PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

ABOUBAKR BELKAID UNIVERSITY -TLEMCEN

FACULTY OF ARTS, HUMAN AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

LOW ACHIEVEMENT IN WRITING AT SECONDARY SCHOOL LEVEL: A CASE STUDY OF THIRD-YEAR LITERARY AND PHILOSOPHY STREAM LEARNERS

Dissertation Submitted to the Department of English in Candidacy for the
"Magister" Degree in Applied Linguistics and TEFL

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الملخص

يعالج هذا الموضوع نقائص و عيوب التعبير الكتابي من خلال الدراسة التطبيقية التي أجريت مع تلاميذ السنة الثالثة ثانوي، شعبة آداب و فلسفة، بهدف معرفة و تفسير المشاكل و الأسباب التي يواجهها هؤلاء التلاميذ في تعلم اللغة الإنجليزية بصفة عامة و التعبير الكتابي بصفة خاصة.

بناءا على المعطيات و من خلال النتائج المتحصل عليها تطرقت الباحثة إلى إعطاء بعض الحلول البديلة قصد إمكانية معالجة النقائص ضمن الآفاق الجديدة في تدريس و تعلم التعبير الكتابي في اللغات الأجنبية.

الكلمات المفتاحية :

تلاميذ السنة الثالثة ثانوي، شعبة الآداب و فلسفة، مشاكل و صعوبات، التعبير الكتابي، المقاربة بالكفاءات.

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Résumé

D'après une étude empirique, le présent ouvrage a tenté de montrer les difficultés que rencontrent les élèves de 3°AS Lettres et Philosophie dans l'apprentissage de la langue étrangère (Anglais) en général, mais plus particulièrement à l'écrit. Sur la base des résultats obtenus à partir de deux outils de recherche, à savoir questionnaires et interviews, plusieurs suggestions ainsi que des recommandations ont été faites dans le dernier chapitre. Même si l'objectif final est d'aider à résoudre le problème auquel sont confrontés les élèves du secondaire, il est, toutefois, important de noter que la majeure partie des recommandations concerne plus l'enseignant puisque ce dernier a une grande part de responsabilité.

Mots Clés :

Elèves du secondaire, 3°AS Lettres et Philosophie, échec, expression écrite, l'approche par compétences.

Abstract

The present experimental-based dissertation endeavours to empirically pinpoint and explain, at the same time, the causes underlying 3°AS Literary and Philosophy stream learners' low achievement in English language use in general, and writing in particular. On the basis of the results obtained from the data collected through two basic research tools, namely questionnaires and interviews, the researcher has suggested some alternative solutions that are hoped to alleviate the problem encountered in the skill under consideration, whereby to enhance learners' writing proficiency.

Key Words :

3°AS Literary and Philosophy stream learners, low achievement, essay writing, CBA.

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DEDICATION

In memory of my dear cousin Salim

To my grandmother

To my parents and my brother Mehdi

To my sister Nadia, her husband Réda

and my sweet nephew and niece:

Rayan and Syrine

To my cousins: Faiza, Nabil, and Oussama

To my friends: Imène, Leila, and Réda

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ABSTRACT

ABSTRACT

After the advent of the globalisation process, the teaching of English as a foreign language in Algeria has been given much concern. Yet, in spite of great efforts at improving the teaching/learning of EFL, Algerian learners, and especially those of the third year of secondary level, who have received several years of formal English teaching, still display low achievement in that language. By the time they sit for the Baccalaureate exam, such learners frequently remain deficient in the ability to use the language or to understand its use, whether in the spoken or written mode. For this purpose, the foremost aim of this study is to analyse Literary and Philosophy streams students' writing in the English classroom and to offer suggestions for helping such learners overcome the difficulties they experience in developing clear, effective writing in English. This work comprises four chapters. Each chapter develops on the basis of specific objectives:

Chapter one deals with writing as a language skill in its own right, and illustrates most of the theoretical points concerning this skill. Thus, it serves as groundwork for the following chapters.

Chapter two is devoted to an overall description of the educational context with regard to third-year learners and the objectives set for the English language at secondary- school level. This chapter also endeavours to describe the teaching/learning of writing at third-year level.

Chapter three is concerned with the empirical phase which aims at collecting data so as to make the research more reliable. Such investigative phase is carried out through the following analytic tools: a questionnaire addressed to third-year Literary and Philosophy streams learners and another to secondary-school EFL teachers. In addition, an interview is conducted with both teachers and EFL inspectors. At this level, the research investigates teachers' qualifications and training, as well as learners' motivation and interest to the subject; also the status of the writing skill in the whole learning process will be discussed. The obtained results are likely going to shed the light on the existing problems and help suggest remedies in the subsequent chapter.

Chapter four, which has been framed out of the results obtained in the third chapter, provides alternative remedies to writing failure through the recommendations

and suggestions of pedagogical perspectives. These are hoped to contribute to the improvement of the prevailing conditions for third year Literary and Philosophy streams students. The concern of these perspectives is first and foremost the reconsideration of EFL teaching/learning, with a focus on the writing skill.

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Chapter Two: The ELT Situation in Algeria

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Key to Abbreviations

AF:　　Absolute Frequency.

BAC:　　Baccalaureate examination (Entrance examination for the university).

BEF:　　Brevet d' Enseignement Fondamental (Entrance examination for the secondary school).

BEM:　Brevet de l'Enseignement Moyen.

CBA:　Competency-Based Approach.

CLT:　　Communicative Language Teaching.

EFL:　　English as a Foreign Language.

ELT:　　English Language Teaching.

ESL:　　English as a Second Language.

FL:　　Foreign Language.

FL1:　　First Foreign Language.

FL2:　　Second Foreign Language.

L1:　　First Language.

MT:　　Mother Tongue.

RF:　　Relative Frequency.

TEFL:　Teaching English as a Foreign Language.

8AF :　8$^{\text{ème}}$ Année de l'Enseignement Fondamental.

9AF :　9$^{\text{ème}}$ Année de l'Enseignement Fondamental.

1AM:　1$^{\text{ère}}$ Année Moyenne.

2AM:　2$^{\text{ème}}$ Année Moyenne.

3AM:　3$^{\text{ème}}$ Année Moyenne.

4AM :　4$^{\text{ème}}$ Année Moyenne.

1AS:　1$^{\text{ère}}$ Année Secondaire.

2AS:　2$^{\text{ème}}$ Année Secondaire.

3AS:　3$^{\text{ème}}$ Année Secondaire.

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(1989) states that, as apposed to speech, writing has its own internal structure based on the letter, not the sound. For this reason, Abercrombie states the following:

> **The letters in which language is normally written do not represent more than a part of spoken language. Writing, of course, is perfectly intelligible without these missing ingredients. But then writing is a medium for language in its own right…(Abercrombie cited in Halliday 1985: 31).**

He means that writing, just as speaking, is one of the modes of language. Writing is, nonetheless, different from speaking by the presence of some ingredients. Such ingredients are, as Abercrombie names them, on the spot features of language i.e. the things that tie language to the particular moment and context of speaking but which have no place in most uses of written language, such as the speaker's state of mind, hesitations, etc.

The conventions of writing are not as flexible as those of speech in the sense that the former do not generally allow deviations from established standards. In this respect, Byrne (1979) states that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium. In writing, on the other hand, we have to express ourselves in a clearer and more grammatical manner in order to compensate for the absence of certain features of spoken language, such as body language[7] and immediate feedback between interlocutors. Therefore, writing a language comprehensibly is much more difficult than speaking it because in oral communication one knows who is receiving the message, whereas in written communication the writer has to learn how to make such things explicit and unambiguous, through the use of some elements differentiating between speech and writing, and making the latter more difficult than the former (see 1.5.1 & 1.5.2). This is why it is agreed that writing is the most difficult of the four basic skills for language users whatever the language in question (first, second, or foreign language). Indeed, writing requires some characteristics, as reported below, which make it different and more difficult in comparison to speech.

Yet, writing that is full of errors is not only difficult to read, but may be misinterpreted if writers have failed to provide clarity of meaning through the use of writing conventions (e.g. correct grammar, punctuation, spelling, etc) that will be mentioned hereafter

1.5.1 Graphological Elements

Like any other skill, writing has its "mechanical" components. These include, as Harmer (2004) states it, punctuation, spelling, and the construction of well-formed sentences, paragraphs, and texts. Therefore, the absence of such elements will not only have a negative impression but make any piece of writing difficult to understand as well. Indeed, different writing purposes frequently require the use of specific formats, graphic, layout, appropriate punctuation, and specialist terminology. Therefore conventions are such an indispensable part of writing that writers use them to enhance and clarify the meaning of what they write. In other words, they allow writers to specify the exact way a word or phrase should be interpreted by the reader; i.e. conventions help the reader understand exactly what the writer has in mind. For instance, when you cannot be there to read your writing to someone else, conventions can help do the reading for you. Whenever you write something, you hear it in your head first. You know exactly how it should sound, but the reader does not. Conventions guide the reader through your writing by telling him when to stop, when to go, when to speed up, when to slow down, and so on. They make your writing sound just the way it sounds to you when you write it down. Hence absence of these conventions, bad spelling and incorrect punctuation will probably discourage the reader.

1.5.1.1 Spelling

Spelling is the representation of the sounds of human speech by means of standardized writing rules. Such rules should be taught by the teacher to guide learners when writing. Whereas in some languages there seems to be a close correlation between sounds and spelling, in English this is not the case, the reason why many EFL learners find that English spelling is irregular and thus difficult to

learn. However, they should know that each language has its own specificities. Indeed, English spelling is complex but is not completely random. According to Harmer (2001) one of the reasons that makes spelling difficult for EFL learners is that the correspondence between the sound of a word and the way it is spelt is not always obvious. For instance, a single sound may have many different spellings, e.g. /k/ cat, school, kitchen, chicken, and the same spelling may have many different sounds; e.g. –s- seven, exercise, insurance. Moreover, the sound /ʌ/, for example, can be realized in a number of different spellings (e.g. won, young, funny, flood). He also adds that the letters *ou*, on the other hand, can be pronounced in a number of different ways (e.g. enough /ɪnʌf/, through /θruː/, though /ðəʊ/, trough /trɒf/, journey /dʒɜːni/). Thus, the spelling of English words depends on the sounds that come before or after them, but also on their etymology and historical developments. Therefore, it should be borne in mind that some sounds are spelt in a variety of different ways, and that some spellings have a variety of different sounds.

Words can change in the way they are pronounced too, and this is not indicated by the way they are spelt. This occurs in particular with what is referred to as 'function words' (grammatical words). To illustrate this, Harmer (ibid.) says that was sounds like this, /wɒz/ when emphasized. However, when it occurs in a sentence like *I was robbed* the vowel sound changes from a stressed vowel /wɒz/ to an unstressed vowel /wəz/, e.g. /ai wəz rɒbd/.

+ Teachers should get learners to look at different ways of pronouncing the same letters (or combination of letters). Indeed, English spelling rules do often have exceptions but these usually only apply to a small number of individual words. Although incorrect spelling does not often prevent the understanding of a written message, it can affect the reader's judgement especially if it is related to exams and tests assessment. In this case, incorrect spelling is often perceived as lack of education or care. Yet, without the convention of correct spelling, writers could never be sure whether readers would be able to read the words they write.

writing. In so doing, they should learn to select from among possible combinations of words and phrases those which will convey the meanings they have in mind, and, ultimately, they would be able to do this so that nuances in the appropriate linguistic form are expressed through their writing (they would have control of the mechanics underlying correct writing).

⤳ Thus, one of the best ways to help learners improve their spelling is through reading, especially extensively and using the dictionary to check the spelling form before they have any adequate control of language structure. Another activity which could help learners overcome the spelling difficulties, especially in languages where sound symbol correspondences are very complicated, is a copying exercise which requires careful observation and memory to allow EFL learners familiarize themselves with the new language script and aspects to write confidently.

1.5.1.2 Punctuation

Punctuation is, in its turn, a crucial element for a better understanding of any piece of writing. It serves several functions: clarification of grammatical structures and detailing nuances unique to writing (special usage and attempts to draw the reader's attention). Punctuation helps show the relationship between groups of written words. The full stop, for instance, clearly indicates where a sentence ends. It causes readers to stop and read a particular group of words as one complete thought. Other marks of punctuation, such as the semi colon or colon, show that there is a relationship between a word or a group of words and those that follow. According to Halliday (1985), punctuation helps guess the status marking. Indeed, it is insufficient to show that a sentence, for instance, has finished; it is also important to indicate its speech function, whether it is a statement or a question.

✗ Yet, many EFL learners do not know how to punctuate in English. So, though punctuation principles differ from language to language, learners need this knowledge for two reasons: one, to be able to write comprehensibly and two, for their reading. In this respect, to overcome the problem of punctuation, teachers should assign some punctuation exercises, i.e. asking learners to punctuate a particular sentence or piece of writing, so as to be able to write and then interpret

any reading passage. To illustrate this, we can suggest the activity proposed by Harmer (2004) for learners to check their punctuation knowledge.

Check your punctuation

Make sure you know the right punctuation symbols, and when to use them. Complete the rules with the right names.

brackets   capital letters   colon   comma   full stop   hyphen
inverted commas   question mark   exclamation mark   apostrophe

Symbol	Use
1 .	A………. shows the end of a sentence, and is also used after initials (P.J. Proby) and abbreviations (etc.).
2 ,	A………. shows a short pause that separates parts of a sentence, e.g. a non-defining relative clause or words in a list.
3 ' '	…………show words that are spoken (direct speech). They are also used around titles of books or films, or a nickname.
4 ( )	………….show extra information or an explanation which is not essential.
5 '	An……… is used when two words are contracted, and to show Possession, e.g. It's Jane's.
6 -	A……….. is used when two words are joined together, e.g. some Compound nouns.
7 !	An………. is used to show surprise. It comes at the end of a sentence and is often used in dialogue.
8 ?	A…………. (at the end of the sentence) shows that a direct question is being asked. It is also used in requests, e.g. Could you bring me…?
9 :	A………. tells you that something is coming next, for example a list.
10	A …………. are used for the first letter of a name, a country, nationality, B or language, days of the week, months. C

Adapted from (Harmer 2004:50)

Therefore, to be good writers, EFL learners should know the graphic system to be able to spell according to the conventions of the language because without such conventions, writers would still have trouble getting their message across. Said differently, it is very important for such learners to use punctuation correctly and then to have control of the mechanics of writing. In addition, it is worth mentioning handwriting as a crucial element while reading someone else's writing.

1.5.1.3 Handwriting

According to Harmer (ibid) many learners whose native language orthography is different from English have difficulty forming English letters. Indeed, handwriting is a personal issue. However, badly-formed letters may influence the reader against the writer, something which is undesirable whether the work is the product of some creative task, or more seriously, work that is going to be assessed in a test or exam. Therefore, teachers should encourage learners with problematic handwriting to improve it. In this case, teachers should give learners activities which would help them first recognize English letters and then use them appropriately.

1.5.1.4 Layout

Any piece of writing takes a specific shape according to the writing genre and the message it is intended to convey. Indeed, each writing genre (letters, newspaper articles, e-mails, advertisements, poems, recipes etc) has its own specificity and layout. In this respect, Harmer (2004) says:

> **Different writing communities … obey different punctuation and layout conventions... These are frequently non- transferable from one community or language to another** (ibid 256).

Therefore, different genres of writing are laid out differently; business and personal letters are different from each other, and e-mails have conventions all of their own. Newspaper articles are laid out in specific ways (columns), and certain kinds of "small ads" in magazines follow conventional formats. So to be successful writers, learners need to be aware of such layouts and use/modify them when appropriate to get their message across as clearly as they can.

Without conventions, writing would be a mess. If we do not put a space between each word, everything would run together. Without conventions we might be able to communicate very simple ideas and emotions in our writing, but we would not be able to capture the complexity of our thinking or the rich rhythms of human speech. Our voices would be muted because we would never

be able to make what we write match the way we want to sound because the ideas are important and deserve to be read and understood exactly the way we intend. The rhetorical elements, just as the graphological ones and without which any piece of writing would be difficult to read, prove quite necessary

1.5.2 Rhetorical Elements

A person can take more liberties in speech than in writing, because s/he can rely on stress, intonation, facial expressions, and even repetition to make sure that s/he is understood. In writing however, one should be more careful, because the entire meaning that is to be conveyed must be carried in the written words. So to avoid any sort of ambiguity or confusion, writers should use some elements to clarify the relationship between sentences and to make the meaning clear for the reader. Indeed, writers have a number of linguistic techniques at their disposal to make sure that their prose sticks together. Such elements are called rhetorical devices. By **"rhetoric"**, Cicero means **"the art or talent by which discourse is adapted to its end"** (quoted in Richards *et al* 1985: 211). Indeed, good writing needs to be as clear as possible so that the reader can easily follow sentences, ideas and details. Moreover, one of the most important aspects is to show the connections and relationships between ideas. Therefore, using particular types of words and phrases, linking individual sentences and parts of sentences helps the reader follow the movement of ideas without any difficulty. According to Halliday and Hasan: **"Cohesive ties between sentences stand out more clearly because they are the ONLY source of texture.** Halliday and Hasan (1976: 9). They mean that cohesive devices help the writing flow naturally, without unnecessary repetition. Whether words or phrases, these devices are classified into three categories. These are the logical devices, the grammatical devices, and the lexical devices.

1.5.2.1 Logical Devices

Logical devices, also called linkers or linking words or connecting words (Pincas 1982, Byrne 1988), are words used to show and describe text relationships and relate what is about to be said to what has been said before. According to Pincas (1982), in spite of having a good command of English and performing well in grammar exercises, learners fail to produce acceptable paragraphs or essays because they do not know how to handle linkers properly. Indeed, such devices have different meanings and are not interchangeable. For this reason, she adds that learners limit themselves to the only linking word that is quickly learned 'and', e.g. *'I would like to live at the coast and it is very beautiful and you can see beautiful views and you can enjoy yourself...'* (Pincas 1982: 56). Logical devices are numerous; the more commonly used are the following:

Addition	Contrast	Result	Similarity	Illustration	Temporal
And	But	So	Similarly	For example	Then
Moreover	However	Thus	Likewise	For instance	After that
Also	Whereas	Therefore	Like	In this case	Finally
	Yet Nevertheless	As a result		That is	At last

Table 1.1 Logical Devices

Using the right linking words helps writers organize what they have to say about a text. It also helps them introduce and develop the essential ideas that will form the basis of their essay in a tightly connected structure and in as short a space as possible.

Linking words and other connecting devices help writers carry over from one sentence to another, from one paragraph to another, in a way that allows the reader to better understand the ideas. Since the reader does not see the world exactly as writers do and does not necessarily make the same mental connections writers

make, linking words also help writers articulate their ideas and communicate them to other people in a way that supports a clear and persuasive argument.

1.5.2.2 Grammatical Devices

Grammatical devices have also the function of tying words and sentences together and thus creating cohesion in any piece of writing. Therefore, grammatical relationships may also be established through the use of some words. Such words do not have any meaning of their own, but take their meaning from some other item which they refer to. Pronouns, demonstratives, and some adverbs are the main reference words in English. In this respect, Halliday and Hasan (1976) state that cohesive relationships within a text are set up:

> **Where the INTERPRETATION of some elements in the discourse is dependent on that of another. The one PRESUPPOSES the other in the sense that it cannot be effectively decoded except by recourse to it.** (Halliday and Hasan 1976: 4)

This generally concerns endophoric (i.e. anaphora and cataphora reference) relations and do form cohesive ties within the text. They are of two kinds: those which look back in the text for their interpretation which Halliday and Hasan call anaphoric relations such as:

The chancellor has announced new economy measures. He will defend his view tomorrow.   Adapted from (Pincas 1982: 56)

It is clear that *he* in the second sentence refers back to (is anaphoric to) *the chancellor* in the first sentence. This anaphoric function of *he* gives cohesion to both sentences to constitute a text. Thus the word *he* cannot be understood except by reference to a person.

And those which look forward in the text for their interpretation, which are called cataphoric relations such as:

Feeling that they were in danger, the little boys ran as quickly as they could.

1.5.2.3 Lexical Devices

Lexical devices make links between words themselves. Pincas (ibid.) points out that the choice of words and expressions is very important in the sense that they create unity of any piece of writing. Such devices may be in the form of repetition of words (e.g. *Last year's increase in* <u>*wages*</u> *has held down profits. There must be no further* <u>*wage*</u> *demands*), use of synonyms or near synonyms (e.g. *I saw a boy climbing in the window. The* <u>*lad*</u> *was not more than ten years old*), and use of more general words which act as <u>umbrella</u> words for many items in the text (e.g. Bring a hammer, saw and some nails. I hope you have your own <u>tools</u>). (ibid 58)

EFL learners need to have access to lists of these devices according to the particular type of writing they are dealing with. Besides the use of both graphological and rhetorical elements, there are other components required and necessary for the production of a good piece of writing. They are cohesion and coherence. Indeed, an awareness of cohesion and coherence in any text is a very important skill for learners to develop at this level.

