and cohesiveness are vital but sometimes disregarded components of a paragraph or an essay. Usually coherence and cohesion are grouped under 'organization' in writing rubrics

**Eighth**, students should be allowed to see back their examination answer papers after being corrected, so that they can recognize their mistakes and learn from them. Moreover, all teachers must hold a compulsory correction session after each final semester examination, where teachers provide students with the key answer and hold a class discussion of the most common mistakes committed by students and highlight their writing weaknesses.

**Ninth**, if writing is limited only to writing courses, then the students will have insufficient time to practice writing. Therefore, writing needs to be encouraged by practicing it in all the other modules students take throughout their academic years. To

foster a comprehensive writing environment, the practice of writing should be integrated across all subject modules, encompassing both content and language courses. By incorporating a variety of writing activities and assignments into each module, students are provided with ample opportunities to apply their writing skills in diverse contexts, enhancing their overall proficiency. Thus, various writing activities are important elements in teaching writing. Therefore, it is recommended that all subject modules (content and language modules) should demand a piece of writing, e.g. paragraphs, compositions, etc... Since the only way to learn writing is to write, then our students should write in various types of writing every day.

Collaborative teaching of writing means that there should be a collaboration between all the teachers of all subjects. Because teachers of writing are supposed to provide their students with the different conventions, techniques, and rules, that cover the writing skills, which are essential for paragraphs/composition related to their fields of study. Therefore, effective writing is crucial for all university students, as much of the assessment is based on both the information students present and how they present it. Writing is the most used skill in evaluating students' performance at almost all levels of education. Therefore, besides the role of the teacher of writing, teachers of content modules such as linguistics civilization, Literature, etc., should feel concerned with their students's writing inconsistencies.

**Tenth,** the Researcher strongly recommends that teaching effective writing skills among students requires a contextual approach to grammar instruction; teaching grammar within the context of actual writing proves to be more beneficial than solely focusing on isolated grammar rules. This contextual approach allows students to grasp the practical

application of grammar principles, fostering a deeper understanding of their role in crafting meaningful and cohesive written compositions.

Teachers can use students' edited writing as the basis for providing grammar instruction. For example, if a teacher notices that many students are using the wrong verb tense, the teacher can give a short lesson on this concept, using examples from students' writing. For instance, a teacher who finds that many students are writing sentences containing the wrong verb tense can present a mini-lesson on this concept, using examples from students' writing. The lesson should include explanations, examples, and practice exercises. The teacher can have students edit their own and one another's drafts for this difficulty. Therefore, the researcher recommends the same teacher teaches grammar and written expression modules simultaneously. This helps the teacher to see to what extent their students have learned or acquired the grammar structures they have learned in grammar course so far.

On the other hand, integrating grammar instruction into the editing stage helps students make immediate applications, thus allowing students to acknowledge the relevance of grammar aspect in their writing. Teaching grammar is to improve writing. If they cannot justify teaching a particular concept in terms of improving a student's writing, they don't teach it. Teachers use students' writing as the basis for their instruction. This will help students to see how the grammar concept applies to their own writing.

The first-year EFL university students' inability to relate their grammar knowledge to their writing stem from the way they are taught grammar, so that grammar instruction should be taught efficiently and most effectively for the best interests of the learners.

**Eleventh**, from the starting point of their journey at the university, 1st year EFL students should read a lot so that they can start to accustom themselves to the reading habit. Unlike listening and speaking, the two skills: reading and writing are not acquired naturally as we know. They are, also called literacy skills, and are very important to develop students' writing. Therefore the researcher strongly recommends the inclusion of the module on reading especially for 1<sup>st</sup> and 2<sup>nd</sup> year students since the skill of reading helps them to improve various areas of language such as vocabulary, grammar, and comprehension of different types of texts. Reading will help them enrich their knowledge of vocabulary, grammatical structures, and comprehension of different types of texts as well. Also, the researcher strongly recommends that to urge all teachers of different modules to set many reading assignments to increase the readership rate among EFL students in general and 1<sup>st</sup>-year university students in particular.

### **6.3. Omnibus Recommendations**

Upon the analysis of the outcomes of this investigation, the researcher urges stakeholders to pay heed to the following recommendations:

1. The written expression instructors are urged to teach first-year tertiary EFL students how to survive writing a paragraph in the target language, i.e., English. In the same vein, they need not indulge in teaching about writing. These instructors need be reminded that the most important issue according to the Chinese proverb is to teach students "how to fish" not "how to eat fish".
2. The written expression instructors are encouraged to teach practical tips about how to develop writing in general and paragraph writing in particular. The lesser they rely on

teaching pure grammar in writing classes, the more involved as well as committed their students will turn to be.

**3.** The written expression instructors' main concern should be develop critical thinking through such strategies as brainstorming to help their students generate relevant ideas, word choice, and more complex sentence structures.

**4.** Written expression instructors should motivate students to use software programs such as Grammarly to help them reduce errors related to mechanics of writings.

**5.** Written expression instructors may be incited to introduce innovative strategies such as Information and communication Strategies (ICTs), word games, spellchecker, phonological awareness activities not only to fight boredom but also to enrich their working vocabulary stock and improve their reading, spelling and writing skills.

**6.** Written expression instructors need regularly schedule practice and feedback classes to capitalize on students' inconsistencies and plan pertinent remedial activities.

**7.** It is better the same teacher who teaches writing teaches grammar at the same time. It is more beneficial for students to have a writing teacher who also teaches them grammar.

**8.** Written expression instructors need sensitize students to keep diaries to improve their writing skills. In the same breath, they need to assign authentic materials reading to familiarize students to different styles (namely, journalistic, argumentative, descriptive, and narrative, etc.) and jargon (medical, literary, and journalese, etc.)

**9.** Syllabus designers ought to review and update the written expression syllabus every five years and need to take the recommendations issued by experts.

**10.** Syllabus designers should distance the writing expression and grammar syllabus so that each module contains only its specific contents. Thus, students would not be confused that written expression is another grammar module with a fancy label.

11. Syllabus designers need to design L1, L2, and L3 syllabuses in a smooth, logical sequence; each one leads to the other. In its present state, the written expressions syllabuses tend to be in conflict.
12. Applied linguists are urged to investigate the effects of intercultural interference in writing in general and paragraph writing in particular.
13. Applied linguists are encouraged to study L1 and L2 writing styles and to find ways to bridge the gap between the two writing styles.
14. Applied linguists ought to investigate discourse markers and their cohesive function and compare and contrast them with those in L1.



# **General Conclusion**

### 6.4.General Conclusion

The ultimate objective of the present investigation has been to examine the effective application of an alternative written expression syllabus, which attempted to compensate for the lack of an authentic syllabus, to teach first-year EFL tertiary students how to survive writing a coherent and cohesive paragraph in English. To this end, a battery of instruments, commonly known as triangulation, has been conscientiously utilized to “get to the bottom” of this perilous endeavor. A perilous one, indeed, because however minor the mismanagement of the research tools was, the validity of the whole research design would be seriously affected. Something that the researcher would never imagine to tolerate.

Being a teacher with a long experience in teaching English to non-native, false beginners, and intermediate EFL students, the researcher developed a firm belief that writing errors were not due to students’ lack of intelligence, commitment, or perseverance. Even though the students of English incessantly demonstrated signs of demotivation, boredom, and carelessness, it was considered that these are temporary and ephemeral. The need was to look hard elsewhere for the underlying causes of this malaise.

Consequently, a combined quantitative and qualitative methodology was thought to be the paradigm that best befitted the exploration of the underlying causes and the interpretation of the numerical data from insiders’ perspectives. Then and only then, an epiphanical moment would rise to provide cogent explanations for the existence of those writing-induced inconsistencies. If either were used, then only half of the truth would be provided. That would, eventually, be frustrating to the researcher as he had a quiet hope to come to grips with a thorough approach to why first-year tertiary students consciously and unconsciously fell prey to their confusion and/ or ignorance of the standards to write effective paragraphs in English.

## General Conclusion

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A paragraph, which refers to a bloc of interrelated lines of words and ideas that serve one theme, could be boldly claimed to be the first important step in writing a lengthy text or essay. The essay is EFL tertiary students' opportunity to demonstrate critical thinking, organization, and mastery of the linguistic systems such as orthography, mechanics of writing, cohesion, and coherence. All written expression teachers expect and require that their students cover topics of intellectual challenge, as it is the sole measurement to gauge teachers' quality education that they provided and students' degree of achievement.

As writing is the focal point of the current research, every pain was taken to approach this skill in EFL classes, which is by no means a minor endeavor. Various variables intervene at different levels to "maim" tertiary students' paragraph production. To be able to identify as well as understand all those intertwining variables, which coalesced to make EFL first-year tertiary paragraphs reek with inconsistencies, a thorough analysis need be conducted. Neither wishful thinking nor patchwork helps students overcome their inability to produce effective pieces of writing. In fact, to be able to write a string of statements and structure them in coherent paragraphs, where both ideas and sentences are harmoniously knitted, proves to be a hazardous, complex undertaking.

First-year tertiary students need have a good command of a number of elements such as syntax, grammar, word choice (or diction), mechanics of writing, cohesive devices, rhetorical patterns, and organization of ideas. Moreover, students also ought to be aware of the process of writing: planning, drafting, sharing, assessing, reviewing, proofreading, and publishing. In case any of these is ignored, the text, be it a paragraph or an essay, would turn out sloppy.

In his capacity as written expression instructor, the researcher noticed a great amount of inconsistencies found in the first-year EFL tertiary students' paragraphs in English. All imaginable errors cohabit with flagrant departure from the socio-cultural, sociolinguistic,

## General Conclusion

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and linguistic standards and norms of the target language, i.e., English in this case. By and large, all they excel in is putting together chunks of words and collocations that make such bad bedfellows, and shamelessly do away with the fundamental aspects for efficient writing such as syntax, diction, mechanics of writing, and organization of ideas.

Despite the gross approach to paragraph writing by first-year EFL students, this researcher felt, eventually, empathetic to their distress. They were, have been, and are, actually, seen as victims rather than perpetrators of atrocities. The researcher concluded that these abominable transgressions were due to ignorance not deliberate indulgence in rudeness. In such a case, practical measures and procedures needed be undertaken to assist the students surmount their incapacity to write effective paragraphs in English. The different types of inconsistencies gave food for thought as far as their nature was concerned. Physically speaking, the irksome troubles of the students were linguistic. It is widely accepted that foreign language learners struggle to come to grips with the tenses, phrasal verbs, collocations, prepositions, cohesive devices, and formal/ informal diction, etc. of the target language.

In spite of all these linguistic inconsistencies, it should be interesting to highlight that the EFL students did not seem short on ideas. On the contrary, during the brainstorming sessions, the students came up with ideas that were in accordance with the focus of the topic under discussion. Yet, when it came to putting pen to paper, the students miss out the logical and smooth running of ideas, which left them with incoherent paragraphs. The difficulty, hence, lies on how to express their ideas in written communication and how to connect those thoughts. That is where coherence comes into play. Writing scholars generally understand coherence as the smooth flow of ideas so much so understanding is occasioned from the first reading.

## General Conclusion

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Coherence cannot be attained while still perpetrating the “old” syllabus in writing classes. The common wisdom states that you cannot solve new problems with old methods. Being in charge of the instruction of both grammar and written expression classes, this researcher came to realize that in teaching the written expression, teachers predominantly and stubbornly taught grammar instead. Therefore, written expression class turned out to be yet another grammar class, which was mindboggling to both instructors and students. Undoubtedly, grammar and written expression are intimately interrelated; yet teachers ought not to teach exclusively pure grammar in written expression classes. In teaching written expression, grammar is nothing more than a prop. It is never an end in itself when it comes to written expression instruction.

The researcher thought it better not to exclude to mention that EFL written expression instructors had a preference for teaching about writing rather than turning their classes into writing workshops. This situation could be likened to teaching about English instead of teaching students to speak the language. It is not uncommon for students to recall definitions and features of the different writing “genres”, processes, and their subsequent tenets while they were expected to produce fine written products where they needed to demonstrate various skills such as critical reading and thinking, arguing for or against a contending issue, or persuading an audience, etc. This failure to involve students in the actual writing process indicated a failure in strategic planning which, ultimately, led to strategic failures.

From its inception, the current thesis aimed at identifying and understanding the underlying causes of the first-year tertiary EFL students’ inability to write effective paragraphs in English. It was incumbent upon the researcher to account for the established patterns that seemed to characterize Mohamed Khider University of Biskra EFL freshman’s paragraph writing. As mentioned throughout, different types of sociocultural,

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sociolinguistic, linguistic, and stylistic failures to produce paragraphs that rose to expectations and academic standards. As the focal point of this investigation was the physical outlooks of the texture of the paragraphs, the interest was, thus, the linguistic and organizational aspects. These are the operationalized definitions of what it meant to write an effective paragraph in English by non-native, mixed ability, first year tertiary EFL students. The grammar, diction, cohesive devices, and structural aspects came under scrutiny with a view of situating them in a theoretical framework.

On score of that, the researcher devised an alternative syllabus that capitalized on the weaknesses of both grammar and written expression syllabuses. For short of a better term, alternative syllabus was being utilized although throughout this thesis the term was not explicitly championed. The goals of the alternative syllabus was to come to the assistance of a distressed audience when written expression instructors assigned written tasks. Throughout the process of implementing the treatment, another methodological term for the alternative syllabus, the instructor-researcher never questioned the first-year tertiary EFL students' good faith and commitment to be involved in the enhancement of their writing skills despite the incessant reemergence of the written fallacies.

Relying on the present instructor-researcher's years of experience in teaching grammar and written expression, the alternative syllabus was devised so as to be fine-tuned to first-year Department of English EFL students' needs, wants, and necessities. In addition, mindful of the various types of inconsistencies that kept plaguing the students' written productions, the alternative syllabus came to fill in a gap in the literature, especially as it was specifically designed for first-year EFL students at M. K. university of Biskra.

In essence, the present research is relevant to the researcher and to society (namely, stakeholders such as academics, students, teachers, administrators, and decision makers, parents). On the one hand, at the personal (subjective) level, this investigation, which took

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some years to complete, added to the researcher's knowledge and expertise in approaching the teaching of EFL writing in a specific context, i.e., the Department of English at M. K. University of Biskra. In his capacity as a former high school teacher and currently as teacher-researcher, the process and outcomes of this research came up with more in-depth insights on the reasons of poor EFL tertiary students' paragraph writing. Poor teaching of paragraph writing beside poorly oriented, false beginners may account for the atrocious paragraphs produced by EFL tertiary students.

On the other hand, the rigorous research with its quantitative and qualitative outcomes might be a springboard for immediate reforms within and across the board. Effective writing of paragraphs in English, and eventually of essays, ought not be hastily and amateurishly planned and implemented without prior in-depth investigation of objective circumstances surrounding the pedagogical approach to writing in general and paragraph writing in particular.

The current research, which aptly combined the quantitative and qualitative design, attempted to gain hard-evidence-based insights of why EFL tertiary students indulge in writing chaotic paragraphs in English. To this end, a treatment, based on the researcher's years of accumulated observations and reading of relevant literature, was planned and administered. The posttest outcomes suggest that the alternative syllabus developed by the researcher could be a bridge to a successful teaching and learning of paragraph writing in the departments of English across the country.

Taking all these concerns and assumptions as a springboard to investigate the research question at hand, the thesis undertook to address ontological and epistemological research questions. On the one hand, ontological questions concern themselves with what exists, what is there such as poor word choice, faulty grammar, and clumsy organization in paragraph writing. On the other hand, epistemological questions focus on how the

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researcher came to know what he knew on the subject of inconsistencies in first-year tertiary EFL students' paragraph writing. The researcher formulated six research questions with a hope of reaching informative insights about the issue under investigation.

Research question one attempted to outline the challenges that face first-year tertiary EFL students at the Department of English and pinpoint to the inconsistencies that seemed to plague their written productions. As for research question two, it inquired about what potential reasons prevented the aforementioned students from producing effective paragraphs. Research question three sought to uncover the causes of students' failure to produce satisfactory written pieces. Whereas research question four inquired about possible ways to decrease those writing fallacies, research question five asked whether such measures could be effective. The last research question and that bore number six, it aimed to inquire about the orientations of the success of the alternative syllabus to skirt grammatical and style-related inconsistencies and eventually create a balance between grammar and written expression instructions.

The research questions lent a hand to help formulating a main hypothesis and its subsequent sub-hypotheses. A hypothesis is defined as a *predictive* explanation of the cause-effect relationships. In quantitative research methodology, a hypothesis is supposed to be tested with a view of verifying whether it is true, and, therefore, accepted or false and rejected. It should be noteworthy to declare that an experimental hypothesis whose objective is to test the veracity or falsity of the tentative explanation. By no means did the researcher intend to include a statistical hypothesis because the interest is not on the utility of the alternative grammar-written expression syllabus. In fact, the interest is whether the students had assimilated the contents of the aforementioned syllabus and applied them efficiently.



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The research hypothesis, which was formulated for the present research problem, stipulated that in case the first-year tertiary EFL students were taught through the new (i.e., alternative) syllabus, which was specifically tailored to their needs and designed to help them surmount their paragraph writing challenges, they would eventually end up producing effective paragraphs in English. Clearly, in its present statement, the hypothesis needed operationalization so that specific aspects were tackled and enhanced. To that end, the researcher attempted to formulate four sub-hypotheses hoping to target one aspect at a time.

Sub-hypothesis one dealt with the effective instruction of the mechanics of writing with a view of minimizing errors such as poor capitalization, punctuation, and spelling, etc. Whilst sub-hypothesis two aimed at instructing first-year tertiary EFL students (namely, the Experimental Group) how to use properly cohesive devices such as connectives and concession words, sub-hypothesis three undertook to instruct the experimental group on style-related issues such as the topical sentence and one paragraph deals with one idea only. In case the students paid heed and applied that instruction in their paragraphs, they would produce effective paragraphs in English that rose to native students' standards. As for sub-hypothesis four, it was concerned with the instructors' commitment to conscientiously implement the alternative syllabus to ensure quality education (as far as written expression was concerned).