1.6 Interpreting Discourse

While discussing the structure and organization of any piece of writing, it is necessary to mention cohesion as a crucial element. Coherence can be discussed in terms of cohesion and a coherent text is easily distinguishable from random sentences by the existence of certain text-forming, cohesive devices. Therefore, the role of cohesion in the establishment of coherent text proves essential.

1.6.1 Cohesion

Cohesion which literally means "sticking" together is a basic component for good and clear writing. It is the 'glue' that holds a piece of writing together. In this respect, Longman Dictionary defines cohesion as the grammatical and/or lexical relationships between sentences or between different parts of a sentence. In other words, cohesion makes writing flow by creating and reinforcing connections between words, ideas, and sentences. Moreover, if any piece of writing is cohesive, it sticks together from sentence to sentence and from paragraph to paragraph. It

helps a reader follow the writers' ideas and see the relationships they want him or her to see and the structure of their writing. It is important that any piece of writing is well-structured, according to the expected logical order of English writing. In this case, the ideas can be organised in a chronological order or order of importance, and can show a contrast and comparison. Such ideas should be divided into well-connected paragraphs which contain well-connected sentences and then this demonstrates cohesion.

Cohesion in writing is achieved in a variety of ways, mainly by using words and phrases that act as connectors or point back to earlier words or ideas. First, the most basic cohesive devices are transition words (e.g. therefore, furthermore, for instance, etc) that clarify for readers the relationships among ideas in a piece of writing. In this respect, Nunan (1993) states that:

> **Cohesion consists of certain linguistic devices, including pronouns and conjunctions, which enable the writer or speaker to make relationships between entities and events explicit** (Nunan1993: 57)

According to Nunan, cohesion can be thought of as all the grammatical and lexical links that link one part of a text to another. This includes use of synonyms, lexical sets, pronouns, verb tenses, time references, grammatical references, etc. For example, 'it', 'neither' and 'this' all refer to an idea previously mentioned. 'First of all', 'then' and 'after that' help to sequence a text. 'However', 'in addition' and 'for instance' link ideas and arguments in a text.

Nunan means that such devices (rhetorical elements) link sentences and thus paragraphs to each other so as to establish relationships among text's components in order to make it clear for the reader. The use of various cohesive ties explicitly links together all the propositions in a text and thus results in cohesion of that text. It should be noted that even though 3°AS students know many logical connectives of various functions, they are not really taught or shown when and when not to use them at discourse level.

However, transitions are not enough to make writing cohesive. Therefore, the second way of tying sentences and paragraphs together involves using reference words that point back to an idea mentioned at a previous stage. Among the many reference words that can be used to tie one sentence to another or one paragraph to another are words like: this, these, those, such, that, etc. Indeed, reference words are used not only to link sentences and paragraphs together, but also to emphasize the main idea. In this perspective, they should not be used by themselves but should be combined with the important words and phrases from previous sentences or paragraphs. Third and no less important than the first two ways to achieve cohesion is repetition of key words. Consequently, to maintain cohesion in any piece of writing, writers should repeat, but tactfully, certain key or important words to help readers follow their ideas and thus understand the message intended to be decoded.

Cohesion can, nonetheless, be affected lexically (through reformulation or use of certain lexical items or through frequent repetition), through conjunction or grammatically (use of pronouns, articles, substitution, tense or ellipsis). For this reason, it is essential to mention that many EFL learners may have different problems, such as the use of articles, tense agreement, overuse of repetition (acceptable in some languages), etc. In the light of this, Halliday and Hasan (1976) argue that:

> **A text has a texture and this is what distinguishes it from something that is not a text...The texture is provided by the cohesive RELATION** (Halliday and Hasan 1976: 2)

What is meant here is that the primary determinant of whether a set of sentences does or does not constitute a text depends on cohesive relationships within and between the sentences. In fact, it is the cohesive relation (i.e. text-forming devices) which makes a text distinguishable from random sentences. In other words, cohesion refers to connections between sentences. In a cohesive paragraph, each sentence is related to the next, and separate sentences work together to make a unified whole. Thus, cohesive sentences and paragraphs seem to grow

and depend on each other, while sentences and paragraphs that are not cohesive seem disjointed and often leave the reader confused. Moreover, cohesion refers to interconnections or a sense of "flow" between sentences and is important because it enables us to make multiple references to people, things, and events because if we have to repeat these every time we want to refer to them, the text would be very tedious to read. Therefore, a well-written piece of writing (whether a paragraph, essay, composition, dissertation, thesis, etc.) should have not only cohesion but coherence as well, terms that are often considered to be alike but actually have different meanings when applied to written texts.

1.6.2 Logic and Coherence in Writing

In addition to cohesion, effective discourse also requires coherence which refers to a certain aspect of writing. Coherence, as defined in Longman Dictionary, is the relationship which links the meaning of utterances in a discourse or of the sentences in a text. In other words, coherence contributes to the unity of a piece of discourse such that the individual sentences or utterances hang together and relate to each other. It also refers to the overall connectedness of the ideas in a piece of writing in the sense that all the ideas in a paragraph flow smoothly from one sentence to the next. Coherence refers to how a group of sentences, sometimes a paragraph, hangs together as a whole. This means that there should be an orderly development of ideas, continuity and no irrelevance, appropriate emphasis on ideas and a sense of completeness.

It is clear that coherence itself is the product of two factors-paragraph unity (clear organization, and logical sequence of ideas) and sentence cohesion which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence can be thought of as how meanings and sequences of ideas relate to each other. For instance, typical examples which are capable of maintaining coherence would be that of moving from general to particular, statement to example, problem to solution, question to answer, etc.

Nunan also adds that a coherent discourse is distinguished from random sentences only by the use of cohesive devices. But it should be noticed that

cohesion alone does not create coherence. In this perspective, Widdowson (1978) explains that cohesion is neither necessary nor sufficient for the creation of coherent discourse. Nunan (1993) states that interpreting discourse is a matter of readers/ listeners using their linguistic knowledge to relate the discourse world to people, objects, events, etc, beyond the text itself. Put differently, what people know about the world they live in assist them in the interpretation of discourse. To illustrate this, we can recall Widdowson's discussion of coherence, cohesion and his analysis of a coherent, non cohesive bit of dialogue:

A: What are the police doing?

B: I have just arrived.

(Castellanos 1987: 6)

At first sight, the above example does not seem to be clear but acquires sense after supplying the missing propositional links: "(I do not know because) I have just arrived". Texture is determined by readers' interpretation of what the writer intends to mean. In this case, we suggest, there is no explicit marking of relationships between the first and second sentence. Nonetheless, a normal reader will naturally assume that this sequence of sentences constitutes a text, and will interpret the second sentence in the light of the first sentence. The reader will assume that there are semantic relations between the sentences. In addition to their knowledge of sentential structure, readers should also have knowledge of other standard formats in which information is conveyed. In other words, readers rely on some principle that, although there may be no formal linguistic strings, the fact of their contiguity leads readers to interpret them as connected (the elements of a given message are seen to be connected with or without overt linguistic connections between those elements). Thus, the most important is the reader's (or hearer's) effort to arrive at the writers (or speaker's) intended message. In fact, coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them whether their message is clear or not. For this reason, writers should make their patterns of coherence much more explicit and

much more carefully planned. To achieve a good piece of writing, there are some essential and well defined stages within the writing process that make sure you will actually end up with the piece of writing you intend to obtain. In addition, one has to keep in mind the writing style he intends to use.

1.7 Writing Styles

Writing like speaking has four major styles used for different purposes and situations to convey a particular message. They are as follows: narrative, descriptive, expository, and argumentative.

1.7.1 Narrative

Narration presents a sequence of events to tell a story in order to inform or entertain the audience. The primary goal of narration is to relate step by step a series of events, usually in the order that they occurred to real or fictional people. However, narrative writing will often incorporate the descriptive mode (when describing setting and characters) as well as the expository mode (when stating background or other information directly to the reader). In other words, narration is both description and exposition of something taking place at a time. Within academic essays, narrative writing can be used to relate an anecdote, particularly in an introduction or as part of an example, or in the most obvious sense, as found in novels, drama, and personal accounts.

1.7.2 Descriptive

Descriptive writing paints a picture of a subject through the use of vivid imagery and specific detail. Descriptive writing tries to convey a particular impression and gives an account of the features of a person, place, or thing, using strong word pictures (i.e. the use of certain emotions and attitudes). Vivid descriptions can be valuable tools for persuasion especially when writers use sensory details (what something looks like, sounds like, or feels like) to show the reader what is being written about and which often adds interest to the piece of writing. That is,

good descriptions make all the difference when writers are trying to hook readers and keep them interested.

1.7.3 Expository

It is a style of writing in which the purpose of the authors is to outline, detail, inform, explain, describe or define their subject to the reader. When exposing, writers not only show what facts they are talking about, but how they happen as well. In so doing, authors keep objective and unbiased when presenting to the audience factual information about a subject. In other words, when we hear this term we immediately think to reveal, expound, and enlighten. In an expository writing, we define, describe, illuminate, show cause, tell the effect, and illustrate. With the expository essays, writers are sharing with their readers something they have experienced, and they are doing so in a new way or a new light

Expository writing is often used in the sciences, and it is the primary mode used by journalists. Within academic essays, expository writing is used to present factual information, such as background or research findings. For instance, a technical writer may explain, define, and illustrate a certain process. Therefore, whenever the writer's intent is to describe, define, list, or show and tell, the expository essay would probably be an efficient mode.

1.7.4 Argumentative

Also called persuasive writing, the argumentative style presents one or more approaches to issues and problems. It is a mode in which writers try to argue, convince, or persuade the reader to agree to a new belief or to take a course of action. In argumentative essays, there are only two sides. No matter what the subject is, either the writers of the argumentative essay are for it, or against it. In this case they not only have a strong and definite opinion but also wish to convince their readers to see their side of the issue, agree with their assessment and then join their side as well. Whatever the argument being considered, writers should remain firmly on their original side of the argument and they should eventually make it very clear to their

audience which of the two sides they believe is the right one. In such a way, writers should make use of other forms like cause/effect, compare/contrast, etc. An argument is not just summarizing or restating what others may have said about an issue. Writers will need to research the issue, evaluate the evidence, reach a conclusion, figure out the best way to support it, and arrange their thoughts effectively. That is what writers have in mind is a clear-headed, logical, and convincing style of writing that makes a valid point and supports it with good evidence. It goes without saying that writers of an argumentative essay cannot be on both sides. Otherwise, they will certainly keep their readers in the dark while arguing the various positions.

Although it is usually better to teach these styles separately, most writing probably consists of a mixture of two or more of them. Academic writing, for instance, requires exposition and argument, but also narrative (to give the order of historical events or the events in an experiment) and description (of people in history or objects in science). Besides, writing styles, writing step by step proves indispensable on the part of any writer to get his ideas and thoughts in as clearer a manner as possible.

1.8 Writing Step by Step

To convey thoughts and feelings in a clear and correct manner people do several things. They transform ideas, thoughts and feelings into language, sounds and words, arrange them into sentences, organize them into paragraphs, and then construct whole essays, stories, etc. Writing is not merely producing a sequence of unrelated sentences. On the contrary, one has to organise one's ideas in such a way that they can be understood by a reader. Therefore, to make his writing easy to understand, and also to avoid ambiguity, a writer has to make the relationships between sentences and paragraphs clear to his reader.

1.8.1 Constructing Sentences

According to Pincas (1982), the simplest way of expressing an idea is in one sentence; e.g. *I have a ball.* If further information or ideas are to be added, one could introduce other or more words to such a sentence to get a different or longer unit; e.g. *'The ball is big'* or *'I have a big green ball'*.

Since writing is a step-by-step process, writers can match different ideas in the same but more complex sentences thanks to the use of certain words, phrases, or devices just to indicate how the ideas relate to each other. However, EFL teachers point out that even if learners can handle complex sentences in grammar exercises, they nevertheless do not use them but slip back into a series of bare sentences when writing a composition. That way, learners will not only have the problems of cohesion and coherence but those of organization as well.

Indeed, having practised a structure quite thoroughly does not imply using it appropriately if learners are not really taught how to manipulate it in real situations. On the contrary, the teacher should give learners the new structure and the different situations it is normally used in. This can eventually be acquired through a systematic teaching procedure which demonstrates how sentences are used in real situations or pieces of written English and then leads learners to use them in different types of exercises.

Pincas (ibid) asserts that the simple sentence is the basic component of any text. Even though a sentence expresses a complete thought, it would be wrong to pretend that writing a sequence of unrelated sentences is enough. If a single sentence is taken out of context and presented in isolation, it might hardly be interpreted. Obviously, the sentences that constitute a text have to be grammatical, but grammaticality alone does not necessarily guarantee that the text makes sense. For this purpose, sentences have to be connected in such a way to build a longer unit called "paragraph".

1.8.2 Writing Paragraphs

Written discourse is divided into paragraphs whose boundaries are marked by indentation. Topic-shifts in written discourse could also be identified with the beginning of each new paragraph. That is a prior identification of the paragraph which is a unit in which the writer continues talking about the same thing.

A paragraph, according to Pincas (1982), is not just a succession of well-written sentences; e.g. *The trees are growing. He has been working for three hours now. I like yellow dresses. They are sending me a letter. It was summer there.*

In spite of being grammatically correct and well formed, the above sentences do not constitute a paragraph simply because there is no relationship between each other (see 1.8.1).

The next sample is not a paragraph either, even though there is an apparent theme to which all the sentences relate:

The woman in the painting is smiling. He was an Italian painter. The Mona Lisa was painted by Leonardo da Vinci. There has been talk about the meaning of that smile for centuries. He lived during the Renaissance. People have different ideas about the meaning of the Mona Lisa's smile. They all agree that it is a great painting (ibid 50).

Such a sequence of sentences does not form a paragraph even though the sentences relate to the same theme. This is not a paragraph because there is no pattern in it; i.e. the sentences are jumbled. However, they can be arranged in such a way to make a paragraph:

The Mona Lisa was painted by Leonardo da Vinci, an Italian painter who lived during the Renaissance. The woman in the painting is smiling and there has been talk about the meaning of her smile for centuries. People have different ideas about it. Nevertheless, all agree that the Mona Lisa is a great painting (ibid 50).

Such a piece of writing could be considered a paragraph for two reasons: First it is a descriptive paragraph having a logical pattern; i.e. starting with historical information, then giving some detail about the nature of the topic, and concluding with an evaluative comment. Second, sentences have been related to

each other in certain ways to make a meaningful whole. On the one hand, some of the simple sentences have been joined to make one longer sentence. On the other hand, links have been incorporated to relate the sentences to each other; e.g. *the painting* refers back to *the Mona Lisa*, *her* to *the woman*. *The Mona Lisa* is repeated in the last sentence. *Nevertheless* shows a contrast with the sentence before it.

The first thing a writer has to do, then, is to develop the skill of putting sentences together so as to create a paragraph that makes sense. He should assume that his reader is a logical person who will follow a logically arranged set of ideas. There is some evidence that different cultures may follow different logical patterns, so a teacher should not dismiss a foreign learner's work as illogical without considering this possibility.

Many authors like Grimes (1975) and Hinds (1977) state that the prior identification of the paragraph is a unit in which the writer continues talking about the same idea (i.e. having a single theme). Unity is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. That is, all the sentences, the topic sentence, supporting sentences, the detail sentences, and (sometimes) the concluding sentence are all telling the reader about one main topic. If any paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph lacks unity, or that the sentence is irrelevant.

A well-written paragraph usually consists of a topic sentence which expresses the central idea of the paragraph, one or more supporting sentences which relate directly to the central idea of the paragraph, and a concluding sentence. To achieve paragraph unity, a writer must ensure two things only. First, the paragraph must have a single generalization that serves as the focus of attention, that is, a topic sentence. Secondly, a writer must control the content of every other sentence in the paragraph's body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence. In

process of writing, as apposed to the end product, which has always been a key to the product approach. Indeed, it is agreed that a good piece of writing is not the result (product) of only one draft. Therefore, the more learners write, the better is their writing likely to become. In this respect, Lewitt (1990) says that: **"Writing, and writing, and then more writing teaches writing"** meaning that after having finished their writing, authors will read what has already been written. This will help produce a good piece of writing. Likewise, Erazmus (1960) suggests that learners should be asked to write frequently and voluminously, and emphasizes first the quantity rather than the quality. Said differently, when writing their first drafts, writers should focus much more on quantity rather than quality. For his part, Byrne (1988) adds that: **"We may even write several versions of a text before we are satisfied with the result"** (1988: 102).

As a matter of fact, writing is a process involving three phases: pre-writing, writing, and post-writing. Pre-writing is everything writers do to discover and define a subject, get ideas concerning it, and put ideas in some kind of order. Writing is the stage where writers are concerned with organizing and recording ideas on paper. Post-writing is divided into two phases: revision and proof-reading. Revision which literally means "to see again", involves four activities that can be considered as questions writers ask about their work concerning the addition of details, omission of unnecessary information, substitution of words or phrases for others, and rearrangement of the paragraphs. Proof reading brings about accurate punctuation and spelling, verbs that agree with their subjects, pronouns that have clear reference and so on.

The process approach views the writer as an independent producer of texts. Such an approach requires from teachers to provide learners with the opportunity and time to develop their abilities to plan, define a problem, propose and evaluate solutions. Hyland (2003) adds that response is crucial in assisting learners to move through the stages of the writing process, and various means of providing feedback are used, including teacher-learner conference, peer response, and reformulation.

In spite of all what has been said, the process approach has been criticized because it proves deficient in the sense that it completely puts aside writing as a

product. In this respect, Badger and White (2000) state that it gives insufficient importance to the kind of texts writers produce and why such texts are produced, and that teachers offer learners insufficient input[9], particularly, in terms of linguistic knowledge to write successfully. For this reason, Bizzel (1982) suggests that teachers need to focus on the conventions of academic discourse, emphasizing the relationship between discourse, community and knowledge.

1.10 Writing as a Product

Product-based approaches can be said to see writing as mainly concerned with knowledge about the structure of language and writing development as mainly the result of imitation of input in the form of texts provided by the teacher. The main criticisms here are that skills, such as planning a text, play a relatively small role in these approaches, that the knowledge that learners bring to the classroom is undervalued and not enough attention is given to the social context in which texts are produced.

With the product approach, teachers focus on what a final piece of writing will look like and measure it against criteria of "vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation," as well as content and organization (Brown 1994, 320). The normal procedure is to assign a piece of writing, collect it, and then return it for further revision with the errors either corrected or marked for the student to do the corrections (Raimes 1983). The product approach has received much criticism because it ignores the actual processes used by students, or any writers, to produce a piece of writing. Instead, it focuses on imitation and producing a perfect product, even though very few people can create a perfect product on the first draft. Another criticism is that this approach requires constant error correction, and that affects students' motivation and self-esteem. The product approach does not effectively prepare students for the real world or teach them to be the best writers. Nevertheless, such an approach still has some credibility because at some point there will be a final draft that requires attention to grammar, spelling, and punctuation.

1.11 Conclusion

This chapter has dealt with writing as a language skill. It has also tried to make a comparison between both of the language productive skills, i.e. speaking and writing. Besides, an attempt to demonstrate the complex nature of the writing skill, with all what it requires from writers, has been put forward. Indeed, evidence shows that writing involves not only a graphic representation of speech but also the development and presentation of thoughts in a structured way as well. Therefore, writing like the other three basic skills, has to be integrated within any foreign language course.

For this reason, the following chapter will attempt to describe the English teaching/learning situation in Algerian secondary schools, with regard to the teaching of writing in third-year Literary and Philosophy streams classes.

Notes to Chapter One

1. Mood is the pervasive feeling, tone, and internal emotional state of a person that, when impaired, can markedly influence virtually all aspects of the person's behaviour or his or her perception of external events. Mood is the feeling the reader feels from reading any piece of writing.

2. Tone is the use of pitch in language to distinguish words. It is the quality of a person's voice to express emphasis, contrast, emotion, or other. It is also the quality of a piece of writing that reveals the attitudes and presuppositions of the author. It is not *what* is being said or done; it is a matter of *how*. According to the Literary Terms & Poetry Glossary, tone is "the manner in which an author expresses his or her attitude; the intonation of the voice that expresses meaning. Tone is the result of allusion, diction, figurative language, imagery, irony, symbol, syntax, style, and so on.

3. Feedback is an essential part of education and training programmes. It refers to messages or   information that are sent back to the source from where the message came. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

4. Kinaesthetic: movement and physical activity.

5. Tenor is the underlying idea or the principal subject that is the meaning of a metaphor.

6. Cognitive means the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc.

7. Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people, depending on the internal emotions and mental states. Body language is an important part of communication which can constitute 50% or more of what we are communicating.