As the current researcher aspired to the research problem thoroughly from different perspectives, it was only natural to opt for a deliberate combination of both quantitative and qualitative methodology. In fact, in research methodology literature, methodologists refer to this “concocted cocktail” as mixed methods, which ultimately serves a gain of insights that could on the one hand provide numerical data and on the other insiders' perspectives. In so doing, the research problem is demystified and the bigger picture

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becomes clearer. Precisely, this was the major concern of the present thesis: One methodology completes the deficiency of the other, and complete as well as complementary wisdom is attained.

Once the researcher had decided on the research approach, the corollary choice of the methods, i.e., instruments, became apparent. Both experimental and control groups (40 students in either) sat a non-scored pre-test whose objective was to bring out the students' prior knowledge baseline to the front. The document analysis of the pre-test disclosed that first-year tertiary EFL students at the Department of English had produced paragraphs that suffered from superfluous structures, verbosity, and poor word choice to debilitating weaknesses in areas such as: organization of ideas (i.e., style), syntax, lexis, and mechanics of writing. Additionally, the students indulged in poorly connected statements. The sentences were either overloaded with cohesive devices, and, at times, these barely appeared. Even when the students used cohesive devices, they inappropriately placed and used them, which made the sentences sound awkward.

Equally important is to spell out the *sources* of this flagrant departure from writing conventions and standards as revealed by the analysis of the pre-test and its surrounding circumstances. First-year EFL students' writing malaise could be boldly attributable to (1) the ineffective writing teaching methods, and (2) inappropriate teaching media and materials. Furthermore, it is interesting to note that written expression module at the English Department seems to be (3) predominantly, doggedly devoted to grammar instruction, and learning *about* writing through teaching about the writing process. In other words, students were exposed to more theory than to practical tips on how to write effective paragraphs in English. Therefore, the grammar course overlapped with the writing course, which occasioned (4) the students' inability to apply appropriately and accurately syntactical rules in their writing. What made the situation looked worse than

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ever was (5) the poor coordination between grammar and written expression teachers appeared to frustrate efficient writing as more grammar was in the written expression class than the other way around. Finally, (6) the dramatic shortage of writing practice and (7) insufficient time for scheduling feedback classes weakened the production of effective paragraphs.

The outcomes of the document analysis enhanced insights, which helped ultimately plan and administer the treatment to the experimental group (EG). In this thesis, the treatment referred to the implementation of the alternative syllabus in written expression classes during the school year 2016-2017. It was incumbent upon the researcher himself to instruct both the EG and control group (CG) on how to write an effective paragraph in English. While the EG dealt with the modified version of the syllabus, the CG kept studying the “old” syllabus. The researcher-instructor, with an aim of minimizing personal preferences and bias toward the EG, allocated the same time amount and types of assignments. More importantly, in both groups, the instruction was delivered in a friendly atmosphere where students did not fear to be stigmatized or unfairly treated.

By the completion of the treatment in the set deadlines, the EG and CG students sat a posttest whose objective was to verify whether or not the students assimilated the instruction and applied the resultant knowledge and competency to write effective paragraphs in English. The outcomes of the analysis unfolded that first-year tertiary EFL students (EG in this case) not only assimilated the alternative syllabus but also they were able to apply what they had learned to produce satisfactory, i.e., coherent and well structured, paragraphs in English both at the structure and paragraph levels respectively. In comparison with the results obtained from the EG, the CG perpetuated the die-hard tradition of falling prey to the same inconsistencies as before such as poor word choice, faulty grammar, run-on sentences, and awkward mechanics of writing, etc.

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At the structure level, the EG students demonstrated that they could organize their paragraphs vertically: a topic sentence, supporting sentence (s), and concluding sentence. The students were in the capacity of avoiding a parallel discussion of two topics while advancing the topic sentence as it is the habit in the Arabic writing style (Kaplan, 1966). They were able to ease readers, without being detailed, into the focal point. They were aware of the importance of coming up with evidence to support their claim. The students provided facts, reasons, and examples to back up their claim. Finally, students made some effort to summarize in a fresh way the focal point.

As far as the linguistic aspect was concerned, the EG students managed to write simple sentences with a minimum amount of syntactical, spelling, and mechanics of writing errors. Although the students relied on the most used punctuation marks (namely, commas and full stops), they were mostly able to write capitalization where necessary. It should be noted that the most used tenses were the present and past simple; they avoided other tenses either because they do not fit the nature of the topic or their shaky knowledge and command thereof. As native speakers, the EG students whose mother tongue was Arabic found it hard to spell correctly some words without the assistance of the teacher or online dictionaries.

Throughout the treatment period, the researcher-instructor conceived the writing process as highly individual. As a result, collaborative as well as cooperative teamwork were avoided. As term examinations required that students should produce written pieces, it was useless to require students to work in pairs or groups. Nonetheless, the researcher-instructor did not try to dissuade the EG students from exchanging information or getting in touch with one another. It was better to keep friendly atmosphere to reduce stress and anxiety and implicitly favor responsibility and self-confidence. In so doing, the researcher-instructor kept his intervention to the minimum especially during practice classes.

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This study focused on specific writing aspects without considering intercultural and interlingual influences on EFL tertiary students' paragraph writing. It is believed that factors like grammar and organization alone cannot fully explain the quality issues often seen in students' paragraphs. Therefore, further studies should quantitatively and qualitatively examine the effects of intercultural and interlingual factors on English paragraph teaching, learning, and writing in the Algerian context.

As a final comment, it is not within the range of this mixed methods approach to paragraph writing to discuss intercultural conflict in style. For that reason, in no part of the thesis was there any reference to that aspect, however, it is quintessential to a better understanding and accounting for the presence of peevish writing inconsistencies of all sorts. Kaplan's ideas on different writing styles that are culture-bound have been deliberately overlooked, which may have detracted the thesis from a strong approach to explaining first-year tertiary students' indulgence in committing atrocities when it comes to writing a paragraph in English. The researcher aspires that other willing researchers would pick up where he has left off and undertake to investigate how L1 and L2 cultural discrepancies contribute to the emergence of some sort of a "creole" language that amazingly belong to both and to none exclusively.

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# **List of Appendices**

## **Appendix A**

### **Students' Questionnaire**

Dear Student,

First of all, thank you for agreeing to answer these open-ended questions for my Ph.D. research at MKU University. The success of my study depends on your honest and genuine responses. For each question, please write your response in the space provided.

Thank you for your Collaboration in advance

#### The Importance of Writing and the students' writing Level

1. which language do you find more difficult? Listening- Reading- Speaking - Writing
2. What is the most needed language skill that you like to improve?
3. How do you assess your level in writing performance?

#### Factors behind Students Writing Weaknesses

4. Do you have problems in writing paragraph? What sort of difficulties do you have?
5. What are the main causes behind your difficulties in writing in general and in paragraph writing in particular?
6. What are the biggest challenges you face when writing well-organized paragraphs?
7. How would you rate your ability to organize your ideas in paragraph writing using appropriate cohesive devices in the right places?
8. Do you have any problems with grammar, punctuation, spelling, or capitalization in your paragraph writing? If so, how serious are these problems?
9. What are the main factors that make it difficult for you to write well-organized paragraphs?

10. Please list the possible reasons why you may have difficulty using appropriate features in your paragraph writing.

### Learning Writing Paragraphs

11. Are you satisfied with the lessons through which you have been taught written expression module?

12. Also, are you satisfied with the lessons through which you have been taught grammar module?

13. Can you use your grammar rules that you have learnt in your writing

14. What aspects of your paragraphs does your teacher focus on when correcting or assessing them? How does your teacher give you feedback?

15. What strategies do you use to improve your paragraph writing in English?

16. What do you want your teacher to do for you to help you develop your writing in general especially in paragraph writing?

17. Do you always use more than one draft when you write a paragraph?

18. In the space below, briefly, define writing.

## **Appendix B**

### **Teacher's Questionnaire**

Dear Teacher:

Thank you so much for your willingness to participate in this research study. I am a Ph.D. student at MKU University, and this questionnaire is intended to identify paragraph writing problems among English Department students. Your genuine responses are essential to the success of this study, so please read each question carefully and respond honestly and realistically.

Thank you for your Collaboration

1. What is the overall level of your students' writing? Do your students achieve a satisfactory level in writing with the syllabus of 1<sup>st</sup> year?
2. According to you, why is writing difficult to acquire compared to other language skills?
3. What are the goals of teaching writing skills?

Factors behind Students Writing Weaknesses

4. What are the main factors laying behind students' writing weaknesses?
5. What are the different kinds of problems that students have with writing paragraphs? Can you categorize their problems?
6. How well do students organize their ideas in paragraph writing? Can they use appropriate cohesive devices in the right places?
7. What are the challenges that students face in writing a cohesive and a coherent( unified and well-developed) paragraphs?

8. Do your students struggle with organization, grammar, punctuation, spelling, and capitalization in their paragraph writing? If so, please discuss how significant these issues are?
9. What do you believe are the underlying reasons behind students' difficulties in writing paragraphs in English? Could you please list the potential factors that might hinder them from effectively using English language features in their paragraph writing?
10. How do you provide feedback on your students' paragraphs? Please briefly describe your method.
11. What strategies do you use to help students overcome their paragraph writing problems in English?
12. What factors prevent your students from applying their grammar knowledge to their writing?
- 13) How do you help your learners overcome their writing problems?