8. Canons a set of writing, etc accepted as the genuine work of a particular author

9. Input is the language which a learner hears or receives and from which he can learn.

Chapter Two:

The ELT Situation in Algeria

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    2.2.2 Competency-Based Approach at Secondary-Education Level
        2.2.2.1 First Year Classes (1°AS)
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    2.7.4. The Difficult Nature of the Writing Skill
    2.7.5. Writing: a Neglected Skill
2.8. Conclusion

2.1 Introduction

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English. Moreover, opportunities to learn English are provided in many different ways in addition to formal instruction; travel, study abroad, as well as the media and the internet are all available means for learning this language. The world-wide use of English has led to the requirement for quality language teaching, language teaching materials, and resources. Therefore, EFL learners need to be able to manipulate the language in an acceptable way. In this respect, language teaching has seen many changes in ideas about syllabus design and methodology in the last few years.

In the 3°AS context, third level in secondary school, where exposure to English is typically limited to four hours a week, learners receive little practice in writing in English. When they do write, they find themselves confused with word choice, correct grammatical use, organization and generation of ideas (see appendix J). Moreover, such learners show little knowledge about how to write a contextually appropriate composition and how to develop their process of creative writing. Unfortunately, the syllabuses which have to be achieved and the pressure of the Baccalaureate exam force the majority of English teachers to focus their attention on grammatical rules, linguistic accuracy and learners' final piece of writing. Because of learners' low level of proficiency, time constraints and low motivation, writing still remains a weak point. Indeed, teaching English writing to 3°AS students not only requires high language competence among the teachers themselves, but also adequate writing instruction.

In this chapter, we will describe the EFL situation in Algeria with regard to the methodology, the syllabus, the materials and the different variables affecting the teaching/learning process. Teachers' roles and education will be dealt with since they have an impact on learners' involvement in the learning process. Learners' attitudes towards learning and thus their achievement, learners' needs, objectives, age, as well as students' previous learning experience will be also dealt with. However, in the present chapter, we shall concentrate on the teaching/learning of

the writing skill, the writing lessons and the different tasks and activities. The chapter also serves to shed some light on the problems and causes of third-year Literary and Philosophy streams learners' low achievement in writing.

2.2 T.E.F.L in Algeria

In Algeria English is taught as a second foreign language. It was introduced in our educational system during the French colonization. Since then, EFL teaching has undergone a series of changes. Algerian learners start learning English in the second year of the middle school (8AF) usually at the age of thirteen. At this level, their educational background comprises seven years of Arabic and four years of French (this latter being regarded the first foreign language). As a result, such learners already have some experience in foreign language learning. But, unlike French and Arabic, the learners' social and cultural environment does not provide them with opportunities to use English outside the English class.

2.2.1 CLT at Middle-School Level

In the Algerian context, the Communicative Approach has been the dominant mode of instruction for many years. The Communicative Approach or Communicative Language Teaching as defined by Harmer (2001) is:

> **The name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift on emphasis in how to teach .** (Harmer 2001: 84)

According to this characterization, the main concern of the communicative approach is to emphasize the language functions rather than to focus only on grammar and vocabulary; the communicative approach gives higher priority to the content of communication than to its form. While grammatical competence[1] was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills to use grammar and other aspects of language appropriately for different communicative purposes such as making requests and suggestions, giving advice, etc. Therefore, such an approach stresses the need to train learners to

use language forms appropriately in different contexts and for different purposes. In this respect Harmer (2001) adds:

> **The Communicative approach or Communicative Language Teaching (CLT) have now become generalized 'umbrella' terms to describe learning sequences which aim to improve the students' ability to communicate, in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication.** (Harmer 2001: 86)

This quotation can be exemplified in how earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was, in fact, viewed as a process of mechanical habit formation. Good habits are formed by having learners produce correct sentences and not through making mistakes. Errors[2] were to be avoided through controlled opportunities for production (either spoken or written). By memorizing dialogues and performing drills the chances of making mistakes[3] were, consequently, minimized. Learning was very much seen as under the control of the teacher. However views changed and language learning has been viewed from a very different perspective. It has been claimed that language learning is reached through interactions between learner and other users of the language (teacher or learners), collaborative creation of meaning, trying out and experimenting with different ways of saying things, etc. Finocchiaro (1982) argues that the objective of EFL teaching has become:

> **The development of communicative competence, including as it does, the central role of appropriateness and acceptability of the speech act in the particular socio-cultural situation in which it is said.** (Finocchiaro 1982: 5)

According to her, communicative competence is the ability to recognize and to produce authentic and appropriate language correctly and fluently in any social situation. For his part, Hymes (1974) adds that CLT is: **"What a speaker needs to know to communicate effectively in culturally significant settings".** (Hymes 1974: 27)

While traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency, CLT stresses the need to use language communicatively.

After spending two years at the middle school, learners are supposed to have attended at least 220 hours of foreign language teaching classes (four hours a week in 8AF and five hours a week in 9AF). Throughout these two years of foreign language learning (using the Communicative Approach to language teaching/learning) learners are expected to have acquired a certain knowledge of the English language structure and vocabulary necessary to express the main functions of the language (e.g. description, narration, etc). Thus, students are expected to manipulate the four fundamental language skills (i.e. listening, speaking, reading, and writing). This way, such learners could be able to master the basic characteristics of language such as:

- *Listening to and understanding oral messages*

- *Guided production of simple oral messages*

- *Reading simple passages and understanding them (without the interference of the oral) through performing various activities of linguistic checking*

- *Writing simple personal letters*

- *Filling simple forms and writing elementary application letter*

- *Taking notes and writing simple summaries of medium-length texts*

Syllabuses for English (2004: 07)

It should be pointed out that there have been several changes in the Algerian Educational System since 2003: pupils spend five years instead of six at the primary school and four years instead of three at middle-school level. As a result, EFL teaching, too, has undergone some changes[4]. Presently, English is introduced in the very first year of middle-school level (1stAM). The teaching load is three hours a week for each of the four different levels (1AM, 2AM, 3AM, 4AM). As for secondary-education level, the teaching load has remained the same with three and four hours a week for scientific and literary streams, respectively. It is worth

mentioning that changes at the level of the approach, syllabus, and materials have taken place. Consequently, the Competency-Based Approach has come to replace Communicative Language Teaching.

2.2.2 Competency-Based Approach at Secondary-Education Level

Given the English learning stages that young learners have gone through, secondary-school EFL teachers are supposed to face no difficulties with such learners. Indeed, after two years of foreign language learning, students are thought to have built up a basic vocabulary, mastered some grammatical structures, and become familiar with the English sounds. Besides, they are supposed to have acquired general knowledge about England, the English, and thus how to use simple language of daily life.

Yet, despite this period of language learning and although this supposedly acquired knowledge seems to be significant, exam results show that most learners have a lot of difficulties using the English language correctly and appropriately. Therefore, learners will move to the secondary school with lacunas[5] that would hinder the teaching process and then prevent them from learning and improving their level.

Once they pass the BEF exam, learners, then, move to the secondary school where an orientation is made (i.e. literary, scientific, and economy and management streams) on the basis of the marks obtained throughout the 9AF level and those obtained at the BEF exam. Except for their secondary education some learners will never use the English language as they will never use it in their professional life. While some of them will need and use it as a component of their university studies, others, especially those who choose the literary streams will need English a lot since they will use it in their university studies and then professional careers (e.g. degree in the English language, translation, journalism, etc.). Therefore, the time devoted to the teaching of English and the amount of knowledge transmitted (teaching load)

to the learners will depend on the streams and specificities they have chosen as shown in the table below

Streams	Weekly time allowance		
Literary streams	1AS	2AS	3AS
-Literary streams	4h		
-Literary and Philosophy		4h	4h
-Foreign Languages		5h	5h
Scientific streams			
-Experimental sciences	3h	3h	3h
-Mathematics		3h	3h
-Techniques and Mathematics		3h	3h
Management streams			
-Economy and management		3h	3h

Table 2.1 English Teaching Time allowance

Yet, apart from some irregular verbs they learnt by heart in the middle school and one or two very common and simple functions such as "asking for permission", "asking the time", and also "asking for and showing directions", their linguistic knowledge proves very restricted. Consequently, such a situation and the time-table at the 1°AS level have led the secondary school teachers to devote a large part of the teaching sessions to the brushing up of the previously studied linguistic stock. Secondary-school teachers generally complain about a real gap they feel with pupils coming from the middle school. As a result, they have to devote most of their teaching time to equip learners with very simple language skills that learners are expected to have acquired at a previous level. Besides, the insufficient time allocated to the teaching of English does not really help. In most cases it hinders learners' involvement, performance, and achievement. Bearing in mind that three

hours per week for scientific streams and four hours for literary classes are just sufficient to preserve some of the acquired language, EFL teachers have to restrict their objectives to the mere reactivation of the basic elements seen in the previous two years.

2.2.2.1 First Year Classes (1°AS)

Throughout the first year of secondary school, learners are, nonetheless, supposed to have improved their level in foreign language learning and have control over a number of structures and functions studied throughout the whole year in the sense that they could communicate in any given situation.

Thus, 1°AS learners are supposed to encode and decode messages in the four basic language skills. In listening comprehension, for instance, learners should be able to understand simple oral messages used in everyday English and guess the meaning of short talks used in standard English. In oral expression, students are supposed to communicate in correct simple English. They should eventually be able to read and understand authentic texts and documents. As far as the written expression is concerned, 1°AS learners should deal with simple writing tasks related to samples undertaken in class. In other words, learners should manipulate certain writing styles such as: describing, narrating, making comparisons, instructing, etc. It should be borne in mind that such functions are studied in a relatively deeper way with literary streams when compared to the scientific ones because the former have more teaching sessions of the language (see table 2.1).

2.2.2.2 Second Year Classes (2°AS)

By the end of the year, a second orientation of 1°AS learners will take place (see table 2.1). In such a way, learners' needs and the language knowledge taught will vary from one stream to another. Thus, during the second year of secondary education, learners are expected to have accumulated a significant knowledge of the foreign language with some functions that will enable them use the language

adequately. In listening comprehension, 2°AS learners should be able to grasp an oral message in standard English.

Orally, learners are expected to use the language and communicate in simple language both fluently and correctly. As far as the reading comprehension is concerned, learners are required to read texts and documents, and use reference books such as dictionaries efficiently. In writing, on the other hand, students are supposed to master certain language functions such as; narration, description, instruction, comparison, etc, and eventually write simple but correct compositions.

2.3 T.E.F.L in 3°AS

At 3°AS level, teachers will carry on with the same core of the teaching/learning process, bearing in mind the changes occurring at the level of the approach, syllabus, and materials. The syllabus objectives appear to be, as was the case with the Foundation level, overambitious and paying little attention to the existing contextual constraints (see 2.8). The planned objective communicative efficiency (meaningful purpose, acceptable grammar, fluency, etc.) obviously reflects the designers' unawareness of the Algerian school reality (Ourghi 2002). As a matter of fact, writers and course designers have a number of issues to take into consideration when designing their materials. They include themes and activities according to the theories of language learning. In so doing, writers and course designers should not only consider the culture and the language variety the material will reflect but how much learners will be interested and engaged in exploiting the material as well, i.e. learners' needs and interests.

EFL teachers claim that in spite of their previous EFL learning experience (2 years at middle school and 2 years at the secondary school), learners are still unable to manipulate the language. Indeed, learners transmit basic ideas in a fairly stilted way. Most of the time, they cannot get words or phrases out at all and speak hesitatingly. At times, they speak slowly with frequent pauses. They are able to transmit only very basic ideas using individual words rather than phrases or fuller patterns of discourse, with frequent mistakes in grammar and vocabulary use. Teachers, for instance, describe their learners' speech as very hesitant in that the

pronunciation makes intelligibility difficult and is sometimes problematic because there are examples of grammatical and lexical misuse and gaps which impede communication on occasions. While at this level learners are supposed to write an essay, EFL teachers complain that their learners cannot put a succession of words together. Therefore, it should be admitted that using the language both accurately and fluently is unattainable in practice.

2.3.1 EFL Teaching Objectives for 3°AS Level

In the Algerian context, it is the National Curriculum Committee of the Ministry of National Education that sets up the objectives of EFL teaching/learning. To do this, many factors have to be taken into account. In this respect, Rivers (1968) says:

> **Since schools reflect the pressures and needs of society, each of these objectives should be kept in mind in developing a language program. The selection of objectives and the order of priority assigned to them will be determined by geographical situation, national demands, and the interests and aspirations of the types of students in our classes.** (Rivers 1968: 11)

Through this quotation, we can understand that before setting objectives for EFL learning both the Ministry of National Education and syllabus designers have to take serious factors into account such as the importance and usefulness of the language in question (its status worldwide, national demands, etc.); also the benefits of learning that foreign language (to have access to many fields), learners' needs, interests and aspirations have to be considered seriously (see 2.3.2).

After four years of foreign language learning and by the end of the third year of secondary school, 3°AS learners are expected to have certain mastery in the four language skills. Indeed, due to such an experience learners are expected to have control of certain linguistic forms that will allow them to communicate in different situations. First, in listening comprehension learners are supposed to understand different types of oral messages used in day-to-day communication, i.e. face-to-face or telephone conversation, guess the meaning and understand the main point of a

talk in standard English on various cultural, scientific, and technical themes. Second, in oral expression they are encouraged to express themselves freely, even with some mistakes in pronunciation and grammar, and fluently so as to be understood clearly and without a risk of false interpretation. Third, within the reading comprehension activity learners are expected to be able to read and understand various kinds of authentic texts (narrative, descriptive, argumentative) of intermediate difficulty. In addition to reference books (dictionaries, encyclopaedia, etc.), learners should also be able to use various documents such as technical and scientific literature (journals, brochures, adverts, etc.). Finally and most importantly is the written expression section in which learners should tackle different writing activities such as note taking, organizing, and summarizing (autonomous learning). Learners are expected to be more concerned, more interested, more involved and more committed; they work on their own, rely on their knowledge and will be able to assess their own work. To sum up, at this level 3°AS learners are eventually required to:

-Interpret percentages.

-Interpret information contained in charts, tables, diagrams, pie-charts.

-Transfer verbal information into non-verbal information and vice-versa.

-Match elements of information.

-Classify facts and information.

-Sum up a text.

-Predict logical succession of ideas, facts…

-Extrapolate and solve various problems.

The above tasks are to be achieved through the exploitation of certain functions, some tackled in the previous years and some introduced for the first time. Moreover, the common core will be that of describing, narrating, arguing, comparing, questioning, reporting, deducing, classifying, and planning.

It is expected that by the end of Secondary Education, most EFL learners should be able to express themselves orally and in writing in fluent, accurate and meaningful English. But in reality, the outcome is largely disappointing with most students achieving very low scores in writing. Learners also display an inability to get their message across in clear and well-structured texts.

Literary streams need more exposure to literature concerning the people whose native language is English. Therefore, they would need more practice in translating and interpreting from their mother tongue and vice versa. Besides, research works and summaries of personal readings are to be encouraged.

2.3.2 The Competency-Based Approach

Under the influence of the Communicative Approach, there is a common belief that learners' difficulties are not mainly due to a defective knowledge of the language system, but to unfamiliarity with and lack of English use. For this reason, the need was stressed to provide learners with the necessary conditions for language learning, and get them to shift from knowledge acquisition to knowledge use, i.e. skills. Accordingly, courses should be designed to meet learners' needs (Allen & Widdowson, 1979). In order to steer the 'right method', the Competency Based Approach has been put forward. The objective is to help learners integrate in the modern world by joining a linguistic community using the English language for different purposes. This way, learners will be able to develop capacities and competencies through which they can be accommodated to the society they live in by having a notion of share, cooperation, exchange of ideas and experiences (scientific, cultural). This will allow learners to have access to science, technology, and the universal culture, developing a critical mind, being tolerant and open minded.

This approach claims that learning will be more effective if learners have more autonomy; also the syllabi, materials and class activities have to be improved. One of the basic principles of competency-based teaching is first to identify desired outcomes; it will be then possible to use them to design an effective process of

learning. The main characteristic of a competency-based language classroom is that the learning process seeks to improve accountability in teaching through linking instruction to measurable outcomes and performance standards. The necessary principles for competency-based language classroom are concerned with how the instructions closely relate to the competency standards. The established principles are a set of hypotheses to guide curriculum development to be undertaken by classroom teachers, curriculum writers, or assessment authorities. The fundamental principles developed in a competency-based language classroom are summarized in the following:

-Learning instructions and activities should treat learners as individuals with their own needs, interests, and competence.

-Learners should be provided with opportunities to participate in communicative use of the target language.

-Instructions should be focused on various language forms, skills, and strategies to support the process of language acquisition.

-Learners should be provided with appropriate feedback about their progress; they should also be provided with opportunities to manage their own learning (longing for learner autonomy).

Considering the competency-based curriculum cannot be separated from discussing the activities which are likely to be the most suitable to use during the teaching/learning process. The process to achieve the discourse competence should, ideally, reflect that students' experience which is called mastery learning so that their learning is meaningful to them. However, different students have different abilities to learn meaningfully and successfully (Shuell 1990). Therefore, they need guidance and support especially from their teachers. Such an approach puts more emphasis on learning outcomes rather than the 'incomes'. As language performance calls for learners' knowledge and skills for the language, incomes or inputs then become crucial for learning performance. The lack of input on the part of the

learners may significantly affect their mastery of the target language both spoken and written. Learners' acquisition of the language also entails teaching preparations in that teachers are obliged not only to be knowledgeable of the discussed topics but also skilful and creative in preparing the materials.

In a traditional educational system, the unit of progression is time, and it is teacher centred. In a competency-based-teaching system, the unit of progression is mastery of specific knowledge and skills and is learner-or participant-centred. Two key terms in competency-based teaching are: skill and competency.

-Skill is a task or group of tasks performed to a specific level of competency or proficiency (e.g. manipulation).

-Competency is a skill performed to a specific standard under specific conditions.

Though CBA does not totally differ from the Communicative Approach, it is nonetheless more in favour of autonomous learning. Yet, since learners do not have the same abilities and do not learn at the same rates, they do need the teacher to facilitate them the task of learning. The teacher is still the person trained to guide learners.

2.3.3 The Syllabus in Algeria

According to Nunan (1988), syllabus design is concerned with the selection, the organization, and the grading of items to be learned in an appropriate sequence, quoted in Harmer (2001). Whatever its type, every syllabus needs to be developed on the basis of certain criteria informing about the choice and the order of what should be taught. In this perspective, Harmer (2001) says:

> **No one element predominates; all have to shift to accommodate the others, and the end result is always a compromise between the competing claims of the different organising elements.**
> (Harmer 2001: 300)

By organizing elements, Harmer means all the different components of a syllabus as stated above (grammatical structures, lexical items, tasks, language functions,

etc.). He adds that in such a syllabus no element takes priority over another and can be taught in isolation; on the contrary, all those elements are interrelated and work together.

The syllabus in CBA should therefore include systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions. Consequently, different routes within CBA have been employed to develop communicative competence. The syllabus eventually describes the level of proficiency learners need to attain to begin and cross real communication. It needs to identify all the relevant components of a language. Such a syllabus hence specifies topics, functions, notions, situations, as well as grammar and vocabulary. In order to determine the kinds of activities learners would need to master when sitting for an exam, it was also argued that many learners need English in order to use it for specific topics. It would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles.

In the Algerian context, after a five-year-experience of foreign language learning, 3°AS Literary and Philosophy streams learners are expected to show a relatively satisfactory mastery of the main language functions. Such learners are supposed to be able to manipulate more than one function at a time, and to have acquired the ability to express themselves with sufficient fluency. In this respect, at this level, learners are to: ***"move from skill getting to skill using"*** Syllabuses for English (2004: 36). In this respect, the present syllabus required for such classes will aim at:

-expanding learners' language acquisition .

-developing learners' verbal and graphic communication skills.

-exposing learners to various types of discourse: narrative, descriptive, expository, prescriptive, argumentative.

During the third and thus last year of secondary school, 3°AS students are thought capable of exploiting what has already been learned throughout the previous years and then refine it in accordance with what is going to be tackled the same year. Therefore, language skills or functions are taught and used in relation to particular themes. While the emphasis is more on authentic communication, language rules, structures, and functions will, of course, still be studied and made explicit through appropriate activities. Furthermore, aspects of literature and culture, in general, civilization of the people who use English as a national language should not be neglected. This is why it is even judged important to select passages from novels written by natives and study them in class because the cultural dimension of literature teaching will help facilitate the teaching/learning process since it helps make learners aware of the aspects of the English-speaking countries. In fact, it conditions the learners' response to the texts. Therefore, it would deepen the learners' knowledge of the socio-historical dimensions of English-speaking societies. Moreover, it would fa   the texts at the inferential level.

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exploit various documents linked to the topic and themes studied, and use reference books efficiently (dictionaries, encyclopaedia). In written expression they should write about major features in the culture, life and civilization of societies using this language. Furthermore, research works and summaries of personal readings are to be encouraged. These skills will be achieved through the exploitation of themes from the syllabus on the various text types. In this respect, the demand for an appropriate teaching methodology is therefore as important as ever.