#### Teaching /Learning Writing Paragraphs

14. Do you think that students follow the steps when they write paragraph? If yes, what are those steps?
15. How adequate is the time allocated to teaching writing each week?
16. What approach to teaching writing do you use?
17. What are the most common difficulties that students face when writing? (Grammar, vocabulary, word order, sentence structure, organization of ideas, or linking between sentences)
18. Do you think that there should be coordination between the writing course and the other language skills courses especially grammar course?
19. What are your students' major difficulty areas in writing paragraph?



20. To what extent do you think that English language writing is a language problem or a writing problem?

20. How do you help your students get rid of their writing problems?

21. Can you provide any additional ideas or thoughts on how to help students overcome their writing weaknesses?

## **Appendix C**

### **Document Analysis**

The document analysis was carried out by analyzing students' paragraph. The paragraphs were produced by the sample students. Then the problems in writing the paragraphs are analyzed. Some of the following questions are taken in consideration for the analysis.

1. Are the sentences, ideas, and information in the paragraphs arranged in a logical and appropriate order?
2. Do the sentences in the paragraphs discuss a single idea and are they well-developed?
3. Are all of the sentences complete, without any fragments?
4. Do the subject and predicate of each sentence agree in number?
5. Are all of the words spelled correctly?
6. Is the punctuation in the sentences correct?
7. Is the capitalization in the words correct?
8. Are all words used correctly?

In other words, the four aspects of writing: grammar, organization of ideas (paragraph structure development coherence and unity) vocabulary, mechanics (punctuations and capitalization) are focused on the paragraph evaluation.

## An EFL Writing Pretest

[illegible]

## An EFL Writing Post-test

[illegible]

## **Appendix F**

Mohamed Khider University of Biskra  
Faculty of Letters and Languages  
Department of English  
2016/2017



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WRITING: COURSE DESCRIPTION

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INSTRUCTOR: MR. TAYEB BOUHITEM  
AFFILIATION: DEPARTMENT OF ENGLISH/BISKRA UNIVERSITY  
Email : .tayebbouhitem@gmail.com/t.bouhitem@univ-biskra.dz

## 1. Course identification card

Course Title	Writing
Instructor's contact info	Email t.bouhitem@univ-biskra.dz Phone number: 0791.61.31.61
Credit Hours	04.30 hours per week
Faculty	Faculty of Letters and Languages
Department	Department of English language and Literature
Modes of Attendance offered	Weekly attendance
Number of hours tuition (total)	48 hours
Duration	28 weeks
Mode of Instruction	(Traditional classroom/ Face to face Teaching)

## 2. Course description

Writing in English for academic purposes is a skill-based course which provides learners with necessary knowledge, principles and practices for developing their composition skills in different writing patterns (sentence & paragraph). The course deals with elements of a successful academic writing including mechanics of writing, style, organization and refinement. To introduce students to basic academic writing and to develop students' skills in

The ultimate objective of the course is to develop learners' composition skills in different genres, which allow them to write different patterns using clear, precise, and formal style. Learners will, therefore, be able to produce sentences, paragraphs and lengthier passages to express well identified ideas in plain language following mechanics of writing and using a wide range of lexical variations. Upon the successful completion of the course units, target learners will be able to transfer their knowledge to their study discipline in writing both in writing meaningful, accurate sentences and effective paragraphs in a variety of forms and on various topics.

### I- Learning Objectives

1. To introduce students to basic academic writing;
2. To develop students' skills in writing meaningful , accurate sentences and effective paragraphs in a variety of forms and on various topics;

## **I. Course Description**

The purpose of this course is to improve 1<sup>st</sup> year EFL university students 'writing skills. This course aims at helping students to improve their ability to get their ideas on to paper. (They can transmit their ideas in written communication) and begin to understand that writing as a process. They will be able to start the practice of the process of writing based on planning and outlining, drafting, revising and editing and writing the final paragraph in a clearly structured, logical sequence. First year students are required to write different written tasks. The most common writing tasks are: Answering exam questions either in the form of sentences or sometimes in the form of paragraphs. Therefore, first year students should improve their ability to write simple and increasingly more complex sentences which are both grammatical and meaningful. They should also be able to write a well –organized paragraph of different modes (types). The primary objectives of teaching cohesion and coherence in writing focus on equipping students with the skills to craft clear, well-structured, and easy-to-follow paragraphs. This course empowers students to write clear, concise, and impactful paragraphs. They 'll delve into the fundamentals of cohesion and coherence, learning how to structure your writing for optimal clarity and flow.

### **Overall Benefits:**

- Improved communication skills: By mastering cohesion and coherence, students will be able to communicate their ideas more effectively in writing, regardless of the context (academic writing such as paragraph writing , creative writing, professional communication).
- Enhanced reading comprehension: Understanding how cohesion and coherence function in well-written text will improve students' ability to analyze and interpret the ideas presented by others.

- Greater confidence in writing: The ability to craft clear and well-organized paragraphs fosters confidence in students' writing abilities, encouraging them to express themselves effectively.

These objectives work together to empower students to become more conscious and deliberate writers, resulting in impactful and reader-friendly communication.

## **IV. Course Objectives**

Upon completion of this course, students will be able to:

- to construct sentences in a variety of types and patterns
- to punctuate correctly and to use capitalization appropriately
- to write a paragraph with a topic sentence, supporting details and a concluding sentence
- to use transitions to connect ideas in paragraphs.
- to recognize signals words and phrases used in descriptive, opinion, and comparison & contrast paragraphs and other kinds of paragraphs
- to demonstrate paragraph organization and unity.
- to exhibit effective unity, support, coherence, and mechanics in paragraphs.
- Demystify the concepts of cohesion (how ideas connect within a paragraph) and coherence (how ideas follow a logical path).

### **Cohesion:**

- Identify and use transition words effectively: Students will be able to recognize the different functions of transition words (e.g., adding ideas, contrasting arguments, summarizing points) and choose the most appropriate ones to connect sentences within a paragraph.
- Utilize repetition and pronouns strategically: Students will learn how to use repetition of key terms or pronouns to maintain focus and avoid redundancy.
- Leverage parallel structure for clarity: Students will be able to identify and employ parallel structure in sentences to enhance coherence and create a sense of rhythm in their writing.



- to understand and to practice writing as a process.(to practice the various stages of the writing process) Pre-writing –drafting-revising –editing - rewriting the final copy
- to develop peer-editing and self-editing to correct grammar and mechanics mistakes (punctuation ,capitals and spelling mistakes)
- to practice grammar structures studied in grammar course.
- to demonstrate ability to write in various paragraph modes: personal narrative, expository, analytical, descriptive, argument etc..

## REQUIREMENTS

Students must be active members of the class, which means attending regularly, participating in class- discussions, demonstrating a positive attitude towards learning, and submitting assignments on time. These factors are essential for your grade and progress in language learning. If you are absent, you are responsible for the material that is covered in class. Missing class more than three times, with or without an excuse, may result in failing the course. Additionally, please prepare for class before coming. Late assignments will be reviewed but not graded. You are expected to complete assigned writings on your own, without plagiarizing. Failure to do so will negatively affect your final grade of TD mark.

## ASSESSMENT

Test 1: 5 Test2: 5 Participation: 5 Homework: 5 Total: 20	TD mark: 50% Final Exam:50% Td mark +exam mark:2= st's average
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Writing Course Coordinator: Mr. Tayeb Bouhitem

## First-Year Programme of Written Expression

MONTH	WEEK	LECTURE/ TUTORIAL	OBSERVATION
SEPTEMBER	4	-Ready to write	-Diagnostic writing test about a free topic.
OCTOBER	1	-Sentence Construction/Writing - Sentence problems - Choppy Sentences - Stringy Sentences - Run-ons (Fused Sentences) and Comma Splices - Sentence Fragments	
	2	practice	
	3	- Sentence Writing (simple+ compound) -Practice	
	4	-sentence writing ( complex) (Compound complex) -Practice/Test 1	
NOVEMBER	1	-Punctuation &Capitalization(end punctuation, commas, semicolons, and apostrophes for possessive and contractions) -Practice	
	2	- Sentence Combining -Practice	
	3	-Other Punctuation marks -Practice	
	4	Paragraph Writing	
DECEMBER	1	- Structure of a paragraph: Topic s/Supporting ss/Concluding s	
	2	-Practice: to write TS,SS&CS - Revision	
	3		
	4		
JANUARY	1	- -	
	2	Cohesive devices to connect ideas(Coherence and Unity) -Practice Cohesion • Identify and use transition words effectively • Using repetition and pronouns strategically parallel structure for clarity Coherence • Craft strong topic sentences • Organize ideas logically •Develop a clear central focus	

	3	-The writing process Pre-writing -Practice Listing ,mindmapping,clustering, free writing	
	4	- Drafting -Practice	
FEBRUARY	1	--Revising +Editing -Practice+ Homework	
	2	Peer and self-editing techniques -Practice	
	3	Introduction to types of paragraphs -practice	
	4	Paragraph writing (different modes of paragraphs -Practice	
MARCH	1	- Paragraph writing (different modes of paragraphs -Practice	
	2	Practice+ Homework Test	
	3		
	4		
APRIL	1		
	2	- Paragraph writing -Practice+ feedback	
	3	- Paragraph writing -Practice+ feedback	
	4	- Paragraph writing -Practice+ test	
MAY	1	-	
	2	-practice -Revision for the exam	
	3		

	4		
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Course Coordinator: Mr. Tayeb Bouhitem

Note: This syllabus may be changed to meet each class needs.

## Appendix G

LEVEL:	Firs year
COURSE:	Grammar
TEACHER IN CHARGE:	Tayeb Bouhitem

### COURSE PROGRAMME

MONTH	WEEK	LECTURE/ TUTORIAL	OBSERVATION
SEPTEMBER		- First contact	
OCTOBER	1	- Tenses: present simple/ present continuous - Tenses: past simple/ past continuous	The focus on teaching the most commom used tences
	2	- Tenses: future simple / future continuous - Tenses: present perfect/ present perfect continuous	
	3	- Tenses: past perfect/ past perfect continuous - Tenses: future perfect/ future perfect continuous	
	4	-Practice -TEST 1 + Word order	
NOVEMBER	1	- Word order - Subject verb agreement	
	2	- Subject verb agreement - Practice	
	3	-Connectives - Connectives	
	4	-TEST 2 -Practice	
DECEMBER	1	- Modals - Practice	
	2	- Verbs - Practice	
	3		

	4		
JANUARY	1	- Gerunds and infinitives - Gerunds and infinitives	
	2	EXAMS	
	3	EXAMS	
	4	- Practice -Phrasal verbs	
FEBRUARY	1	- Phrases - Phrases	
	2	- Phrases - Phrases	
	3	- Clauses -Noun clause	
	4	-Noun clause - Practice	
MARCH	1	- Practice -Adjective clause	
	2	- TEST 1 -Adjective clause	
	3	HOLIDAYS	
	4	HOLIDAYS	
APRIL	1	-Adjective clause -Adjective clause	
	2	-Adjective clause - Practice	
	3	-Adverb clause -Adverb clause	
	4	-Adverb clause -Adverb clause	
MAY	1	- Practice - TEST 2	

	2	- REVISION - REVISION	
	3	EXAMS	
	4	EXAMS	

**NB.** Subject Contents can be adapted according to students language needs

## Appendix H

Mohamed kheider University of Biskra  
Faculty of Letters and Languages  
Department of Letters and Foreign Languages  
English Division

Module :GrammarAcademic year : 2016-2017

Level : First Year LMD

### Module Syllabus (detailed)

#### First Semester

#### II. The Parts of Speech

##### 1. *Nouns*

- 1.1.Kinds of Nouns ( common, proper, abstract, collective)
- 1.2.Gender (masculin, feminine, neutre)
- 1.3.Countable Vs. Noncountablenouns
- 1.4.Singular Vs. Plural (formation of regular/irregular plurals)
- 1.5.Formation of compound nouns
- 1.6. Possessive nouns
- 1.7. Functions of nouns ( subject, direct object, indirect object, subject complement, object complement, object of preposition)

##### 2. *Pronouns*

Types of pronouns (personal, possessive, reflexive, demonstrative, interrogative, relative, indefinite, reciprocal)

##### 3. *Adjectives*

- 3.1.Kinds of adjectives (demonstrative, distributive, quantitative, interrogative, possessive, qualititive)
- 3.2.Participalsused as adjectives
- 3.3. Agreement
- 3.4. Position and order of adjectives
- 3.5. Formation of adjectives
- 3.6.Comparison of adjectives

##### 4. *Articles*

- 4.1. The Indefinite Articles (a / an)
  - 4.1.1. form
  - 4.1.2. use
  - 4.1.3. omission
- 4.2.The Definite Article (the)
  - 4.2.1. form
  - 4.2.2. use
  - 4.2.3. omission

##### 5. *Verbs*

- 5.1.Kinds of verbs (*action* [transitive Vs. intransitive], *linking*, *helping*)

##### 6. *Adverbs*



- 6.1. Kinds of adverbs (manner, place, time, frequency, degree, interrogative, relative, sentence)
- 6.2. Formation of adverbs
- 6.3. Adverbs and adjectives with the same form
- 6.4. Position of adverbs
- 7. *Prepositions*
  - 7.1. Types of prepositions (time, place, location, movement)
  - 7.2. Prepositions use with other parts of speech
- 8. *Conjunctions*
  - 8.1. Coordinating conjunctions
  - 8.2. Subordinating conjunctions
  - 8.3. Correlative conjunctions
  - 8.4. Conjunctive adverbs
- 9. *Interjections*

### III. Tenses

- 1. The present simple (affirmative/negative/ interrogative forms)
- 2. The past simple
- 3. The future simple

## Second Semester

### I. Tenses (cont)

- 4. The present perfect
- 5. The present continuous
- 6. the present perfect continuous
- 7. The past perfect
- 8. The past continuous
- 9. The past perfect continuous
- 10. The future perfect
- 11. The future continuous
- 12. The future perfect continuous
- 13. The conditional

### II. The passive and active voice

### III. Introduction to phrases and clauses

- 1. Definition of phrase
- 2. Types of phrases (noun, prepositional, adverbial, adjective, verbal, gerund, participial phrases)
- 3. Definition of clause
- 4. Types of clauses (adverbial, adjective, noun Clause)

## Appendix I

For better understanding and more clarification the following table contains EC score details on the four aspects Table of **the Control Class Students' Pretest and Posttest result** score details on aspects: Grammar, Organization, Vocabulary, and Mechanics

Students	Grammar		Organization		Vocabulary		Mechanics		Pretest $\Sigma$	Posttest $\Sigma$
	pre	post	pre	post	pre	post	pre	post		
1	2	2	1,5	1,5	3,5	4	3,5	3,5	10,5	11
2	1	2	1,5	1	2,5	2,5	2,5	2,5	7,5	8
3	3	2,5	3	2,5	4	3,5	3,5	3,5	13,5	12
4	2	1,5	2	1,5	2	3	2,5	3	8,5	9
5	1	2	1	1	2	2	3	2	7	7
6	1,5	2	1,5	1	3	3	3	3	9	9
7	2,5	3,5	2,5	2,5	4	3,5	3	3,5	12	13
8	0,5	0,5	0	0,5	2,5	1,5	2	1,5	5	4
9	4	4	3	3,5	4	4,5	4	4	15	16
10	1,5	1	0	1,5	2,5	2	2,5	2,5	6,5	7
11	0	1	0	0	2,5	1,5	2	1,5	4,5	4
12	2	2,5	2	2	3	3	3	2,5	10	10
13	3	3,5	2,5	2,5	3,5	3,5	3,5	3,5	12,5	13
14	1	1,5	2	1,5	3	2	1,5	2	7,5	7
15	2,5	2,5	2,5	2,5	3	3	3	3	11	11
16	1,5	2	2	2	2,5	3	3,5	3	9,5	10
17	1	1	1	1,5	3	2	2	2,5	7	7
18	0,5	1,5	1,5	1	2	2	2	1,5	6	6
19	4	3,5	4	3,5	3	4	3	4	14	15
20	1,5	1,5	2	1,5	2,5	2,5	2,5	2,5	8,5	8
21	0,5	0,5	0,5	0	1,5	2	1,5	1,5	4	4
22	3,5	3,5	3,5	3	4	4	3,5	3,5	14,5	14
23	3	3,5	3	3	3	3,5	4	3	13	13
24	0	0	0	0	1,5	2	1	1	2,5	3
25	2,5	2,5	2,5	2,5	3,5	3	3	3	11,5	11
26	1	0,5	1	0,5	2	2	1,5	2	5,5	5
27	2	2,5	2	2	2	2,5	2	2	8	9
28	3	3	2,5	3	3,5	3,5	3,5	3,5	12,5	13
29	1	1,5	1	1	2	2,5	2	2	6	7
30	0,5	0,5	0,5	0,5	2	2	2	2	5	5
31	2	2,5	2	1,5	3	3	3	3	10	10
32	0,5	0,5	1	0,5	1,5	2	1,5	2	4,5	5
33	1	1	1	1	2,5	2	1,5	2	6	6
34	2	2,5	1	2,5	3	2,5	3	2,5	9	10
35	3,5	3,5	3	3	4	4	3	3,5	13,5	14
36	3	3	2	2,5	3,5	3,5	3,5	3	12	12
37	0,5	0,5	0	1	1,5	1,5	1,5	1	3,5	4
38	1	1,5	1,5	1,5	2,5	2,5	2,5	2,5	7,5	8

39	1,5	2,5	2	2	3	3	3	3	9,5	10,5
40	1	2,5	2	1,5	3	3	2	2,5	8	9,5
Sum	69	79,5	67,5	67	110,5	110	104	103,5	351	360
Average	1,73	1,9875	1,69	1,675	2,75	2,75	2,60	2,5875	8,75	9,00
Improve ment	0.25		0.015		0.00		0.0125		0.24	

## Appendix J

For better understanding and more clarification the following table contains EC score details on the four aspects Table of the **Experimental Students' Pretest and Posttest result** score details on aspects: Grammar, Organization, Vocabulary, and Mechanics