In the Algerian context, the communicative approach has been the dominant mode of instruction in the school system for many years. As far as the writing skill is concerned, such an approach has been highlighting the learner's final piece of work instead of how it is produced. The communicative approach has various consequences. In this respect, Harmer (2001) says: ***"CLT has sometimes been seen as having eroded the explicit teaching of grammar with a consequent loss among students in accuracy in the pursuit of fluency".*** (Harmer 2001: 86).

With the introduction of the new teaching approach (CBA), teaching institutions and language teachers all around the world began to rethink their teaching syllabuses and classroom materials. Even if the teacher with his teaching approach and techniques seems to a great extent involved in learners' achievement, it is worth mentioning the importance of the textbook as an indispensable and very useful tool for the learner. For this, the next section will be devoted to a general description of the textbook designed for 3°AS learners.

2.3.4 The Textbook

NEW PROSPECTS, a textbook designed for 3°AS level, was introduced in 2007. It is a textbook based on a thematic approach with a competency dimension added to it. The textbook complies with the new English syllabus for 3°AS as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006. Its main principles rest on communicative language teaching, which engages learners in real and meaningful communication; learners are given opportunities to process content related to their lives so as to develop both fluency

and accuracy. <u>NEW</u> <u>PROSPECTS</u> emphasizes competency-based learning, learner-centred and project-geared. Through the present textbook language learning is a developmental process through which learners make errors as a natural part of that process, and self-correct. Besides, grammar is considered an important element of a good command of English; the reason why it has been included in the textbook through a constant translating of grammar rules into language functions in order to ensure learners' competencies. <u>NEW</u> <u>PROSPECTS</u> provides a large number of effective learning tasks through which students notice, reflect and analyse how English is used. The tasks devised provide ample opportunities for learners to interact in the classroom and negotiate meaning. Most of those tasks involve discovery learning (inductive learning) to enhance individual as well as learning with peers. The tasks are devised in such a way to enable students to gradually automatize their knowledge, recall the language acquired with control and ease during production. Therefore, it is up to the teacher to opt for the most appropriate tasks, in accordance with the needs of the present class or situation; i.e. whether the emphasis should be more on vocabulary building and on grammatical structures, or on reading and writing skills. In so doing, learners will return to previously studied aspects of language and then revise, practise and consolidate their knowledge.

The textbook contains six units (see appendix C) dealing with the six main themes recommended by the syllabus with recurrent language functions, grammatical structures and language components as well as skills and strategies. The texts selected present language in different types and styles: radio, interviews, dialogues, news reports, encyclopaedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc. This way, students will be prepared to use language according to varied real life situations. <u>NEW</u> <u>PROSPECTS</u> is intended to develop progressively in learners the three competencies of interaction, interpretation and production that cover all areas of language (syntax, morphology, vocabulary, pronunciation, spelling) through the different units. Accordingly, each unit includes the presentation and practice of grammar, vocabulary and pronunciation/spelling with the four skills. Besides, each unit is followed by an evaluation grid to check on the learner's progress. It reviews student's knowledge

of the language items presented in the unit and tests their ability to use the skills and strategies through reading passages/texts that appear at the end of the coursebook.

At the end of the book, there are listening scripts, a grammar reference, and a portfolio. They, in fact, provide learners with useful information for their research tasks, provide teachers with texts which could be used for skills and strategies assessment purposes, and induce learners to indulge in some further reading for leisure. Besides, lists of irregular verbs, activities such as time for a song and take a break are also contained in the textbook. This way, the textbook remains an important teaching/learning tool for both teachers and learners. In this respect, Rivers (1968) says: **"it will inevitably determine the major part of the classroom teaching and the students' out-of-class learning"** (Rivers 1968: 475). The choice of the teaching of the proposed units will depend or vary according to the different streams (see appendix C). The included themes are related to science, technology, language, and humanity. Therefore, keeping in mind the Baccalaureate exam, the themes or topics included in each unit should be dealt with in nearly thirty hours under the teacher's guidance. In so doing, learners are presented with different types of activities in relation to the four language skills: listening, speaking, reading, and writing. As a result, each unit consists of two sequences: listen and consider (getting started, let's hear it, around the text, vocabulary explorer, pronunciation and spelling, think, pair, share), read and consider (getting started, taking a closer look, around the text, vocabulary explorer, pronunciation and spelling, think, pair, share), take a break, research and report, listening and speaking (before listening, as you listen, after listening, saying it in writing), reading and writing (before reading, as you read, after reading, writing development), project outcome, assessment, and time for a song or a poem. The types of activities and exercises included train learners to use English in its various forms. Every unit comprises two main parts with two sequences each. The first part, language outcomes, is divided into two parts: listen and consider, and read and consider. The purpose of these two sequences is to work, through the around-the-text rubric, on the language dimension of the texts by the study of grammatical structures, vocabulary, pronunciation and spelling. What is aimed at getting the students to

internalise the thematic and linguistic tools they will make use of, more naturally to speak and write fluently. Both sequences are closed with the rubric entitled **think, pair, share**. The tasks in such a rubric aim at getting the students to re-visit in speaking or writing, the thematic and language element acquired throughout the sequence, by foregrounding a particular function (advising, comparing, informing, etc.). The second part of the unit, entitled skills and strategies outcomes is essentially concerned with the structural and discursive aspects of the texts. The interest shifts to compositional skills and communication strategies. This part comprises two sequences, listening and speaking and reading and writing, focusing on the awareness and practice of primary skills (listening, speaking, reading, writing) and social skills (collaborative work, peer assessment, responding to problem-solving situations, etc) inside or outside the classroom. They are aimed at getting the students to eventually apply in the "saying it in writing" and "writing development rubrics" what is termed in the official syllabus as 'l'objectif terminal d'integration' Syllabus for English (2006).

The learner's outcomes and the intercultural outcomes are made to be part of the teaching/learning process under the form of activities. Finally, research and report, and project outcomes assignments give learners the opportunity to make their own research much of the time via the internet. It is a training ground since it involves websites visiting, fieldwork, synthesis, and class presentation. The project procedure and progress run parallel with brainstorming, fact finding, organising, writing up and assessing. As far as assessment is concerned, it may be done into two ways: self-assessment (combined with peer assessment) related to functions and language components, and objective assessment (taking into account both skills and strategies) during which the teacher chooses a text for that purpose.

2.3.5 English Examination

The Baccalaureate exam takes place at the end of the third year of secondary level. In addition, third-year Literary and Philosophy streams learners have to sit for tests and end-of-term examinations through which their learning proficiency is evaluated. The exams give a general picture of learners' knowledge and ability
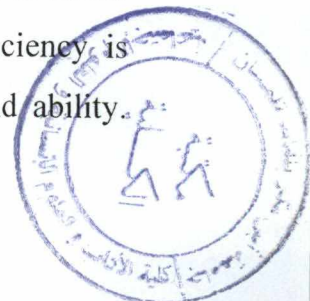
They are designed to measure learners' language and skill progress in relation to the syllabus they have been following. The exams contain item types which the learners are familiar with (similar texts themes and familiar task types). Each subject exam consists of a text and two different parts for learners to tackle. The first part, reading and interpreting, contains two sections: comprehension/interpretation, and text exploration (see appendix I). The objective of the first section is to check learners' comprehension through activities related to the text. The second section (text exploration) consists of activities aiming at testing grammar and vocabulary knowledge and assessing learners' receptive and productive skills.

The second part, written expression, may have several forms such as essays, dialogues, or letters, expecting learners to use a variety of language forms. Such an activity requires from learners to have control over many components of language through which their product will be examined and evaluated at both levels: content (selection and ordering of ideas) and form (spelling, punctuation, vocabulary, grammar, etc). Very often, however, since 3°AS Literary and ¨Philosophy streams learners find this section too difficult, they just skip it.

English tests and examinations all over the year may be beneficial since they give a clear idea about learners' difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when teachers know what the problems are, they can do something about them. However well designers have balanced the elements in their exams, teachers' perception of learners' success or failure will depend upon how many grades are given to each of the different sections.

2.4 Teacher's Profile

In applying the principles of the competency-based approach, new classroom techniques and activities are needed, as well as new roles for both teachers and learners in the classroom. The teacher, considered one of the most important variables in any teaching/learning situation, is the one who generally conducts the class and manages any situation in it. Teaching at the secondary-school level requires from EFL teachers to have the equivalent of a BA degree (*licence*). Therefore, the Baccalaureate holders will spend a period of four years

preparing for their 'Licence' which allows them to become EFL teachers at Middle or Secondary level.

2.4.1 Teacher Education

During university instruction, students have several modules including written expression which they study for the first two years (see appendix F). Students are introduced to this skill through theoretical and practical lectures. It is generally assumed that, since they have been presented with the necessary guidelines in this skill, students are then to develop it through practice in some other modules such as civilization and literature. For this purpose, throughout their university studies, students are also required to prepare papers which they have to present orally, in front of an audience (teachers and classmates). Whatever the module, writing is, by far, what students need most throughout their studies. As a result, written expression should be given some priority on other modules (see appendix F).

At the fourth level of English degree, students previously had the choice between attending teacher training sessions in Secondary Schools or writing an extended essay. Students may carry a research in any module (any field in relation to their studies) of their own choice. Recently, however, the secondary-school teacher-training sessions have been dropped out. As a result, university teachers have found an alternative to such a situation and instead, presently, training sessions take place at the university. At this level, while attending seminars, fourth-year students are also required to prepare lessons to present to their classmates, and during which they have to act as teachers. Unfortunately, because of the large number of EFL university learners, such a task does not provide students with regular practice (repeating training several times). Moreover, it is worth adding that teaching classmates (in this special case university students) is by far different from teaching secondary-school learners.

Unfortunately, the scientific training students receive has nearly nothing to do with what the teaching profession requires. In other words, the gap between what they learned at university and what they actually have to do with the learners is a

2001: 39). Therefore, it could be understood that learners learn more when doing rather than just thinking about abstract things. Moreover, they do better when they are exposed to topics and themes related to their everyday life and interests. This way, they may respond to different texts and situations with their own thoughts and experience rather than by doing abstract learning activities. Showing the importance of rousing learners' interest debates and discussions, Harmer (2001) suggests:

> **Indeed part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves–though still with our guidance.** (Harmer 2001: 39).

He adds that there are many ways of studying language, most of which are appropriate for teenagers. That is why approaches to language teaching today see the shift towards CBA as marking a paradigm shift in the teaching/learning process as well as the roles of both teachers and learners. The type of classroom activities proposed by the Competency Based Approach implies new roles in the classroom for both teachers and learners; CBA has led to a shift in learner's role. It gives learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment. Moreover, learning is not a private task but a one that depends upon interaction with others, a movement known as co-operative learning. Therefore, greater attention is focused on the roles of the learners rather than external stimuli learners are receiving from their environment. The centre of attention shifts from the teacher to the learner.

Such a shift is, indeed, known as the move from teacher-centred instruction to learner-centred instruction. Thus, greater attention is also on the learning process rather than on the products learners produce; i.e. known as the shift from product-oriented to process-oriented instruction. Learners are no longer regarded as separate and decontextualized individuals but greater attention is rather on the social nature of learning. That is, learners are helped to understand the purpose and process of learning and develop their own purposes. They should, in fact,

participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Learners, for instance, should interact with their peers in group work rather than relying on the teacher as a model. They are thus somehow responsible for their own learning. As a result of such a situation, teachers have just to be facilitators and monitors of the teaching/learning process. In other words, rather than being a model for correct speech and writing, teachers have to develop a different view of learners' errors and of their roles of facilitating language learning.

2.5.1 Learner's Needs

EFL classes are composed of different learners with different abilities, knowledge of English, and levels. Such students learn in different ways and have different strengths. They are, for instance, better than others at learning languages. Indeed, some of them may be better learners than their classmates just because of their good memories which allow them to retain and remember things already learned or heard. Thus, teachers have to cope with all these because some learners may be better writers than others and some will have greater oral fluency than others. Moreover, teachers should take into account that there are different kinds of learners and different kinds of behaviour in a group; teaching needs to consider such differences rather than try to force learners into a single mould. Consequently, teachers have to tailor their teaching to match the different personalities in front of them because they may, on the one hand, be confronted to enthusiast learners who are concerned with goals of the learning group, participate and tend to concentrate on such goals, and who view the teacher as a point of reference. On the other hand, some other learners think and concentrate only on their own personal goals. Others may focus on the teacher but tend to be more oriented towards their own satisfaction concerning goals. Another type of learners concerns those who are solitary by nature and prefer to work on their own because they feel independent and confident in their own abilities. They rely on themselves and do not have to be guided by the teacher all the time, being creative, making intelligent guesses and their own opportunities for practice, using contextual clues, and learning from their

own errors. In such situations, teachers should encourage self-reliant learners, and promote learner autonomy as a main goal. Others are comfortable and show a degree of confidence and willingness to take risks enjoying games and group work in class. They are interested in interactions with other speakers such as their teacher and classmates or even other people. They prefer operating without the guidance of the teacher.

As a result, teachers have to take all this into consideration when preparing activities for learners. In brief, teachers need to know who the learners they have in class are to tailor their teaching methods, the materials and language used to the level they are working with and to know who needs more or less help in the class. This will inform teachers on how to organise learners in groups and will guide the type and amount of feedback given. In other words, teachers have to select what is of interest to learners and more importantly they should be aware of some individual traits when putting learners into pairs and groups.

Therefore, because learners' needs of the language will vary from one stream to another, before setting up the syllabus, the educational system should take into account what learners will need the language for. Indeed, some of the learners will never use it, as they will never use it in their professional life. Others will need it as a component of their university studies. Those who choose the literary streams will feel a greater necessity for English since they will have to manipulate it during their university studies, and their professional careers. They will use it for oral communication (teaching, interpreting…), and also for written communication (documentation, literature, translation…). Those who choose the scientific streams will certainly need it for research purposes and experimental reporting. They will mostly need the ability to consult and exploit documents and literature written in English. So the stress should be laid on the written aspect. Those who choose the management streams will mainly need the written aspect of the language as "they will use it in their professional life (processing, exploiting written documents, writing business letters…). Those sent to the technical streams will mostly need the mastery of reading so as to be able to exploit written directions and instructions in

relation with tools, machines, products, charts, etc they are likely to use along their careers.

2.6 Teaching Writing to 3°AS Classes

In planning a language lesson decisions are made about the content of the lesson, including what vocabulary, grammar, and skills to teach (in what sequence) at the beginning, intermediate and advanced levels. Decisions about these issues belong to the field of syllabus or course design. Though EFL class lessons are devoted to the learning of rules and the application of those rules in sentences, learners are not trained to think about the structures and vocabulary. Instead, they learn and memorise paradigms and vocabulary lists without knowing when to use them appropriately.

2.6.1 The Writing Lesson

Within the Competency-Based Approach, each lesson stresses a particular function and the order of presentation of such functions may vary a great deal according to the syllabus designer's conception of what learners will need to do with the target language. In this respect Rivers (1968) says: **"A general language course will concern itself with those concepts and functions that are likely to be of widest value"** Rivers (1968: 235). Therefore, the material to be taught should be in accordance with language users' needs. Wilkins (1976) stresses the use of authentic language materials to facilitate and develop a good command of the language and then build up a useful repertoire and language habits/actions so as to develop facility in communicative interaction by using some learned notions, in more subtle ways.

Lesson planning is the act of combining a number of varied and different interrelated elements into a coherent whole so that the lesson takes a form that learners may recognise, deal with and then react to. Lesson planning will probably help teachers identify the aims, the objectives and probably anticipate some problems. Therefore, before planning a lesson, teachers need to consider a number of crucial factors such as learners' language level, their educational and cultural

background, learners' level of motivation and their learning styles. Besides, teachers should have a sound mastery of the content and organization of the syllabus they are working within and more importantly the exams' requirements learners are supposed to take. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed. Throughout the different units, learners are presented with different types of discourse embodied in different text types (texts, dialogues, and letters). They are hence supposed to produce compositions of such types by the end of each unit as far as the writing section is concerned. Therefore, when dealing with a writing lesson, EFL teachers try to provide learners with the topic to be dealt with (the theme being studied throughout the whole unit). After that, a brain storming session takes place, where both teacher and learners discuss the topic, gather information which they organize and order in a meaningful whole. The teacher brings learners with new vocabulary in relation to the topic under study, and from time to time helps learners to express ideas and convey them through correct sentences. Besides, learners are given some expressions and key words to maintain cohesion and coherence within their composition. However, and in spite of the different activities being dealt with along the whole unit (training learners both in form and content) learners still feel at a loss when left to work on their own.

When correcting learners' written productions, EFL teachers claim that learners are almost unintelligible. Even though they try to make themselves understood, learners are able to transmit only very basic ideas using individual words rather than phrases or fuller patterns of discourse. They use words wrongly and show no sign of any grammatical understanding; there are examples of grammatical and lexical misuse and gaps which hinder communication on occasion. Besides spelling and punctuation (see appendix J), 3°AS Literary and Philosophy streams learners have problems of grammatical accuracy and some words are inappropriately used (with frequent lapses in grammar and vocabulary use). Therefore, to avoid such problems and obstacles preventing learners from scoring well at their exams, teachers should not only prepare them for the exams but familiarize them with the kinds of exam items they are likely to encounter. Very

frequently, because EFL learners do not understand what the instructions require them to do, they just answer randomly.

2.6.2 Classroom/ Writing Activities

Within the planning of the lesson, teachers prepare activities they will include in each lesson for their learners. Teachers also think about the way learners do their activities and thus achieve their goals. Current approaches draw on earlier traditions in communicative language teaching and continue to make reference to some extent to traditional approaches. Thus, classroom activities require from learners the desire to communicate and to communicate purpose, stress the content not the form, vary language, with no teacher intervention. Classroom activities typically have some of the following characteristics:

- They seek to develop learners' communicative competence through linking grammatical development to the ability to communicate. Hence grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar.

- They create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem solving, information sharing, and role play.

- They provide opportunities for both inductive as well as deductive learning of grammar.

- They make use of content that connects to learners' lives and interests.

- They allow learners to personalize learning by applying what they have learned to their own lives.

- Classroom materials typically make use of authentic texts to create interest and to provide valid models of language.

Within the Competency-Based Approach language classroom is intended as a preparation for real communication. That is why classroom activities mirror and are directly related to day-to-day communication (culture and way of life of the natives).

In this respect Clarke and Silbertstein (1977) argue:

> **Classroom activities should parallel the real world as closely as possible. Since language is a tool of communication methods, and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life.** (Clarke and Silbertstein 1977: 51)

What is emphasized here is that authentic materials will facilitate communication (i.e. coding and encoding messages) for EFL learners since such types of texts provide direct exposure to real language and thus cultural information about the target language (i.e. enables learners to understand messages in different situations). Indeed, since the advent of CLT, textbooks and other teaching materials have taken on a much more authentic look; i.e. some reading passages, for instance, are designed to look like magazine or newspaper articles if they are not in fact adapted from them. However, using authentic materials may contain difficult and irrelevant language which is often beyond the learners' level. As a result, some linguists argue that created materials can also be motivating and may be superior to authentic materials because they are generally built around a graded syllabus.

In addition to all the activities proposed in NEW PROSPECTS and to prepare 3°AS learners for the Baccalaureate exam, teachers propose different types of exercises for their learners. Instead of making use of activities that demand accurate repetition and memorization of sentences and grammatical patterns, activities that require learners to negotiate meaning and to interact meaningfully are required. Indeed, the sections studied throughout each unit should be interrelated so as to facilitate the teaching/learning process in the sense to move from easy to more complex activities.

Harmer (2001) says:

> **Activities...typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing.** (Harmer 2001: 85)

According to him, these activities should replicate real communication. Sometimes learners have to write a poem or construct a story together but what matters in such activities is that learners should have a desire to communicate. Indeed, learners should have a purpose for communicating (e.g. to write a letter to a newspaper editor). In so doing, students should focus on the content of what they are writing rather than on a particular language form and use a variety of language rather than just one language structure. What is important in such types of activities is that they neither require the teacher's intervention nor the use of specific language. On the contrary, they should let learners to work on their own and free to communicate.

Some activities may test grammar or vocabulary knowledge and assess learners' productive and receptive skills. The activities or tests that are done during the year are to expose learners' difficulties, gaps in their knowledge, and skill deficiencies during a course. So, when teachers know where the problem lies they can do something about it. The test may also be designed to measure learners' language and skill progress in relation to the syllabus they have been following. Such exercises may also contain items that learners are familiar with. This does not mean that learners are going to have the same texts they already dealt with in class, but it does mean that learners will have similar types of texts and exercises which mean similar task types. Since exams are a means of measuring the learning that has taken place and to reinforce it, they may help teachers to decide on changes to future teaching programmes where learners' weaknesses lie. Therefore, these exercises and tests may give a general picture of learners' knowledge and ability which will help teachers take some measures during the preparation of such learners for the Baccalaureate exam.