Students	Grammar		Organization		Vocabulary		Mechanics		Pretest $\Sigma$	Posttest $\Sigma$
	pre	post	pre	post	pre	post	pre	post		
1	1	2,5	1	2,5	3	3	2	2,5	7	10,5
2	2,5	3,5	2,5	3	3	3,5	3	3,5	11	13,5
3	0	2	0,5	1,5	2	2,5	2	2,5	4,5	8,5
4	3	3	2	2,5	2	3	2	3	9	11,5
5	1	2	1	3	2	3	2	2,5	6	10,5
6	1,5	2,5	1,5	2,5	2	3	2,5	3	7,5	11
7	3	3	2	3	3	4	4	4	12	14
8	0	1	0	1	1	2,5	1	2,5	2	7
9	2	2,5	1	2,5	2	2,5	2	3	7	10,5
10	3	3	2	3,5	3,5	4	3,5	4	12	14,5
11	0	1,5	0,5	1,5	2	2,5	1,5	3	4	8,5
12	1,5	2	1,5	2	2,5	3	2	3	7,5	10
13	1,5	2,5	2	3	3	2,5	2,5	3	9	11
14	0,5	2	0	2	2	2	2,5	2	5	8
15	1,5	2	1	2	2	3	2	2	6,5	9
16	1,5	2,5	1,5	2	2,5	3	2,5	3	8	10,5
17	1,5	1	2	1	3	2	3,5	2	10	6
18	0	1,5	0	1	1,5	2	1	2	2,5	6,5
19	1	3	1	2	2	3,5	3	3,5	7	12
20	0,5	2	1	1,5	2	2,5	2	2,5	5,5	8,5
21	2	3,5	2	2,5	3	3,5	3	3,5	10	13
22	2	3	2	2	3	3,5	2,5	3,5	9,5	12
23	0,5	3	1,5	2	2	2,5	2	2,5	6	10
24	2	2,5	0,5	2,5	3	3	3	3	8,5	11
25	0	1,5	0	1,5	2	2,5	2	2	4	7,5
26	1	3	1	3	2	4	3	3	7	13
27	2	2,5	2	2,5	2	3	3	3	9	11
28	3	3,5	2	3,5	4	4	4	4	13	15
29	3,5	4	3,5	4	4	4,5	3	3,5	14	16
30	1	2	0	2	2,5	3	1,5	2	5	9
31	3	4	3	3,5	4	4	3	4	13	15,5
32	3,5	4,5	3,5	4	4	4	3	4,5	14	17
33	1,5	1,5	1,5	2,5	2	3	2	2,5	7	9,5
34	2	3	1,5	2,5	3	3,5	3	3	9,5	12
35	3,5	4	3	4	4	4	4	4	14,5	16
36	0	1	0	1	1,5	2,5	1,5	2,5	3	7

37	1,5	2,5	2,5	2,5	2	3	2	3	8	11
38	2,5	3	2,5	3	2,5	3,5	2,5	3,5	10	13
39	2	2,5	2	2,5	2,5	3,5	2,5	3	9	11,5
40	2	3,5	2,5	3,5	4	4	4	3,5	12,5	14,5
Sum	65	103	60,5	97,5	103	125,5	101	120	329,5	446
Average	1,63	2,58	1,51	2,44	2,58	3,14	2,53	3,00	8,24	11,15

## Appendix K

### Components of a Paragraph

#### The Parts of a Paragraph

- The Topic Sentence

- Supporting Ideas (Sentences)

- The conclusion

In the university and in professional settings, a significant portion of writing is composed of paragraphs. In academic writing, a paragraph serves as a compact unit of writing centered on a single concept. This central idea is elaborated upon and expanded within the paragraph. The initial line of each paragraph is indented. The indentation serves as a marker for the commencement of a new paragraph.

A paragraph typically comprises three main components. The topic sentence conveys the paragraph's subject matter (the topic) and the controlling idea (the focus, the writer's opinion, or what the writer aims to illustrate in that paragraph). The paragraph's supporting section explains, describes, or expands upon the key concept presented in the topic sentence. The paragraph's conclusion typically summarizes or comments on the main idea. The length of the paragraph is determined by the topic's complexity but never falls short of three sentences.

The following is an example of a student's paragraph.

Examine the paragraph's three main components. The topic sentence is in bold type , and the concluding sentence is underlined. The remaining portion of the paragraph constitutes the support sentences

Parents can play a crucial role in their children's academic success by providing guidance and encouragement. Children often prefer engaging in recreational activities over studying, so parents must take the initiative to monitor their study habits. This may involve limiting game time and reminding children to complete their homework after school. Parents can also encourage their children to study by providing engaging learning materials such as storybooks with illustrations or audiobooks that enhance literacy development. Rewarding children for academic achievements, such as receiving an "A" grade, can serve as a powerful motivator. My personal experience exemplifies this approach. My parents acknowledged my academic efforts by providing me with gifts, which significantly motivated me to study diligently. In essence, parental involvement in their children's education, including monitoring study habits and providing encouragement, is essential for academic success.

## **Appendix L**

### **WRITING TASKS**

#### **TS+SS+CS Activies**

*Task 1 Write the most suitable topic sentence for the paragraphs below.*

#### **Paragraph1**

.....

Autumn's temperate weather, which is neither too hot nor too cold, makes it an ideal time to enjoy the outdoors without feeling uncomfortable. Additionally, the transformation of leaves from green to vibrant hues of yellow, red, and orange signals the onset of the trees' preparation for winter dormancy. Finally, the return of the school year brings a sense of excitement and anticipation of reconnecting with teachers and friends. In conclusion, autumn's delightful weather, mesmerizing foliage, and the resumption of academic pursuits make it a truly remarkable season.

#### **Paragraph 2**

.....

People often express their appreciation or gratitude in both verbal and tangible ways. Gift-giving is a common and generally well-received gesture, but it carries different connotations in different cultures. In Malaysia, gift-giving is considered inappropriate unless there is a personal connection between the giver and recipient. Conversely, in countries like Japan, Indonesia, and the Philippines, gift-giving is deeply ingrained in tradition and serves as a customary expression of respect and appreciation.



***Task 2 Write the most suitable supporting sentence for the paragraph below.***

Being a good parent is simple if you have these three qualities. First of all, you should express love and affection to your children. It is enough to say “I love you” from time to time. Or even a small hug makes them happy. Then, you should listen to them. The age of your kid is not important, listen to them when they say something. You should also show your interest in your children’s ideas, that way, they feel themselves important people.

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When your child does something bad, don’t say “you are bad”, instead suggest them alternatives about that behavior. In conclusion, although there are a lot of details in raising a child, it may be easy if you try to have these qualities above.

***Task3 Write the most suitable concluding sentence for the paragraphs below.***

**Paragraph 1**

Nursing is a demanding profession that requires a high level of compassion, dedication, and skill. Nurses play a vital role in patient care, providing comprehensive and personalized support to patients of all ages and backgrounds. A good nurse has a wide range of responsibilities, including:

- direct patient care: This involves assisting patients with their daily activities, such as bathing, dressing, and eating. Nurses also administer medications, monitor vital signs, and provide emotional support.
- Responding to patient calls: Nurses must be readily available to respond to patients' calls for assistance, whether it's for medication, pain relief, or simply companionship.
- Promoting mobility and independence: Nurses help patients maintain their mobility by assisting them with walking, exercising, and performing other daily tasks.

Nurses are the backbone of the

healthcaresystem, providing essential care that improves patient outcomes and quality of life. Their dedication, expertise, and compassion make them indispensable member of medical team..Briefly,.....

## **Paragraph 2**

A good dictionary offers a wealth of benefits for language learners and anyone seeking to expand their vocabulary. Firstly, it serves as a pronunciation guide, providing accurate guidance on how to pronounce new words correctly. Secondly, a dictionary acts as a spelling checker, ensuring that you use the correct spelling for each word. This accuracy is crucial in both written and spoken communication. Thirdly, a dictionary provides grammatical information about each word, clarifying its part of speech, such as noun or adjective. Additionally, it explains the formation of verb tenses, ensuring you use the correct conjugation. Finally, and perhaps most importantly, a dictionary enhances your understanding of words by providing clear definitions and relevant examples.

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Artificial intelligence (AI) is the ability of a machine to simulate human intelligence. This can include tasks such as learning, reasoning, and problem-solving. AI is already being used in a variety of applications, including healthcare, transportation, and finance. In healthcare, It is being used to develop new drugs and treatments, diagnose diseases, and provide personalized care. In transportation, AI is being used to develop self-driving cars and improve traffic flow. In finance, It is being used to detect fraud and manage risk.

As AI continues to develop, it is likely to have an even greater impact on our lives. It could revolutionize the way we study, work, live, and interact with the world around us.

## **Appendix M**

### **Samples Lessons on Organisational Aspects( Cohesion & Coherence) of Paragraph Writing**

Equipping students with the ability to craft cohesive and coherent paragraphs is fundamental to writing well-structured and organized paragraphs. Here are some effective and practical lessons and writing exercises to effectively teach these crucial aspects of paragraph writing:

#### **Samle Lesson 1: Introduction to Cohesion and Coherence**

*Objective:* Introduce students to the concepts of cohesion and coherence in writing.

1. Discussion: Start with a discussion about what makes a paragraph effective. Ask students for their thoughts on what makes a paragraph easy to be read and to be understood.
2. Define the two terms: Explain that cohesion refers to the connections between words, sentences, and ideas in a text, while coherence is the overall smoothness and logical flow of the text.

*Activity:*

- Highlight Cohesion: Provide a paragraph and ask students to identify cohesive devices, such as pronouns, transitional words, and repetition of key terms. Discuss how these elements connect ideas within the paragraph.
- Analyze Coherence: Ask students to read a paragraph and identify areas where coherence is lacking. Discuss how adding transitional words or rearranging sentences can improve overall coherence.

## Lesson 1: Understanding Cohesion in Paragraph Writing (Cohesive Devices)

*Objective:* Teach students about various cohesive devices and their usage in the paragraph.

1. : Provide explanations and examples of common cohesive devices such as pronouns, conjunctions, transitional words, and synonyms. Emphasize how these words link ideas and a variety of sentences within a paragraph.

Activities:

- Matching Exercise: Create a worksheet with sentences missing cohesive devices. Have students match the sentences with the appropriate cohesive devices.
- Paragraph Revision: Provide a paragraph lacks of cohesion. Ask students to revise it by adding the right cohesive devices for better clarity and flow of ideas.

## Sample Lesson 2: Revising and Editing

*Objective:* Teach students how to revise edit and their paragraphs for cohesion and coherence.

1. Peer Review: Have students exchange their paragraphs with a peer and provide feedback on how well the paragraph maintains cohesion and coherence.

Activities:

- Paragraph Analysis: Provide a sample paragraph with cohesion and coherence issues. Ask students to identify and correct these issues through editing.
- Paragraph Rewriting: Give students a poorly written paragraph and ask them to rewrite it with improved cohesion and coherence.

### **Sample Lesson 3 on coherence and its importance:**

1. Definition of Coherence: Coherence is the quality that makes a text or communication clear, logical, and easy to follow. It involves the connection of ideas, sentences, or elements to create a unified and meaningful whole.

2. Importance of Coherence: Coherence is essential for effective communication and understanding. It helps readers or listeners make sense of the information and follow the author's or speaker's intended message. Here are some key reasons why coherence matters:

a. Clarity: Coherent communication makes it easy for the reader to understand the message without confusion or ambiguity.

b. Engagement: Coherent texts or conversations are more engaging, as readers or listeners can follow the flow of ideas and stay interested.

c. Credibility: A coherent presentation of information enhances the author's or speaker's credibility. It shows a clear thought process and knowledge of the subject matter.

d. Persuasion: Coherent arguments are more persuasive. When information is presented logically, it is more likely to convince the audience of its validity.

3. Achieving Coherence in Writing: Coherence is particularly important in writing. Here are some strategies to achieve coherence in your writing:

a. Use Transitional Words: Words like "however," "therefore," "in addition," and "consequently" help link ideas and create smooth transitions between sentences and paragraphs.

b. Logical Order: Organize your ideas in a logical order. Whether it's chronological, order of importance, or cause and effect, a clear structure helps readers follow your arguments.

c. Topic Sentences: Each paragraph should start with a clear topic sentence that previews the main idea of the paragraph. This provides a roadmap for the reader.

d. Repetition and Synonyms: Repeating key terms or using synonyms helps reinforce the connection between ideas without sounding repetitive.

4. Achieving Coherence in Speech and Presentations: Coherence in spoken communication is equally important. Here are some tips:

a. Organization: Plan and structure your speech or presentation logically. Use signposts to guide your audience through the content.

b. Transitions: Use verbal transitions like "next," "moving on to," or "now, let's consider" to signal shifts in your content.

c. Clarity of Pronunciation and Diction: Speak clearly and articulate your words to enhance comprehension.

d. Pauses: Use appropriate pauses to allow your audience to digest information and to emphasize key points.

5. Examples of Incoherence: To better understand coherence, it can be helpful to recognize examples of incoherent communication. Incoherence can result from disorganized thoughts, unclear writing, or a lack of logical connections between ideas.

6. Proofreading and Editing: To ensure coherence in your writing, always proofread and edit your work. Look for sentence structure, transitional words, and logical flow. Seek feedback from others to identify any areas that might lack coherence.

In conclusion, coherence is the glue that holds communication together. Whether in writing or speaking, it is the foundation for clear, understandable, and persuasive messages. Practice and attention to structure and organization are key to achieving coherence in your communication.

## Appendix N

### Students 'Sample Paragraphs in Pre-test

#### My prefer vacation

My prefer vacation ~~was~~ in Syria ~~who~~ is situated in western Asia. I went there with my best friend, for ~~twelve~~ days on the summer. We spend ~~nine~~ days in Aleppo, and from there we visited many places, as museums, mosque, traditional markets as AL AZIZIA, and we visited to ~~Cable~~ ~~new~~ air opposite it many ~~caf~~ traditional coffee. Aleppo is one of most beautiful city in Syria, After that we ~~headed~~ to Latakia for one day we spend it on the sea and we took our lunch near the sea, it was fantastic. Then we returned to Aleppo for ~~return~~ on the in order to take our plane at night to Algeria. ~~It~~ was fantastic (enjoyable) vacation.

OK  
not there on the main idea  
organization 2/3  
Grammar 2/3  
Vocabulary 3  
Mechanics 3  
9.1/20

This summer was pretty different than the other ~~summer~~ that I have known. Because this year I stayed home, I haven't go anywhere but my house. ~~I shared~~  
After getting my Baccalariate exam's results, I was happily pleased ~~at~~ about it. ~~So~~ my parents suggested many places to go to, But I wanted to stay home and enjoy the summer watching TV and eating and welcoming family and people ~~to~~ who wanted to ~~congratulate~~ say congratulation expressions to me.

7  
20  
organization 1/1  
Grammar 1/1  
Vocabulary 2  
Mechanics 2

#### My summer holiday

My summer holiday was not very enjoyable (or funny) or exciting. It's like every holiday in my life. But the different is just that I don't feel how it come and how it go. Because it come after ~~I~~ passing my Bac exam and I pass it again in Ramadhan because of a lot of problem in the first one. Then I don't feel the ~~the~~ time after this second exam, ~~and~~ Because of Ramadhan and his celebration and results of Bac exam and when I ~~succeed~~. That was my happiest day ever. And I will not forget it in whole ~~of~~ my life. The only happy moment in my summer ~~the~~ holiday, is the result of Bac exam.

9.1/20  
organization 2/3  
Grammar 3  
Vocabulary 2  
Mechanics 1

#### My summer holiday

My last summer holiday was in Algeria. I went there with my family for a month. We spend two weeks in my grand parents house in Zeralda. Then the rest days we spend there visiting my uncles who lives in different places (Chenoua, Foidjo, and Bataim caré). Also we visited many shopping centers. Then we went to our favorite beach "chinnel" in tipaza. In addition to that we went to the park which was my favorite place we spend good time playing games and promenading. It was wonderful summer.

9  
20  
organization 2  
Grammar 2  
Vocabulary 2  
Mechanics (3+api) 2



## Appendix O

### Students 'Sample Paragraphs in Pos-test

My Summer Holiday

Holidays are an incredible time for us to visit hilly destinations with the family. The summer season is an excellent time for us to take stress-free excursions and get close to nature, which we are unable to do in our busy schedules for the entire year. This summer, I intend to visit my grandparents and stayed there for 15 days. The cool thing about the summer holidays is discovering and creating new things in the village. While enjoying my stay, I will also learn some new things that expand my knowledge. I will spend the rest of the holidays playing games and cooking under my mother's supervision. Finally, and unfortunately our holiday will come to the end, so we'll come back home.














Q41. The paragraph

Writing a paragraph is easy, all you need to do is think of one (15) main idea. Next, you need to write that main idea, which is called your topic sentence. Then you will write five to seven sentences that support that main idea. Finally, you need to have a sentence that summarizes the main idea of the paragraph. Before you finish be sure that your paragraph is indented, you have good spelling and you have proper punctuation. If you follow these steps, you will have no problem writing a paragraph. Concluding (5)



## Appendix P

### L1 Current W.E course description

المادة	
الميدان: انجليزية	الشعبة: انجليزية
المستوى:     M2	التخصص: علوم اللغة
السنة الجامعية: 2015- 2016	السداسي:  السداسي الأول
اسم المادة: تعبير كتابي <b>writing</b>	النوع: محاضرة  عمل توجيهي  عمل تطبيقي 
الأستاذ	
الاسم واللقب 	الرتبة:  MAB  MAA  MCB  MCA Prof
الصفة: <input type="checkbox"/> عضو فريق المادة <input type="checkbox"/> مسؤول المادة	عدد سنوات التدريس في المادة : 10 سنوات

المحتوى المنجز			
الأسابيع	الحصص	المحتوى المنجز	ملاحظات
الأسبوع: 01 2022/09/10	الحصة 01		
	الحصة 02		
الأسبوع: 02 2022/09/17	الحصة 01		
	الحصة 02		
الأسبوع: 03 2022/09/24	الحصة 01	first contact with students ( presentation of the module syllabus + class discussion: introduction to the writing skill)	
	الحصة 02	first evaluation: writing a short paragraph to evaluate students' level and spot their weaknesses	
الأسبوع: 04 2022/10/01	الحصة 01	lesson 1 : Introduction to the parts of speech  A brief discussion of nouns- pronouns- adjectives- verbs- adverbs- conjunctions- prepositions- interjections	
	الحصة 02	- practice	
الأسبوع: 05	الحصة 01	lesson 2 : sentence patterns	