2.7 Problem Areas

Teaching English in Algeria to 3°AS classes is carried out under the authority of a nationally unified syllabus and the Baccalaureate exam system. EFL teachers focus on teaching correct language forms and test oriented skills rather than helping learners develop their creative thinking and language skills for

communicative purposes; this is mainly due to the pressure of the Baccalaureate exam. Consequently, EFL learning can be affected and influenced by certain factors and the attitude of a number of people (e.g. teachers, learners, etc). It is worth considering what and who these are since they constitute part of the learning environment; i.e. the world around learners' feeling and engagement in the learning process.

2.7.1 The Educational System

While teachers and learners are the most important participants in any EFL teaching/learning process, there seem to be some other variables which either foster or hinder that process. According to EFL teachers such factors (as stated below) are real obstacles to the teaching situation. Consequently, they present serious problems and prevent teachers from achieving their task correctly.

i Lack of practice outside the classroom

Because of lack of immediate use of English outside the foreign language session, it is admitted that the Algerian learners' attitudes towards EFL learning seem to be characterized by detachment. Indeed, apart from the classroom environment, Algerian learners have no opportunity to practise the target language, to use the knowledge and skills they have acquired in class. In the Algerian context, English is restricted to specific settings such as politics, affairs, business, etc. In addition to the lack of practice of the foreign language, timing has to be mentioned as another big handicap.

ii Timing

Language learning is so complex that it proves quite impossible for anyone to learn any foreign language in such a short time. The time allotted to EFL teaching is, indeed, hardly enough to equip the learners with the necessary information and skills required to achieve their needs and the stated objectives. In this respect, Rivers (1968) says: **"Class time was then devoted to active use of**

what had been learned". (Rivers 1968: 111). As a matter of fact, four hours a week may just help teachers to deal with very restricted themes, provide learners with simple vocabulary, and teach them some basic grammatical structures to do some activities. For this reason, Harmer (2001) argues that:

> **Even if students have three English lessons a week, it will take a great number of weeks before they have had the kind of exposure and opportunities for use which are necessary for real progress.**(Harmer 2001: 335)

Nunan (1988), on the other hand, states that not everything should be taught in class. For his part, Cotterall (1995) adds that even if learners are taught everything in class, the teacher will not be around when learners wish to use the language in real life. To compensate for the limits of classroom time, learners need to develop their own learning strategies and then become autonomous. But, as Rivers (1968: 10) says,

> **Students today have much less time in which to acquire knowledge of another language as one small part of their education, yet the literature and philosophy of many cultures, quite alien from their own, interest and attract them. These they will approach through reliable translation, since it is not feasible for them to attempt to learn all the languages involved.**
> (Rivers 1968: 10)

In fact, today's curriculum in EFL hardly allows learners to 'feel' the culture and literature of native speakers through that language, and can only learn about them, when interested, by reading books or watching films and documentaries in Arabic or French.

The distribution of the English teaching hours is absolutely irrelevant to the far reaching aims talked about in Examination system, as to the coefficient of English is concerned. Indeed, with four hours a week, such learners can hardly maintain and confirm the level attained after their 9°AF.

iii Large Classes

The huge size of Algerian classes in secondary schools proves to be quite a serious problem. Year after year, EFL classes are experiencing significant increases in the number of learners. In the past decades, college and school classrooms in many parts of the country have become progressively larger. Dealing with classes of more than 45 learners presents the teacher with several problems. Therefore, there seems to be a relationship between existing conditions and their outcomes. Some of the costs associated with large classes are a reduction in teaching quality. According to Krieger (2003), teachers in small-size classes use more facial expressions, more eye contact, more positive remarks, spend more time on direct instruction than on classroom management and work more often in small groups than they do in the regular-size classes. In addition, small classes as Achilles, Krieger, Finn and Sharp (2003) conclude, increase learners' academic performance in all subjects and in pro-social behaviour. Teachers spend more time on task and with individual learners because of less time spent on dealing with disciplinary problems and interactions not related to learning objectives, compared with teachers in larger classes. Halbach, Ehrle, Zahorik and Molnar (2001) add that smaller classes (15 learners per teacher) have fewer discipline problems, more time for instruction and individualization, varied instructional strategies, and more content and in-depth coverage. Zahorik (1999) also finds that small classes have three effects leading to increased individualization: fewer discipline problems, greater knowledge of learners, and more teacher enthusiasm.

At the college level, Dillon, Kokkelenberg and Christy (2002) argue that class size negatively affects grades. Thus learners' grade declines as class size increases. Becker and Powers (2001) study the effects of class size and other class-specific variables on learning of college economics. Research findings have indicated that class size affects learners' and teachers' attitudes. Smith and Glass (1980) reviewed 59 studies and found a substantial relationship between class size, teacher and student attitudes, as well as instruction. Study findings by Glass and Down (1979) also indicate that lowered class size increases learner

achievement and improves school attitudes. Smith and Glass (1979) examine the relationship between class size and measures of outcomes such as learner attitudes and behaviour, classroom processes and learning environment, and teacher satisfaction. Small class size is associated with higher quality classroom environments, better learners' attitudes, and greater teacher's satisfaction. In Japan, Locastro (1989) finds that teachers of large classes face pedagogical, managerial and affective problems. Goettler-Sopko (1990) indicates that class size is a complex problem that depends on many factors.

Yet, academic achievement does not necessarily improve with the reduction of learners' ratio unless appropriate learning styles and effective teaching styles are utilized. The teacher does not have sufficient time to check each learner's work. Teachers indicate that they do not have enough time to pay attention to each and give every learner a chance to speak or participate. As a result, individual learners do not receive sufficient attention from the teacher. When classes are large, the teachers pointed out that they cannot accommodate the wide individual differences (ability-levels) available in class. Poor learners do not get enough attention. They cannot have a one-to-one contact and do not have adequate time to follow their learners' progress. Learners feel that the teacher calls and focuses on those who sit in the front row. They do not have a chance to answer or practise. Some learners talk in class and make it difficult for the majority to hear the teacher and concentrate due to the increasing noise level. Many learners might mishear an answer or a point. They pay less attention and are distracted by those who talk in class. They are psychologically inhibited from participation. Moreover, over-crowded classes have a negative effect on assessment. Extra work is required of instructors (teachers) when classes are large. All of the instructors reported that grading 200-300 essays (nearly each month) is exhausting, tedious, and time consuming. Testing learners individually and orally in the speaking course is also very time-consuming, no matter how short the questions are. Lewis (1997) finds that large enrolments result in problems such as: finding qualified teachers, finding enough portable classrooms, lack of space in classrooms, and the extra work required of teachers in higher grades.

To sum up, teachers will not be able to deal with each learner individually and, thus, learners are not going to be given sufficient time for speech and practice. As a result, they are going to spend most of their time listening to their teachers' talk. Second, with overcrowded classes both teachers and learners will lose the sense of community. Consequently the teacher will not be able to remember all his learners' names and level of performances. Class size at elementary, secondary and college levels should seriously be taken into account because it would have many impacts on the teaching/learning process. It should then be the focus of educational research in the sense that it has several aspects

2.7.2 The Teacher

Clearly an important element in any EFL class is the teacher since his or her behaviour, way of teaching, and attitudes to the language and the process of learning are vital. Though the objective may be the same for all the teachers, they may use different techniques to achieve them. Indeed, it is the teacher's objectives which determine the way the language lesson is organised. Yet, if teachers neither think of their learners' goals nor the objective to the situation in which they are teaching, their teaching techniques will probably be imitative drawn from different sources. Frequently such teachers teach as they were taught and different techniques appropriate to another era, which had different objectives, are perpetuated. From time to time, teachers may introduce new techniques that they have seen at a meeting or about which they have read, but their method of teaching remains the same. They continue the same way of teaching and conducting their classes as they have always done, unaware of the fact that the objective in language teaching may be changing and their way of teaching irrelevant to the present learners. With the introduction of new teaching methods and teaching materials, teaching objectives change according to the new situation. Teachers should be continually aware of such changes. It would be advisable for EFL teachers to set down their objectives in some order of priority.

2.7.3 The Learner

It should be reminded that apart from the classroom settings, the Algerian learner has no other opportunity to practise the foreign language. In other words, there is no direct contact with the language except in the classroom. As a result, the learners do not seem really motivated because of the lack of practice they have which is mainly due to insufficient time. Sometimes learners feel limited and embarrassed by their incapacity to express their ideas in the new language. Therefore when producing sounds they are not accustomed to, they feel ridiculous. Trying to explain lack of motivation among foreign language learners, Rivers (1968) says:

> **Their minds are full of their first language, many of the concepts of which do not appear to parallel those of this new language. It is obvious that they have neither the motivation not the unique situational opportunity of the languageless infant.**
> (Rivers 1968: 56)

Most of the time, learners may be parroting what has been suggested to them. They find themselves at a loss when asked to write an essay on a particular topic simply because they do not have a clear meaning of what they have been learning, nor the significance of the grammatical structures (structural changes) and certain expressions, that is how and when to use them.

2.7.3.1. Motivation and Attitudes Towards Learning

Motivation is one of the factors that contribute either to the success or failure in performing a particular task. Motivation is closely bound up with a person's desire to achieve a goal. Harmer (2001) points out that **"Motivation is some kind of internal drive which pushes someone to do things in order to achieve something"**. (Harmer 2001: 51). Therefore, in the field of learning motivation is of an extreme importance without which learners almost certainly fail to make the necessary effort to succeed. For his part, Brown (2000) adds that cognitively[6], motivation includes factors such as the need for exploration, activity, stimulation,

new knowledge, and ego enhancement. Motivation according to Williams and Burden (1997) is:

> **a 'state of cognitive arousal' which provokes a 'decision to act' as a result of which there is 'sustained intellectual and/ or physical effort so that the person can achieve some 'previously set goal'.**(Williams and Burden 1997: 120) quoted in (Harmer 2001: 51)

Indeed, individuals have in advance some goals and objectives to reach and the desire to achieve such a task will be a sort of power encouraging them to accomplish it. Moreover, the degree and strength of motivation will depend on how much importance the individual gives or places on the outcome he or she wishes to achieve.

At the beginning of a lecture, the teacher is faced with a range of motivation. Some learners, intrinsically[7] motivated, have a clear goal to achieve. However this is not the case of Algerian EFL learners in general and 3°AS Literary and Philosophy streams learners in particular. Indeed such learners seem neither motivated nor interested in an English class. On the contrary, they seem bored and do not perform adequately in such a learning class. EFL teachers add that such learners are motivated neither extrinsically[8] (e.g. the need to pass an exam, or the possibility of future travel), nor intrinsically (e.g. the enjoyment of the learning process). Thus, if learners are not motivated they are probably going to fail in their education. In this respect, Harmer (2001) argues: **"Most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success".** (Harmer 2001: 51)

Attitudes towards EFL learning is a major factor contributing to learners' success or failure. As mentioned in (2.8.3.2) it is the nature and strength of these attitudes which will have a profound effect on the degree of motivation learners bring to class.

2.7.3.2. Social Factors

It goes without saying that outside any foreign language learning classroom there are attitudes to language learning. In the Algerian context, EFL learning is based on certain characteristics and affected by some factors without which English would be successfully taught and learned. Such characteristics and factors, as mentioned by Harmer (2001), are directly related to English learning and can be stated as follows:

-English is considered on its importance to the society.

-English learning depends on the cultural images of the target country.

-In any school situation English is considered on the basis of whether its learning is part of the curriculum of high or low status (some learners think that Arabic or philosophy are what matters most, and clearly show that they are more concerned with such subjects) and whether learners were offered the choice of different languages to learn.

These views of language learning will probably affect learners' attitudes to the language being studied. Therefore attitudes developed over years, be they positive or negative, will be brought by learners from the society they live in. According to Harmer (2001), apart from the culture of the world around learners, language learning will be greatly affected by the influence of people who are close to them. Not only do the social factors hinder the teaching/learning process but linguistic problems such as the difficult nature of writing do add more complexity to the teaching/learning of this skill.

2.7.4 The Difficult Nature of the Writing Skill

It is generally argued that learning to write fluently and expressively is the most difficult of the four basic skills, whatever the language in question (i.e. first, second, or foreign language).

Byrne (1979) and Bell and Burnaby (1984) state that writing is neither easy nor spontaneous. It is a quite complex skill in that it requires both physical and mental activity on the part of the writer. They add that writing is an extremely complex cognitive activity where the writer is required to show control over a

number of variables simultaneously. Learning to write is a sophisticated process that combines many interrelated components. Raimes (1983) puts these components into nine categories: content, organization, grammar, syntax, mechanics, word choice, purpose, audience, and the writer's process. These features of writing make it a complex skill. Indeed, writing, by its very nature demands much of the writer and not many pupils and students can learn to become good writers. Accordingly learners will approach the task through reliable translations, since it is not feasible for them to attempt to learn all of the language components involved. By the end of each exam, in the Baccalaureate exam or in any other test, 3°AS learners are required to write a composition. Teachers' feedback focuses more on grammatical and lexical errors instead of meaning oriented exploration. Although writing plays an indispensable role as a language skill, it has long been neglected (see 3.7.3). Compared with the other three skills, writing is considered too complicated to teach or not important enough to teach. Indeed, writing occupies a lower position in 3°AS English classes and remains the weak point of 3°AS Literary and Philosophy streams learners. An obvious reason is that writing is a complicated recursive process instead of a linear one whereby writers are supposed to go back and forth when they compose. In fact, many teachers still adopt the product approach in the writing class. Writing tasks are presented in a decontextualized way, neglecting the context and audience.

Writing instruction mainly centres on four types of texts: narrative, descriptive, argumentative and expositive. Indeed, learners know little, if not at all, about genre-specific conventions and contexts in which these genres are used. In this respect, Flower (1984) says that writing is not just an individual act but a social and communicative one, too. Since language occurs in particular social cultural contexts, written production needs to consider such contexts as well as the intended audience. Writers use different text types to accomplish different purposes and to fulfil certain social functions (Paltridge 2004). Learners need to understand the social functions of multiple genres and how language creates meaning in different social cultural contexts (Hyland 2003). Indeed, it is believed that learners can make progress only after teachers identify the mistakes, especially when they emphasize

the linguistic forms and concentrate mainly on the correction of grammar and spelling.

However this over dependence is said to induce a sense of lack of concern among learners about the detailed corrections from their teachers because teachers' efforts are taken for granted. Some students just take a glance at what the teacher has corrected while many others may not even look at the corrections. It is argued that teacher-centred assessment is seen as not only time-consuming, but also an inefficient means to improve learner writing level. The end result of this lack of independence is that learners' creativity and activeness are hindered, and motivation and proficiency in writing remain low.

2.7.5 Writing: a Neglected Skill

In the early part of the twentieth century and in any EFL classroom, emphasis was placed on the grammatical system and the meaning of words followed by practice in constructing phrases or sentences (oral or written) according to the rules being learned. Developing fluency in writing or speaking was possible after systematic study of the grammatical structures of the language. Yet, learners who studied the grammar of the language and who knew the different grammatical rules could hardly construct well-formed sentences and usually had difficulties expressing ideas in a meaningful whole. Moreover, they had difficulties in comprehending normal speech and in constructing utterances simply because they were accustomed to construct sentences which they learned by imitation and memorization. In this respect, Rivers (1968) says:

> **At one extreme we have had students able to recite rules and paradigms and concoct artificial samples of the foreign language without being able to communicate effectively. At the other extreme we have had students who were very fluent in the production of set phrases, and in recombining these to form pseudo- communicative utterances, but who were often unable to create new utterances at will to convey their personal message.** (Rivers 1968: 94)

Said differently, EFL learners frequently put some reduced forms of language unsystematically and incomprehensibly. Learners need first to manipulate language elements which occur in fixed relationships, and need facility to combine and vary these elements in order to express their meaning comprehensibly depending on the demands of the language system and the present situations; bearing in mind that the message to be conveyed may be the same but has different realizations because of the infinite variations, depending on the situations and the participants.

The Competency-Based Approach stresses the need to integrate the four language skills. Indeed, we cannot teach one without the other because they are interdependent and cannot be dissociated. However and mainly because the communicative approach is designed to lead to communicative competence, quite the opposite can be noticed and, of the four language skills, writing is the skill most frequently neglected. It appears that primacy of speech is taken as the fundamental principle and it is obvious that learners spend most of their time listening and speaking. The oral use of language is thought to be the most useful for EFL learners even though they have no opportunity to use the foreign language outside the classroom. In addition, the written task comes at the end of the unit which makes teachers frequently neglect it. All too often, when written work is set, it is assumed that if learners can say something they should be able to write it. It should be borne in mind that little preparation is done for written work in class and most of the time learners are let to work on their own.

2.8 Conclusion

This chapter has attempted to give a general view of the Algerian educational context. One conclusion we can draw is that failure in writing is partly linked to failure in teaching and learning. In addition, there seems to be many contradictions between the objectives officially stated and how teaching is actually performed. As a result, in spite of the five years spent in learning English, 3°AS Literary and Philosophy streams learners still find themselves unable to manipulate the target language both in oral or written form.

This chapter has displayed some of the variables affecting negatively the teaching/learning of writing. Neither the approach nor the teachers' methodology really favour the teaching of writing. With regard to the major participants of any teaching/learning situation, it is worth mentioning that in addition to ill-trained teachers, 3°AS learners for their part do not seem to be motivated and show negative attitudes towards EFL learning because of numerous deficiencies accumulated at a previous stage, leading to the present low proficiency level. Moreover, learners' needs and competencies do not seem to be the main concern of the syllabus or textbook.

In order to be more objective, such outcome observations have to be analyzed and the results interpreted. In this respect, the next two chapters will serve the following purposes: first, chapter three will serve as the empirical phase that would lead to practical evidence about the real causes of failure; and second, chapter four will attempt to bring some remedies to the existing problems. Learners are offered neither suitable learning conditions nor sufficient time for acquiring sufficient and adequate knowledge. If such conditions were available, if the teaching profession were between the hands of competent, well-trained teachers, then teaching would take care of itself. This would not only foster students' learning but improve their performance as well.

Notes to Chapter Two

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1. Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

2. Errors result from incomplete learning. A distinction is sometimes made between errors, which result from incomplete knowledge, and mistakes which a learner can correct himself.

3. Mistakes done by learners are generally caused by lack of attention, fatigue, carelessness or else.

4. An innovation in ELT has been implemented since 2003. The fundamental School has been replaced by the Middle School, and English is taught hereafter from 1AM instead of 8AF. Pupils will have an EFL learning experience of seven years before university level, but the first generation of learners undergoing these changes will not sit for the Baccalaureate exam until 2010.

5. Lacunas A lexical gap or lacuna is an absence of a word in a particular language.

6. Cognitively; cognitive means the various mental processes used in linking, remembering, perceiving, recognizing, classifying, etc.

7. Intrinsically; intrinsic motivation comes from within the individual, for the enjoyment of the learning process for example.

8. Extrinsically; extrinsic motivation is said to be caused by outside factors, such as the need to pass an exam, to get a financial reward or the possibility of a future travel.

Chapter Three:

Research Methodology

3.1 Introduction
3.2 Research Questions and Hypothesis
3.3 Research Instruments and Procedure
3.4 Informants' Profile
     3.4.1 Learners
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     3.4.3 EFL Inspectors
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3.7 The Interview
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     3.7.2 Inspectors Interview
     3.7.3 Data Analysis
3.8 Discussion of the Main Results
3.9 Conclusion.

3.1 Introduction

The present chapter is devoted to the empirical phase of the study. Its purpose is to provide a clear analysis of the teaching/learning situation as far as the writing skill is concerned. Indeed, as stated in the general introduction, the present study aims at investigating the causes that hinder the teaching/learning of the writing skill and thus prevent learners from producing acceptable pieces of writing. For this reason, it is important to present the educational context in which the informants in question are involved and through which the teaching/learning process takes place. A description of the writing lesson and the way it is conducted, learners' reactions and involvement in such a task, and an analysis of learners' written productions will be displayed. Besides, every variable (teacher's role, adopted approaches, teachers' techniques, learners, and the instructions they receive from their teachers, etc.) involved in the writing process will be dealt with. A discussion related to the teaching of writing, the method, the materials and the different writing activities suggested for such learners will follow.

Accordingly, the study has required the contribution of the main participants of any EFL teaching/learning situation, that is, teachers and learners on the one hand, and EFL inspectors on the other. The aim of this chapter is to seek to display the different problems behind learners' low achievement in writing. For this, two questionnaires, one addressed to 3°AS Literary and Philosophy streams learners, and a second to EFL teachers in different lycées in Tlemcen have been designed. The questionnaires ask about learners' proficiency level in writing, the problems encountered in the teaching/learning of this skill, the major reasons that prevent learners from producing acceptable pieces of writing, and the suggestions brought by inspectors, teachers, and also students to improve EFL learners' level in writing. The data collection procedure will be described and the results will be discussed. The researcher has chosen different research instruments and informants from different status so as to make the research objective and valid.

Thereafter, with the aim of investigating the correlation between teachers' responses and the ones given by learners, the researcher has made use of the inspectors' interview as being observers of any teaching/learning situation. Finally,

in order to relate the findings regarding the teaching/learning situation, the researcher has conducted an interview with teachers in order to know how they actually teach the skill in question, how learners react and perform in any piece of writing in general and also during exams.

3.2 Research Questions and Hypothesis

Over the last few years, 3°AS Literary and Philosophy learners' proficiency level in writing has proved to be rather weak. The scores obtained throughout the academic year and the ones obtained at the Baccalaureate exam clearly show this weakness. Indeed, despite the five years of English learning (see 2.2), students still remain unable to perform well or at least acceptably in the writing skill. Therefore, bearing in mind such information, the researcher's main aim is to look for the major reasons behind this failure through the following research questions:

1-I s writing adequately taught at Literary and Philosophy streams level?

2-What are the variables affecting negatively the teaching/learning of writing?

3-How can successful writing performance be achieved?

It is hypothesized that such a failure is mainly due to inadequate teaching and ill-trained teachers, learners' lack of motivation and interest to the subject, as well as the educational system i.e., large classes, overloaded syllabuses, insufficient time, etc. This study also tries to compare teachers' and learners' perception of learners' writing performance. On the one hand, the researcher tries to identify the main factors that make writing such a complex skill, i.e. the reasons that prevent learners from producing acceptable pieces of writing. On the other hand, she tries to determine students' areas of weaknesses, i.e. the kind of mistakes learners make when writing. Finally, after analyzing both questionnaires, the researcher endeavours to suggest some remedies that are hoped to help solve the problems of the skill under consideration.

which level students do actually have difficulties when producing a piece of writing. Questions five to nine aim at finding out learners' problems with the teacher and his methodology. Such questions are intended to ensure that learners have enough writing practice during class time and also the way correction is done. In question ten students are asked to assess their own level in writing. The aim of the eleventh question is to identify some of the obstacles that prevent learners from performing well in writing. Questions twelve and thirteen attempt to get learners to think about possible suggestions to both teachers and peers.

3.5.1 Questionnaire Analysis

Question 1: Do you enjoy studying English in class?

Enjoyment in learning English	A.F.	R.F.
Yes	44	75.86 %
No	14	24.13 %
Total number	58	100 %

Table 3.1. Learners' enjoyment in studying English in class.
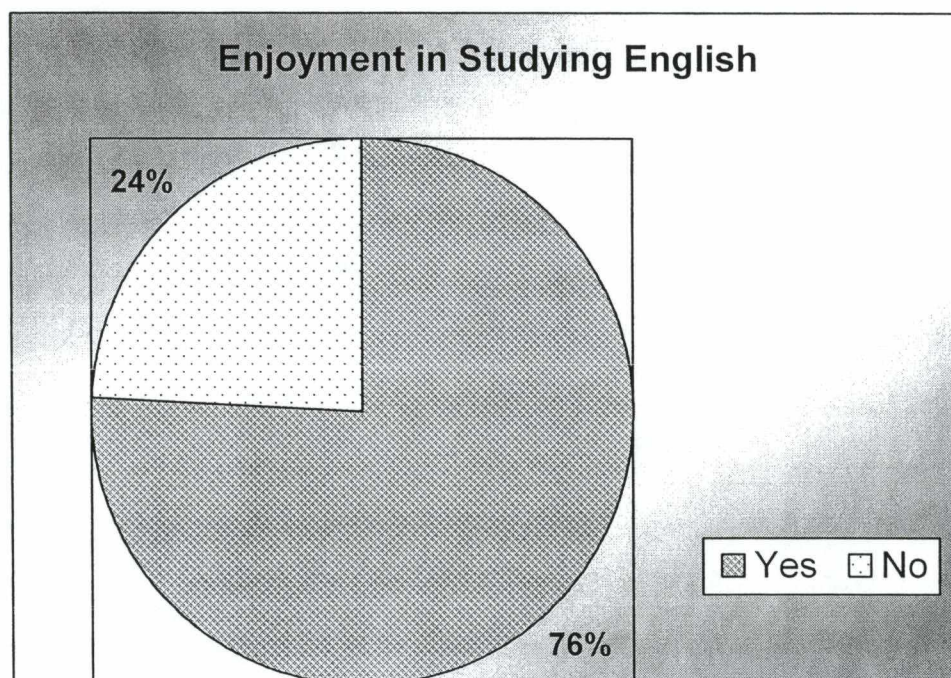
Graph 3.1. Learners' enjoyment in studying English in class.

Learners are asked whether they enjoy studying English in class or not. Such a question reveals learners' attitudes towards EFL learning. Among the informants, 75.86 % give positive answers, even those who admit being weak in the subject. Such informants like English and enjoy studying it in class because they love foreign languages. They explain that English is an important language since it is the first international one in the world and then proves necessary in many domains. They add that English is the language of the future and fashion (films, songs, travelling, etc) and describe it as being an important means of communication that will soon be expanded. Consequently, it helps them read books, understand songs and films, and then facilitate travelling and communication with the external world. Some of the informants state that they enjoy studying English simply because they like their EFL teacher.

The rest, that is 24.13 % of the learners, claim the opposite: they complain about the difficulty of the language itself, the complexity of the grammatical rules and lack of vocabulary. They state that they can neither understand people nor the teacher nor make themselves understood. As a matter of fact, the informants have difficulties using the language (speaking, reading, and writing). Such learners claim that in exams, for instance, they do not even understand the instructions because of word meaning. So, they show low achievement especially at the essay level.

Question 2: Do you find it difficult to study English?

Difficulties in studying English	A.F.	R.F.
Yes	49	84.48 %
No	9	15.51 %
Total number	58	100 %

Table 3.2. Learners' difficulties in studying English.

Difficulty in Studying English

16% — 84%

☒ Yes ☐ No
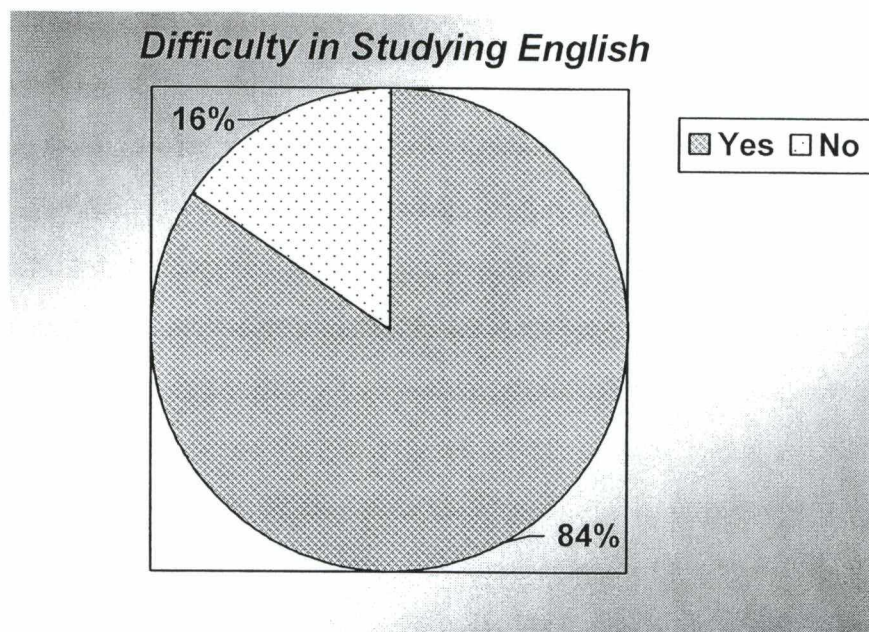
Graph 3.2. Learners' difficulties in studying English.

Learners are asked whether they find difficulties learning the foreign language. The aim of such a question is to know if there are any relationships with learners' enjoyment in studying English in class or not. In fact, learners confirm their previous answers (see question 1) since 84.68 % state that they have many problems at all levels (listening, speaking, reading, and writing) and especially in the writing skill (it is worth bearing in mind that the Baccalaureate exam is a written-based test). First of all, learners find difficulties expressing themselves both orally and by written. Most of the respondents express their great difficulty in understanding words' meaning. Such a problem, in fact, prevents them from grasping the writing topic, from expressing their ideas in the target language, and even from comprehending the teacher when speaking.

Moreover, they do not know how to write an acceptable essay because they have many weaknesses such as the non-mastery of the spelling form. They also complain about the complexity of both vocabulary and grammar. They state that they have a lack of vocabulary that inhibits their communication (to encode and decode messages) and have problems applying the grammatical rules (tense concord). They cannot hold a simple conversation with native speakers or even with

their teacher, simply because of the complexity of pronunciation and their lack of vocabulary.

They state that in Algeria, while French is the dominant language, English is a foreign one. It remains a difficult language to learn and thus to manipulate since they do not have the opportunity to use it outside classroom settings and to apply what they learn in class. Besides, difficulties in reading hinder their comprehension and make them have many difficulties dealing with exam instructions because they neither know the instruction items nor what such instructions ask for. Consequently, learners do not understand what is required from them the reason why they rely on translation (most of the time learners ask their teachers to translate for them both in French and Arabic). In sum, if learners have difficulties to understand what the instructions require from them, they probably fail to tackle a particular activity. On the other hand, learners who answer 'no' (15.51 %), that is those who do not have difficulties learning English, state that such a language seems to be very easy and they like it.

Question 3: Which of the four language skill(s) do you find most difficult?

Language skills	A.F.	R.F.
Writing	36	62.06 %
Speaking	11	18.96 %
Reading	8	13.79 %
Listening	3	5.17 %
Total number	58	100 %

Table 3.3. Learners' weaknesses in the four language skills.

Learners' weaknesses
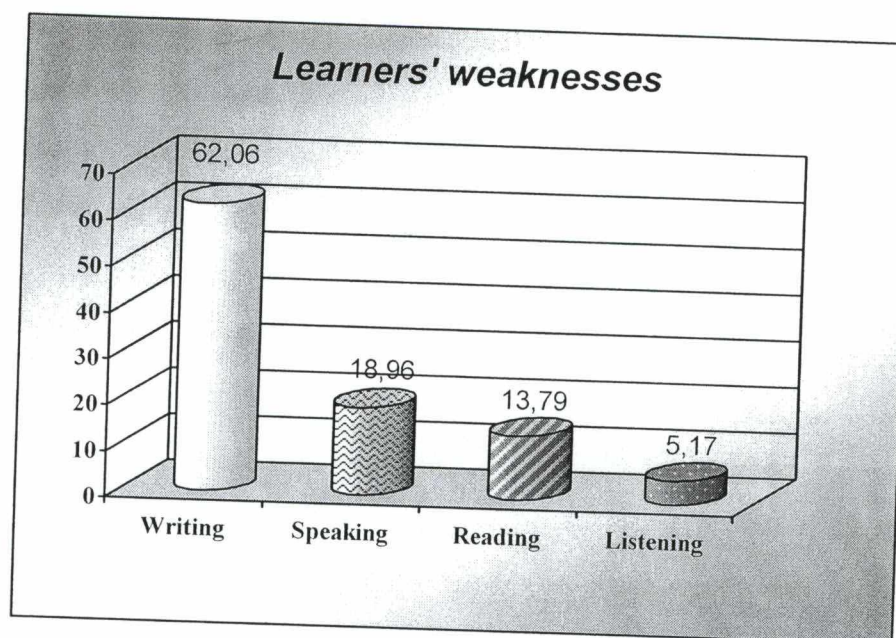
Graph 3.3. Learners' weaknesses in the four language skills.

Learners are required to grade the four language skills in order of difficulty. According to the obtained results, writing seems to be the most difficult skill for 3°AS Literary and Philosophy streams learners, since the ratio given to such a productive skill is of (62.06 %). Speaking, the other productive skill coming in the second position, seems to be difficult for some learners with a ratio of 18.96 %. Although reading is a receptive skill, it nonetheless presents problems for some learners (13.79 %). It is obvious that listening remains the easiest of all four skills with a ratio of 5.17 %. Learners' difficulties do not lie at the level of productive skills only, but at that of receptive ones as well. It appears, then, that it is first and foremost a matter of teaching.

Question 4: Which activity seems to you most difficult when writing?

Writing activities	A.F.	R.F.
Writing paragraphs	38	65.51 %
Answering open questions	11	18.96 %
Linking sentences	8	13.79 %
No answer	1	1.72%
Total number	58	100 %

Table 3.4. Learners' difficulties in different writing activities.
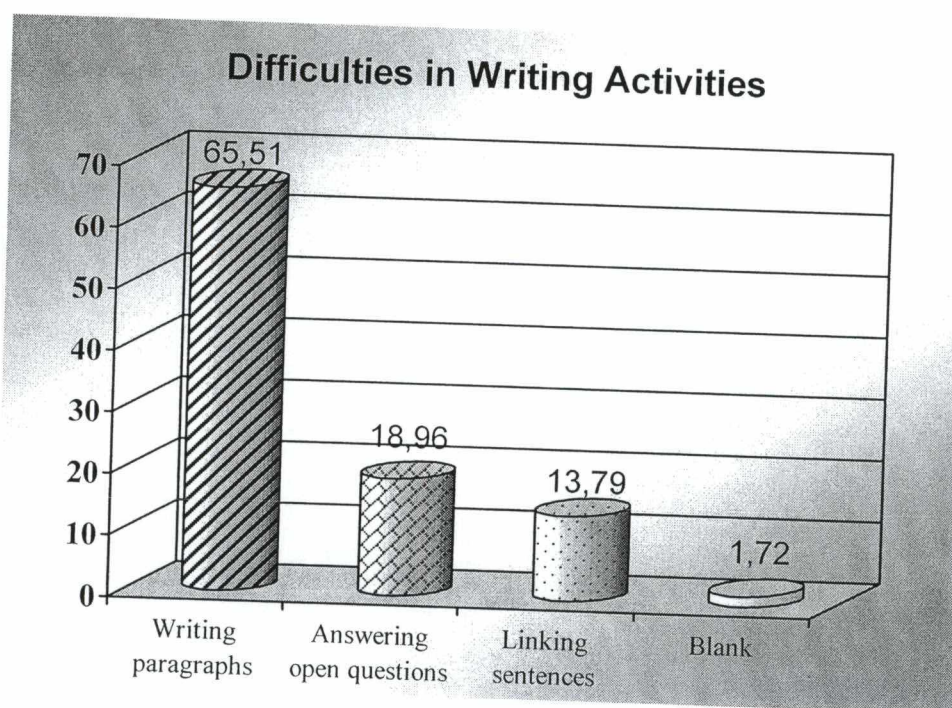
Graph 3.4. Learners' difficulties in different writing activities.

The aim of this question is to know where learners' writing difficulties lie. Among the different writing activities given to 3°AS Literary and Philosophy classes, learners are asked to grade those activities in terms of complexity. From the above results, we can notice that learners' writing problems are at the paragraph level (and thus essay level) since the ratio concerning this activity is 65.51 %. Answering open questions (expressing ideas through the construction of sentences) also seems to be problematic for some informants (18.96 %). Linking sentences (at

the cohesive and coherent level) presents difficulties for (13.79 %). 1.72 % of the informants give no answer to this question.

Question 5: Does your teacher teach you how to write a paragraph?

Teaching learners to write a paragraph/essay	A.F.	R.F.
Yes	51	87.93 %
No	7	12.06 %
Total number	58	100 %

Table 3.5. Teaching learners how to write a paragraph/essay.
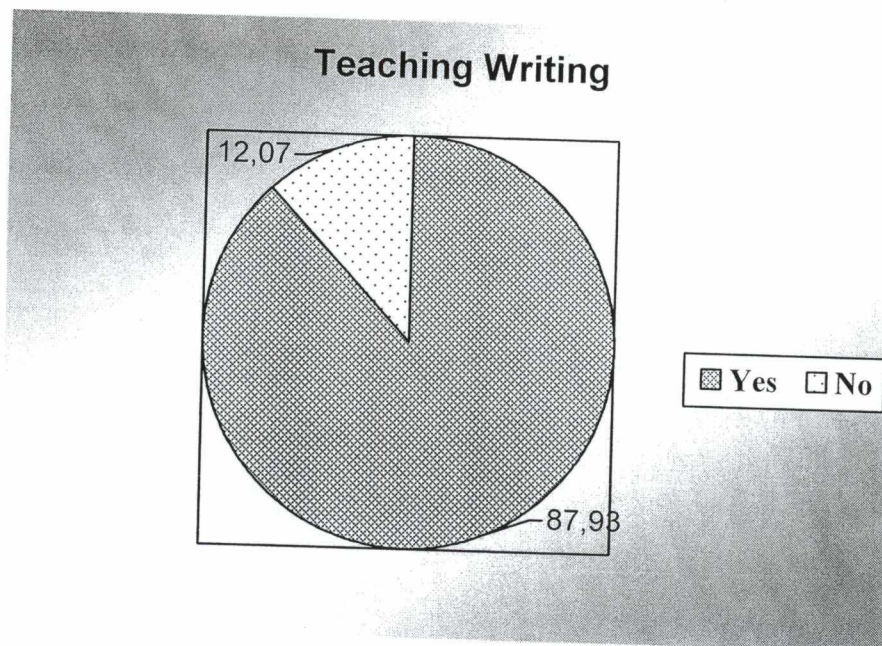
Graph 3.5. Teaching learners how to write a paragraph/essay.

The present question enquires about the teaching of the writing skill. It seeks to know whether learners are taught how to write paragraphs and then whole essays. 87.93 % of the informants state that they are taught such a skill. 12.06 % claim the opposite: that is, they are not taught how to write a paragraph.

Question 6: Do you ever write essays in class?

Writing an essay	A.F.	R.F.
Sometimes	40	68.96 %
Never	14	24.13 %
Frequently	4	6.89 %
Total number	58	100 %

Table3.6. Practice in essay writing.
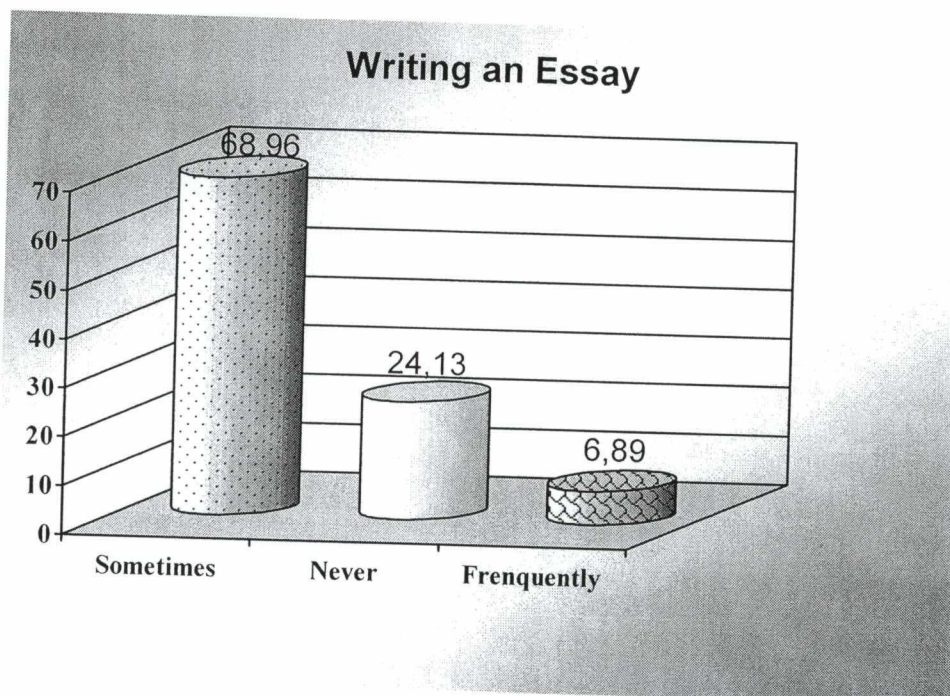
Graph 3.6. Practice in essay writing.

After enquiring about the teaching/learning of the writing skill, learners are asked about frequency practice regarding writing. While 68.96 % of the informants say that they sometimes deal with writing tasks in class, 24.13 % state that they are never given writing activities. 6.89 % of the learners claim the opposite: they state that they frequently have writing assignments and do write essays in class.

Question 7: How often are you given written homework?