	- pattern 1( S+V) + 2 ( S+V+D.O) - Pattern 3 (S+V + I.O+ D.O) +4 (S +V+ S.C)		2022/10/08
	practice	الحصة 02	
	-pattern 5 (S+V +D.O + O.C) + 6 (it/there+ V+ S)	الحصة 01	الأسبوع: 06
	practice	الحصة 02	2022/10/15
	<b>lesson 3 : types of sentences</b>  <b>a -the simple sentence</b>  -declarative- interrogative- imperative- exclamatory  <b>b- the compound sentence</b>	الحصة 01	الأسبوع: 07 2022/10/22
	practice	الحصة 02	
	c- the complex sentence  * the adverbial clause	الحصة 01	الأسبوع: 08 2022/10/29
	* the relative clause	الحصة 02	
	<b>Test 1</b>	الحصة 01	الأسبوع: 09
	*the noun clause	الحصة 02	2022/11/05
	general practice on sentence types	الحصة 01	الأسبوع: 10
	<b>Lesson3: sentence errors</b> a- Sentence Fragments+ practice	الحصة 02	2022/11/12
	b- Run-ons (Fused Sentences) + practice	الحصة 01	الأسبوع: 11
	c- Comma Splices+ practice	الحصة 02	2022/11/19
	d- Unparalleled Structures (faulty parallelism) + practice	الحصة 01	الأسبوع: 12 2022/11/26
	e- Choppy sentences+ practice	الحصة 02	
	f- Faulty Coordination/Subordination + practice	الحصة 01	الأسبوع: 13
	g- wordiness +practice	الحصة 02	2022/12/03
	General practice	الحصة 01	الأسبوع: 14
	<b>Test 2</b>	الحصة 02	2022/12/10
<b>الاجازة الشتوية : من 15/12/2022 إلى 02/01/2023</b>			
	Correction of test 2	الحصة 01	الأسبوع: 15
	General revision	الحصة 02	2023/01/02
	General revision	الحصة 01	الأسبوع: 16
		الحصة 02	2023/01/07
<b>الامتحانات: من 15/01/2023 إلى 02/02/2023</b>			

رئيس القسم

مصادقة مسؤول المادة

## Résumé

Malgré que la rédaction en anglais-langue étrangère-soit considérée d'importance primordiale, elle est mal perçue, conçue, et abordée. Vu sa nature difficile, on la laisse presque en friche. Les étudiants universitaires algériens de première année démontrent des difficultés à maîtriser les aspects de la rédaction dans leur quête à produire des paragraphes cohérents, précis, et bien structurés d'autant plus qu'ils sont non-autochtones et de compétences (ou niveaux) mixtes. Cette étude vise à identifier et comprendre les difficultés de la rédaction chez les étudiants universitaires de première année, et entreprend aussi d'identifier les causes sous-jacentes de ces incohérences, et finalement, en solutionner des stratégies qui conviennent le mieux pour rédiger un paragraphe en anglais. A cette fin, trois outils de collecte de données ont été entrepris: des exercices de rédaction, questionnaires ouverts, et traitement (ou expérience). Les données ont été analysées quantitativement et qualitativement. Les résultats révèlent que les rédactions en anglais de l'échantillon manifestent des difficultés qui varient entre des structures superflues, verbosité, et le choix des mots jusqu'à des faiblesses débilantes en matière d'organisation des idées (voire style), grammaire, vocabulaire, et techniques d'écriture. On peut même audacieusement affirmer que les sources majeures des écrits des étudiants universitaires de première année découlent des (1) méthodes (obsolètes) d'enseignement de la rédaction, et (2) des moyens et matériaux inadéquats. Aussi paradoxal qu'épiphanique de noter que (3) le module de l'expression écrite au sein du Département d'Anglais s'oriente majoritairement ainsi qu'obstinément vers l'enseignement de la grammaire et des connaissances *sur* la rédaction. Aussi remarque-t-on un (4) chevauchement du module de la grammaire et le module de l'expression écrite ainsi que les (5) étudiants se voient dans l'incapacité d'employer les règles grammaticales dans leurs rédactions ; (6) la coordination entre les enseignants des deux modules en fait défaut ce qui entraîne une mauvaise gestion de l'enseignement de l'expression écrite. Il y a encore la programmation insuffisante des séances de l'expression écrite et (7) des travaux dirigés et (8) des séances de rattrapage (ou *feedback*). Par conséquent, une expérience a été mise en œuvre pour examiner le degré de la réussite (ou d'échec) du cours élaboré et proposé aux étudiants de première année afin de combler les carences des vieux programmes en matière d'écrire un paragraphe en anglais. L'échantillon comprenait un groupe expérimental (GE) de 40 étudiants et un groupe de contrôle (CC) également de 40 étudiants. Les deux groupes ont passé des pré-tests et posttest. Vu les résultats encourageants : le GE a produit des paragraphes en anglais qui sont cohérents au niveau structural qu'au niveau de la paragraphe. Ce qui prouve que l'hypothèse, stipulant qu'un enseignement concentré sur l'enseignement de la rédaction a un rendement positif sur la production d'écrits cohérents. Les enseignants de l'expression écrite anglaise sont incités à enseigner les étudiants à rédiger des paragraphes en anglais et d'éviter d'enseigner des connaissances *sur* la rédaction.

## الملخص

رغم أن مهارة الكتابة في مادة الإنجليزية كلغة أجنبية تعد غاية في الأهمية، إلا أن إدراكها، واستيعابها، ومقاربتها لا ينمون عن ذلك. ولأنها صعبة، فإنها أطلقت علناتها. إن طلبة السنة الأولى الجامعيين الجزائريين الذين هم من غير الناطقين بالإنجليزية، والذين ينتمون إلى مستويات تحصيل معرفي مختلفة يألّفون في الكتابة بالإنجليزية صعوبة لأنهم لا يتحكمون في أركانها في سعيهم الحثيث لتحريّر فقرات متماسكة، ودقيقة، ومهيكلّة بشكل جيد. يهدف هذا البحث للتعرف على فهم التحديات التي تواجه طلبة السنة الأولى الجامعيين في تحريّر فقرات بالإنجليزية. يدخل في نطاق هذا البحث أيضاً، الوقوف على الأسباب الخفية وراء هذه الهفوات وتقديم، في آخر المطاف، حلولاً عملية تناسب عملية تحريّر فقرات بالإنجليزية. لهذه الغاية، تم الاستعانة بثلاثة وسائل لجمع البيانات: تمارين لتحريّر فقرات بالإنجليزية، واستبيان مفتوح، وتجربة ميدانية. تكشف النتائج على أن الكتابات التي حررتها عناصر العينة عن أغلاط تضم بنى نحوية زائدة، إسهاب وإطناب، سوء اختيار الكلمات، عجز محبط في ترتيب الأفكار، لهلة في النحو والتعبير الإنجليزية، وخلخلة في تقنيات التحرير. يمكن الادعاء بكل جرأة، أن جذور هذه الأغلاط في تحريّر فقرات بالإنجليزية تعود إلى الأسباب التالية: طرق التدريس غير المجدية، الوسائل والمواد غير المناسبة. إنه من التناقض بمكانوالمهم في لحظة استبصار أن مقياسي النحو والكتابة التحريرية الإنجليزية متداخلتان لدرجة أن هناك طغيان لتغليب تدريس النحو الإنجليزي ومعارف **حول** التحرير الكتابي. يبدو جلياً أن دروس النحو الإنجليزي هي العمود الفقري لتدريس مقياسالتعبير الكتابي الإنجليزي. هذا، ويستخلص أن الطلبة عاجزون عن تطبيق القواعد النحوية بشكل مناسب ودقيق عندتعبيرهم الكتابي. مما زاد الطين بلة، أن التنسيق بين أساتذة مقياسي النحو والتعبير الكتابي في مستوياته الدنيا مما انعكس سلباً على العملية التعليمية برمتها. وأخيراً، هناك عجز فاضح في برمجت حصص خاصة لكل من التطبيقات الموجهة والاستدراك. هذا،وقد تم اللجوء إلى إعداد تجربة ميدانية لفحص ما إذا كان البرنامج البديل الذي أعده الباحث يفي بالغرض، أي تحسين الأداء في التعبير والتحرير الكتابي الإنجليزي. ضمت العينة مجموعة تجريبية وأخرى ضابطة من 40 عنصراً لكل منهما. خضع عناصر المجموعتين لاختباريين: قبلي وبعدي. وإذ يجزم الباحث على قبول الفرضية القائلة إن التدريس المركز على تقنيات التعبير والتحرير الكتابي الإنجليزي يمكن أن يثمر فقرات متماسكة ومتراصة أسلوبياً، وذلك بفضل البرنامج البديل. تجدر الإشارة أن الإنتاج الكتابي لطلبة السنة أولى بدى مترابطاً ومتماسكاً على مستويي البنية اللغوية والفقرة المكتوبة. يحض الباحث أساتذة مقياس التعبير الكتابي على الإسراع في الأخذ بمخرجات البحث المتمثلة في الانخراط في تدريس التحرير الكتابي وعدم الخوض في حيثيات **حول** التعبير والتحرير الكتابي بالإنجليزية.