Written homework	A.F.	R.F.
Rarely	31	53.44 %
Regularly	18	31.03 %
Never	9	15.51 %
Total number	58	100 %

Table 3.7. Written homework frequency.
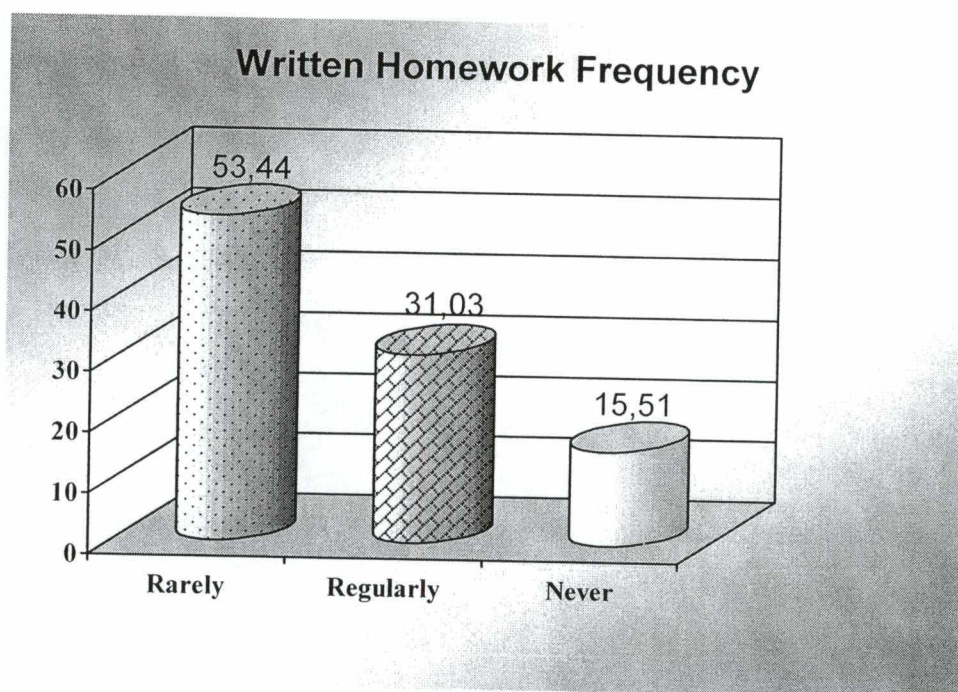
Graph 3.7. Written homework frequency

Learners are asked about the frequency of written homework. While 53.44 % of the informants are rarely assigned written homework, 31.03 % of the learners claim that they are regularly given written tasks. 15.51 % of the informants state that they are never given written homework.

Question 8: Are you ever given your written work back after teacher's correction?

Receiving written productions after correction	A.F.	R.F.
Yes	51	87.93 %
No	7	12.06 %
Total number	58	100 %

Table3.8. Correcting and handing back learners' written productions.
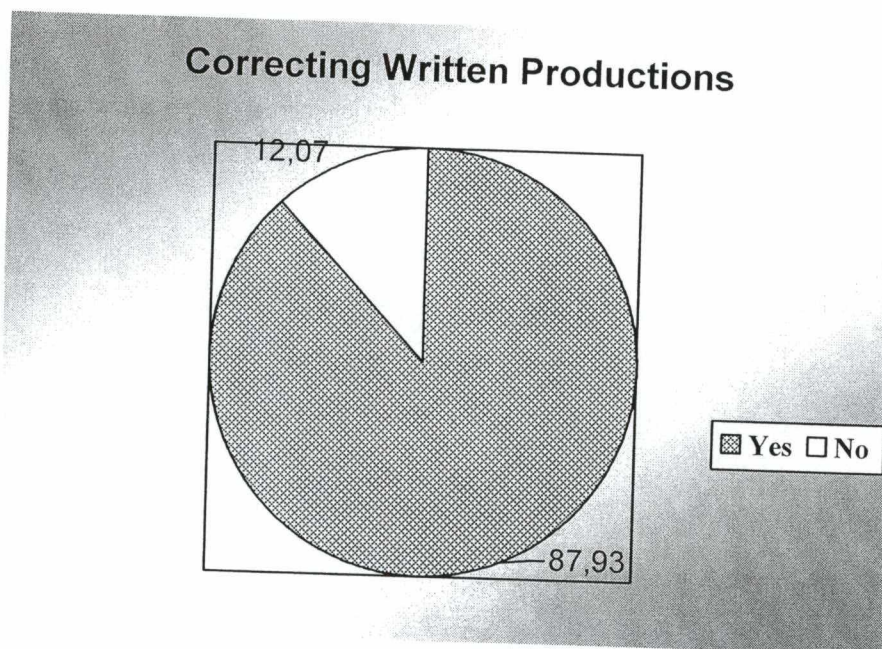
Graph 3.8. Correcting and handing back learners' written productions.

After dealing with written tasks whether in class or at home, learners are asked if such tasks are corrected and returned to them. 87.93 % of the informants state that their written work is generally corrected and handed back. 12.06 % of the learners state that their teachers never return their written productions.

Question 9: Is the teacher's correction necessary for you to improve your writing?

Such a question inquires about the necessity of teacher's correction with regard to learners' written productions. All of the respondents without exception answer positively "yes". While 84.03 % of the informants do not justify their

answer, 18.96 % state that correction is important since it allows them to be aware of their mistakes, helps them depict their weaknesses and then know where their problems lie. Therefore, it enables them to correct and consequently overcome such deficiencies in the future.

Question 10: How do you assess your level in writing?

Learners' proficiency level in writing	A.F.	R.F.
Average	31	53.44 %
Weak	14	24.13 %
Good	13	22.41 %
Total number	58	100 %

Table 3.9. Learners' proficiency level in writing.
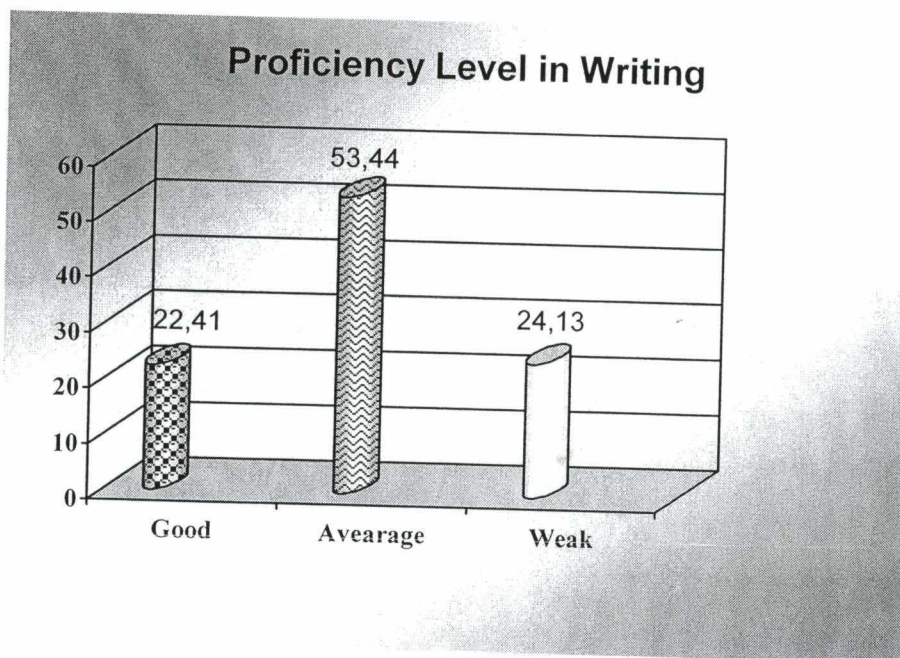
Graph 3.9. Learners' proficiency level in writing.

The question asks learners to evaluate their proficiency level in English writing. While 53.44 % of the informants think their level is but average, 24.13 %
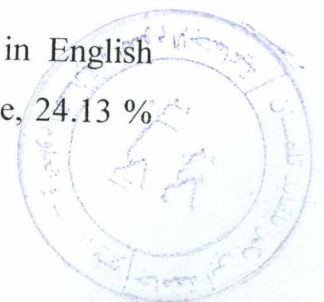
believe their writing performance is poor. 22.41 % claim the opposite: for them their writing proficiency level is rather good.

Question 11: What are the reasons for your difficulties in writing?

Causes of learners' writing difficulties	A.F.	R.F.
I do not write very often	27	46.55 %
I find writing in English difficult	19	32.75 %
I do not like English	11	18.96 %
I do not like the topics to write about	11	18.96 %
I do not like writing	6	10.34 %
No answer	4	6.89 %

Table 3.10. Causes of learners' low achievement in writing
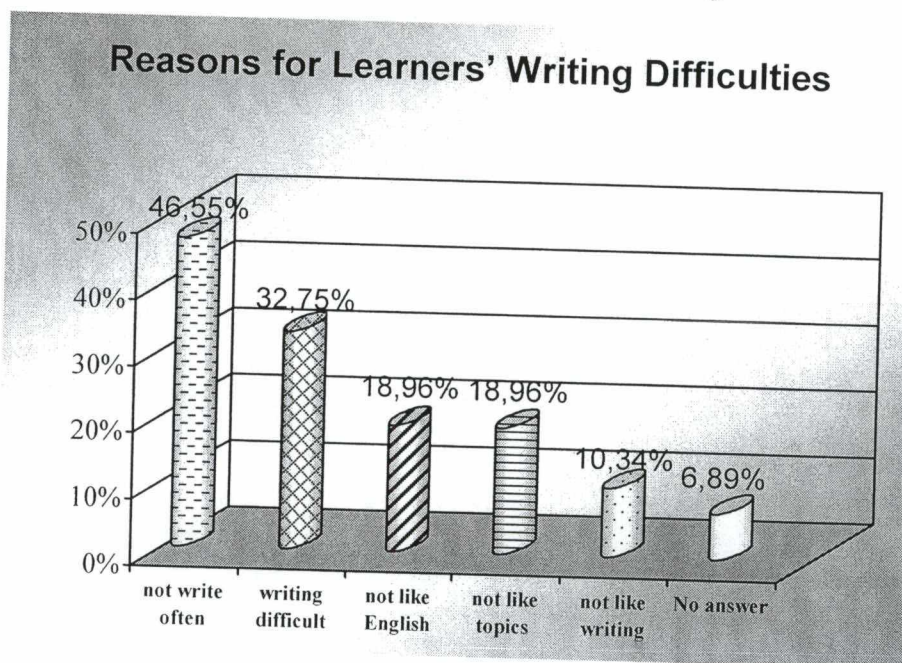
Graph 3.10. Causes of learners' low achievement in writing.

The informants are asked about the reasons behind their low achievement in writing. According to the results, it appears that 46.55 % of the learners do not write very often. The difficulty to write in English comes in the second position with a ratio of 32.75 %. The ratio given to 'I do not like English' is on a par with that of 'I do not like the topics to write about' (18.96 %). While 6.89 % of the learners give

no answer, 10.34 % affirm that despite the fact that they enjoy studying English in class (see question 1), they do not like writing. They claim that they face many problems which add to the complexity of the English language on the one hand, and which prevent them from achievement in writing on the other.

Question 12: What do you suggest to your teacher to improve learners' writing?

Learner's suggestions to improve writing	A.F.	R.F.
a-To give exercises on spelling, vocabulary, story summarizing, and different interesting topics to write about.	43	74.13 %
b-To begin with simple exercises like sentence structure then move to more complex ones like the combination of sentences.	43	74.13 %
c-To dictate and read small passages to enrich pupils' vocabulary.	41	70.68 %
d-To devote more session to correction to determine pupils' mistakes and weaknesses.	39	67.24 %
e-To use the target language in class by both teachers and pupils.	38	65.51 %
f-To devote more sessions to writing.	37	63.79 %
g-To give more written work both in class and at home.	37	63.79 %
No answer	8	13.79 %

Table 3.11. Learners' suggestions to their teacher to improve their own writing.

This question gives learners an opportunity to express their ideas, as well as suggest possible solutions that would enable teachers to help them learn how to write. Learners agree that both propositions (a and b with a ratio of 74.13 %) for improving their writing proficiency seem very important. Learners who have spelling problems and lack of vocabulary argue that dictation and reading of small passages, given a ration of 70.68 %, would probably enrich their vocabulary. Further, they think that using the target language in class by both teachers and learners (65.51 %) would be the best way to learn English because it urges them make efforts so as to keep communication go on. They assert that more sessions

should be devoted to writing and then more practice in such a skill should be reinforced (63.79%). 13.79% of the informants give no answer to such a question.

Question 13: What do you suggest to your peers to improve their writing?

Learners' suggestions to improve writing	A.F.	R.F.
a-To be more attentive to teachers' instruction and advice.	48	82.75%
b-To give as much importance to English as to the other subjects.	43	74.13%
c-To work in groups.	43	74.13%
d-To have more writing practice (frequently and extensively).	41	70.68%
e-To work on their own by reading at home simple texts, short stories newspaper articles, magazines, etc…	39	67.24%
No answer	4	6.89%

Table 3.12. Learners' suggestions to their peers to improve writing.

From the above results one can clearly understand that learners pay little attention to what teachers bring to them. Therefore, 82.75 % of the informants advise their peers to be more attentive in class. Learners state that in spite of enjoying studying English, such a subject is not given due importance. Consequently, 74.13 % of the learners consider EFL learning as important as any other subject and thus deserves much attention and efforts. Learners also encourage group work since 74.13 % of them think that such a task motivates them in that it makes learners compete with and help each other. That is why learners (70.68 %) emphasize having more writing practice. They argue that writing extensively helps them depict their weaknesses, overcome their problems and then minimize their production of errors. In so doing, learners state that reading seems to have a close relationship with writing in that it helps them enrich their vocabulary and structures.

3.5.2 Learners' Suggestions

The first part of these suggestions has a concern with teachers. Learners think that more EFL sessions should be devoted to the teaching of writing in order to make learners have enough instruction during which the explicit teaching of grammar, vocabulary and writing rules should be fostered to enable learners express and organize ideas in their written prose. They also state that having more written practice both in class and at home would help them prepare for the Baccalaureate exam. In addition, learners claim that translation should not be used except when it proves necessary to explain the meaning of difficult and abstract words. This way, learners will make efforts to communicate (understand messages and make themselves understood). They add that it is the teacher's task to motivate his learners (warm up: proverbs, jokes, funny stories, etc.) and end his lessons with games, songs, etc.

While the second part of suggestions is addressed to teachers, it seems more appropriate to the educational system. First of all, learners think that there should be some changes regarding EFL teaching. They suggest introducing the teaching of English at primary-school level with much more EFL teaching sessions. Learners also advocate the problem of used materials. They state that appropriate and up-date materials such as the internet and more interesting syllabuses and textbooks should be available at school to make them keep in touch with the language.

The third part of suggestions concerns EFL learners. The informants encourage their peers to be involved in the teaching/learning process by asking questions for clarification, avoiding translation, and making more efforts. Because of time shortage, the respondents urge their peers to work on their own by having more writing practice at home, both frequently and extensively, and watching programmes broadcast in English, reading texts, magazines and articles, and listening to songs.

3.6 Teachers' Questionnaire

Teachers' questionnaire includes fourteen questions consisting of the three types (see 3.3). Questions one and two ask about learners' performance in the four language skills and their writing proficiency level. Question three asks whether writing is taught to learners or not. Question four enquires about the time devoted to the teaching of a unit and the one devoted to the teaching of writing in a unit. As a result, the aim of question five is to know whether learners have enough practice in writing or not. If not, teachers are, then, asked how much time they would devote to the teaching of writing. In question six teachers are asked about the approach they adopt when teaching writing. The aim of question seven is to enquire about the amount of written homework learners have. Questions eight and nine ask about teachers' way of correcting learners' pieces of writing, that is, the aspects teachers focus on and the ways they correct their learners' written productions. The aim of questions ten and eleven is to know whether teachers devote specific sessions to deal with correction in class, and the techniques they use in such a task. Questions twelve and thirteen enquire about the different mistakes learners make when writing and some of the reasons that make learners score low achievement in writing. Question fourteen invites teachers to give their suggestions to remedy the problem of writing at 3°AS level.

3.6.1 Questionnaire Analysis

Question 1: In which skill(s) do learners score low achievement?

Language skills	A.F.	R.F.
Writing	34	85 %
Speaking	5	12.5 %
Reading	1	2.5 %
Listening	0	0 %
Total number	40	100 %

Table 3.13. Learners' weaknesses in the four language skills.
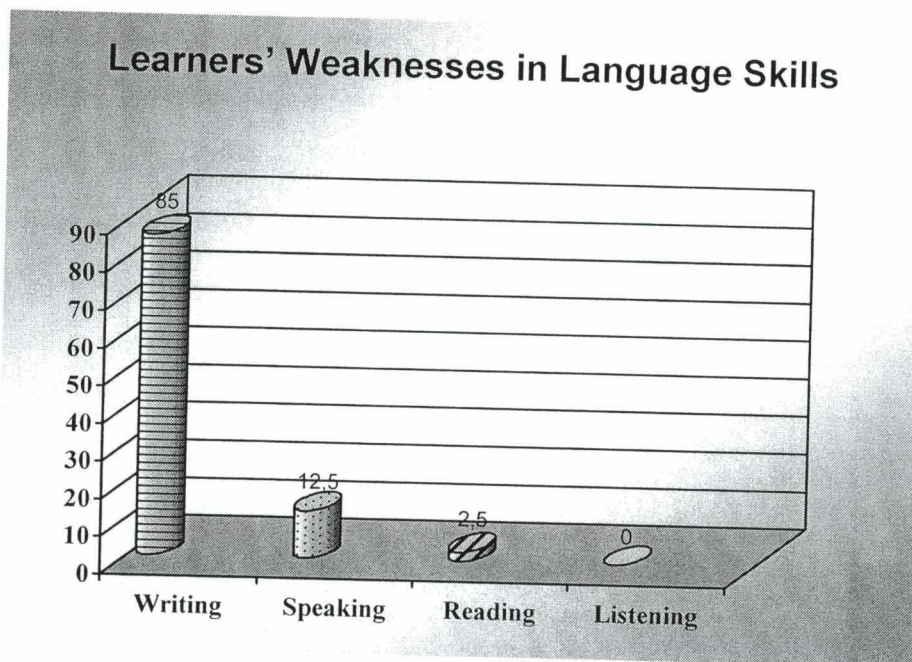
Graph 3.11. Learners' weaknesses in the four language skills.

Teachers are asked to classify the four language skills according to learners' low achievement. Such a question aims to display the skills in which learners have a bad performance. While 85% of the teachers put the writing skill first, 12.5 % claim that speaking seems to present problems for learners as well. Although reading is a receptive skill, it nonetheless appears to be difficult for a small number of learners (2.5 %). Since listening does not seem to be a difficult skill, it is thus possible to notice that learners' difficulties lie at the level of the productive ones.

Question 2: How would you assess your learners' level in writing?

Assessing learners' level in writing	A.F.	R.F.
Weak	25	62.5 %
Average	14	35 %
Good	1	2.5%
Total number	40	100 %

Table3.14. Learners' proficiency level in writing.

Teachers Assessing Learners' Writing
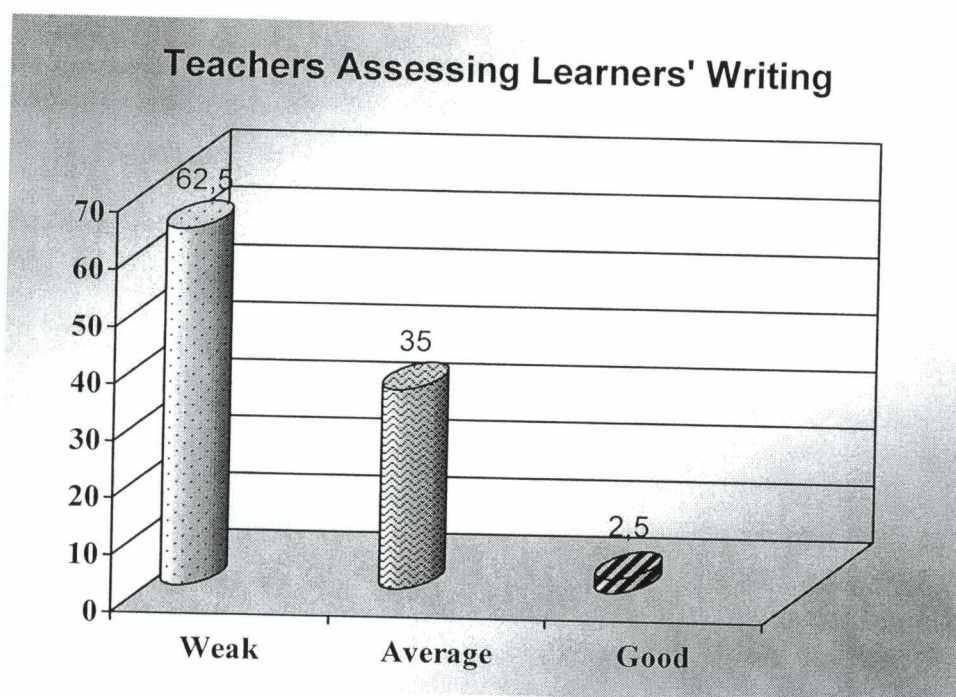
Graph 3.12. Learners' proficiency level in writing.

Teachers are asked to evaluate their learners' proficiency level in writing. The above results clearly show that a large number of teachers (62.5 %) estimate their learners' level as being weak, with a low achievement in writing. 35% of the informants think that their learners' writing performance can be acceptable. Only 2.5 % of the teachers claim that such learners are successful and have a good writing performance.

Question 3: Do you ever teach your learners how to write in English?

Teaching Writing	A.F.	R.F.
Yes	37	92.5 %
No	3	7.5 %
Total number	40	100 %

Table 3.15. Teaching writing to 3°AS Literary and Philosophy streams learners.
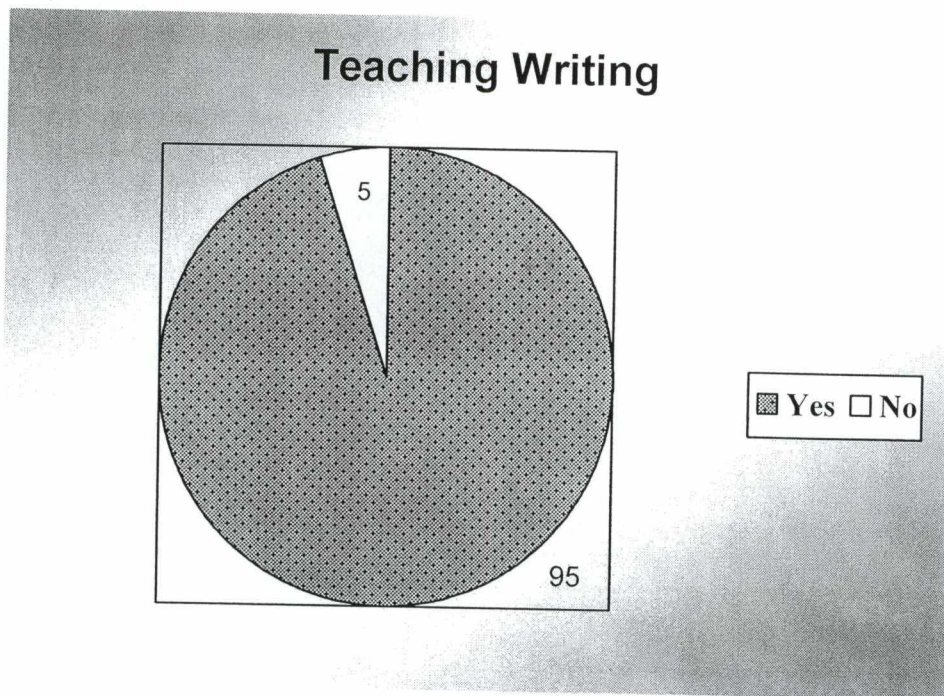
Teaching Writing

Graph 3.13. Teaching writing to 3°AS Literary and Philosophy streams learners.

Teachers are asked whether they teach their learners writing. The obtained results clearly show that writing is actually taught in class since 92.5 % of the informants answer positively. 7.5 % of the teachers assert they do not teach writing. Such teachers complain about insufficient time and overcrowded classes; those reasons seem to prevent them from teaching the concerned skill. As a result, teachers focus mainly on grammar and vocabulary.

Question 4: How much time do you devote to the teaching of writing in a unit?

Asked about the amount of time they devote to the teaching of a unit, teachers answer that such teaching may range from twenty-six to thirty hours accordingly.

When asked about the time they devote to the teaching of writing in a unit, teachers state that this depends on the teaching of the unit itself, and learners' level and ability. While 75% devote one to two hours per unit, 20% devote only one hour because of insufficient time, and only 5% devote two to four hours, depending on the complexity of the tasks to be performed and also learners' level. Bearing in

mind that 3°AS Literary and Philosophy streams learners have four pedagogic units in the English programme, the amount of time allocated to writing is then approximate to ten hours for the whole year. This actually reveals insufficient practice that certainly results in learners' low achievement. For this reason, teachers think that more time should de devoted to the writing skill and practice needs to be fostered.

Question 5: Do you think learners have enough writing practice?

Is the time sufficient?	A.F.	R.F.
No	21	52.5%
Yes	19	47.5%
Total number	40	100 %

Table 3.16. Learners' practice in writing.
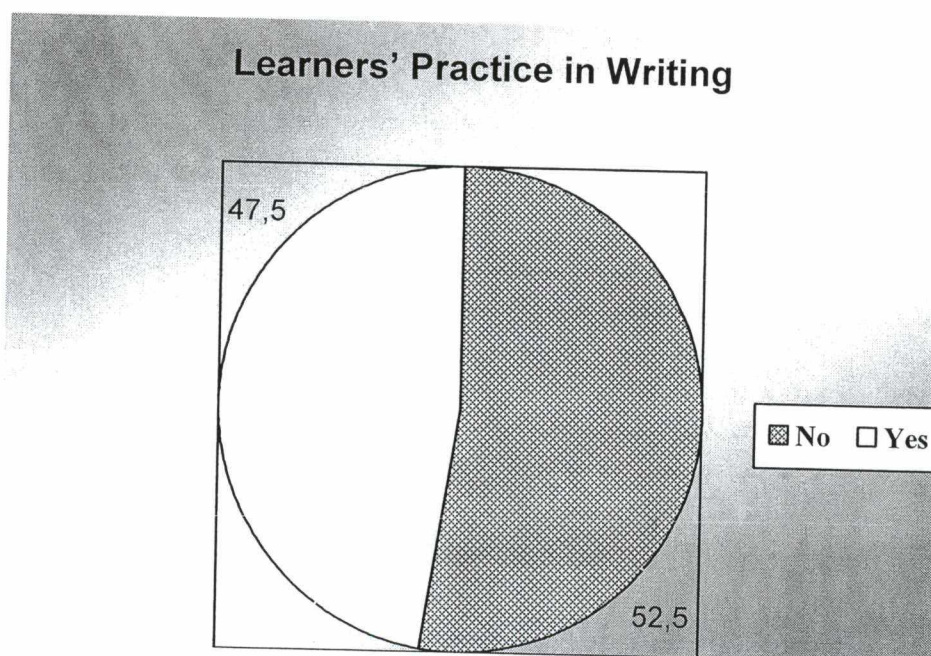
Graph 3.14. Learners' practice in writing.

Teachers are asked whether learners have enough practice in writing. While 47.5 % of the informants claim that such practice is sufficient, 52.5 % give a

While asked about the approach they use to teach writing and correct learners' written productions (essays), the teachers are also required to give the reasons behind their choice. 75% of the informants who opt for the process-product approach state that this approach proves effective since it is a combination of both approaches (process and product). According to teachers, the process-product approach makes students learn gradually and effectively. Therefore, to facilitate the writing task is to adopt the process-product approach because teachers not only want their learners to focus on producing different kinds of writing but learn and emphasize the composing processes they use when writing as well. Writing should be taken as a whole: form and content because it is a process of cohesion and coherence through which learners can produce appropriate pieces of writing. Moreover, throughout the process-product approach learners are acquainted with some techniques which they have to apply in their performances (process). 17.5 % of the informants who opt for the product approach state that during the Baccalaureate exam, teachers are mainly concerned with the final product (essay). The remaining informants, that is 2.5 % who adopt the process approach, do not justify their choice.

Question 7: Do you give learners written homework?

Assigning written homework	A.F.	R.F.
Yes	38	95%
No	2	5%
Total number	40	100 %

Table 3.18. Written homework assignments.

Written Homework Assignments
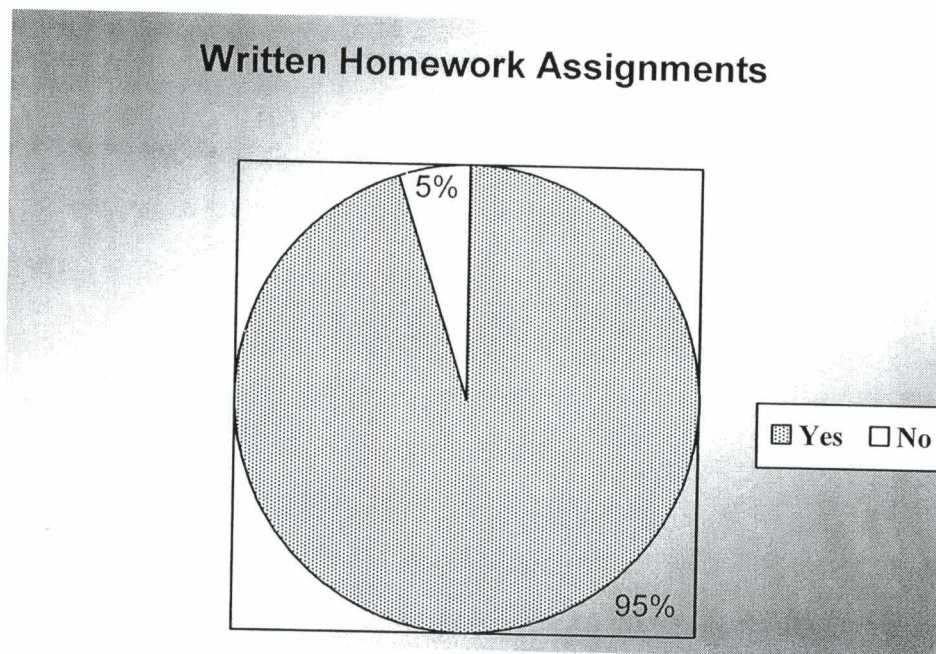
Graph 3.16. Written homework assignments.

This question probes to know whether learners are assigned written homework and how often. While 5% of the informants assert that 3°AS Literary and Philosophy streams learners are never assigned written homework, 95%, claim the opposite. According to them, in order to prepare learners for the Baccalaureate exam, homework is generally assigned at the end of each unit, or every fortnight, in the form of summary writing, inference questions answering, or free paragraph or essay writing.

Question 8: What do you focus on more when correcting learners' written work?

Correcting learners' written work	A.F.	R.F.
Form and content	32	80 %
Form	5	12.5 %
Content	3	7.5 %
Total number	40	100 %

Table 3.19. Correcting learners' written work.

Correcting Learners' Written Work
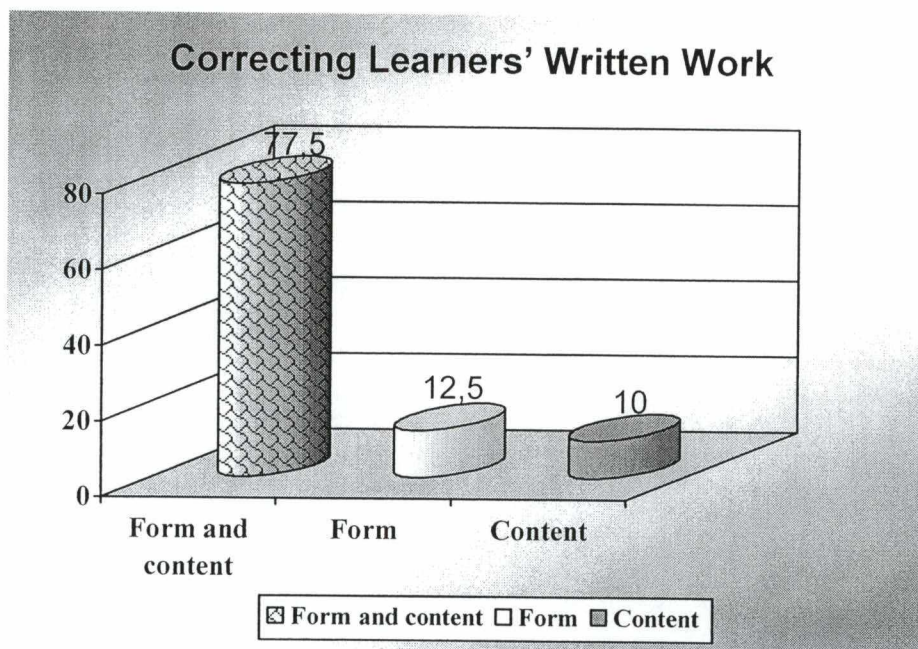
Graph 3.17. Correcting learners' written work.

According to the above results, it clearly appears that most of the informants (80%) focus on both form and content when correcting learners' written productions. Despite the principles of the Competency-Based approach which stresses the content of the message to be conveyed, teachers, nonetheless, take both form and content into account regarding learners' essay correction. Teachers believe that a good piece of writing can be judged on both sides: the way it is laid out and what it consists in. While 12.5 % of the informants focus on the form (grammatical accuracy, mechanics, and ideas organization) the essay takes, 7.5 % of the teachers emphasize content (meaningfulness and rich vocabulary). Indeed, they apply the principles of the Competency-Based Approach which stress the message being conveyed, with a focus on content. This way they favour ideas over the way they are structured. The other informants, that is 12.5 %, favour form over content. Said differently, whatever ideas (content) learners provide in their writing, emphasis should be placed on correctness; appropriate use of vocabulary, grammatical structures, etc.

Question 9: How do you correct your learners' written work?

Correcting learners' written work	A.F.	R.F.
Underlining each mistake with a symbol corresponding to its type	15	37.5 %
Correcting the mistakes	13	32.5 %
Underlining each mistake	10	25 %
Just giving a mark	5	12.5 %

Table 3.20. Ways of correcting learners' written work.
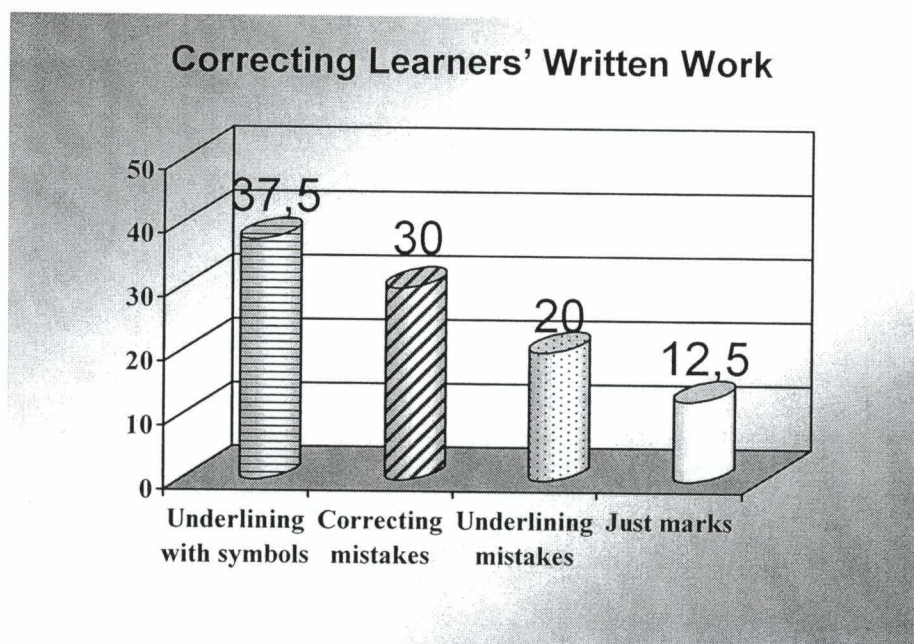
Graph 3.18. Ways of correcting learners' written work.

This question considers the modes of correction most applied by teachers. From the above results, it clearly appears that ways to deal with correction are varied. Indeed, many informants use more than one way to deal with correction depending on the type of mistakes. 37.5 % of the informants underline any mistake done by learners, with a symbol corresponding to its type. Other informants, 32.5 %, prefer correcting learners' mistakes themselves. 25% state that when correcting their learners' work, they just underline the mistakes. 12.5 % of the teachers just

give a mark after correcting. In addition, some informants state that they use different techniques at the same time. In fact, they state that self-correction teaches learners how to be autonomous and then helps them improve their writing performance because writing is a process not a product in its own right.

Question 10: After correcting learners' work, do you devote special sessions for correction in class?

Devoting special sessions for correction	A.F.	R.F.
Yes	29	72.5 %
No	11	27.5 %
Total number	40	100 %

Table 3.21. Devoting special sessions for correction.

Devoting Special Sessions for Correction

27,5

72,5

Yes ☐ No
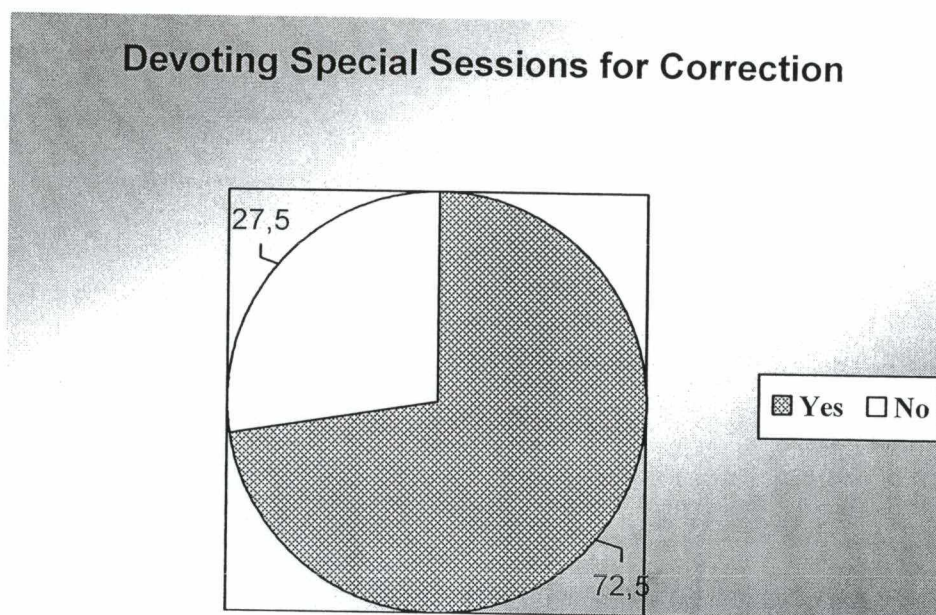
Graph 3.19. Devoting special sessions for correction.

This question seeks to know whether teachers devote special sessions for correction in class. The results show that most of the teachers (72.5 %) actually deal

with such a task. However, the rest, that is, 27.5 % of the informants do not devote any special session for correction because of time constraints.

Question 11: How do you deal with correction in class?

Correction in class	A.F.	R.F.
Mentioning the most frequent mistakes and ask pupils to correct them all together	18	45 %
All learners are involved in correcting a classmate's written work on board	16	40 %
Each learner corrects his peer's work	11	27.5 %
Each learner corrects his own work after being graded	10	25 %

Table 3.22. Different techniques used for correction in class.
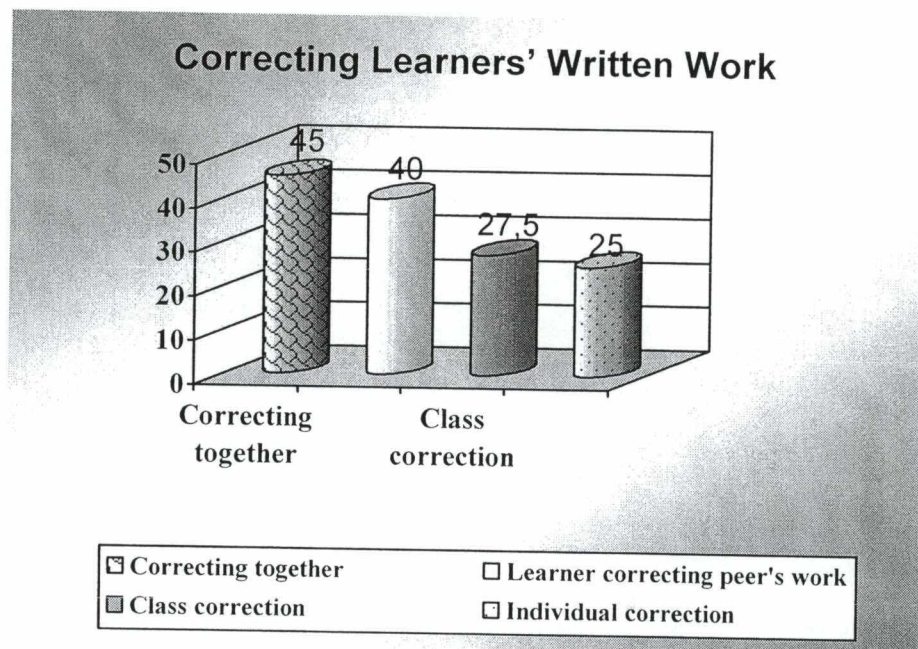
Graph 3.20. Different techniques used for correction in class.

The aim of the present question is to know how teachers proceed when dealing with correction in class. The informants state that they use several techniques. They explain that the four ways of correction are dealt with alternatively depending on the difficulty of the task. 45%, of the teachers say that

they just mention the most frequent mistakes done by learners and ask them to correct such mistakes. Other teachers, 40%, involve all the class in the correction of a poor essay. While 27.5 % of the respondents prefer that each learner corrects his peer's work, 25% of the teachers favour self-correction. They claim that each learner should correct his own work after being graded by the teacher. In addition, some teachers prefer dealing with remedial work concerned with grammar and vocabulary: for instance, they jot mistakes on board and ask learners to correct them all together. From time to time, teachers urge students to learn cooperatively and collectively by writing a collective essay on board (because it is less time consuming), or spotting each other's mistakes and learn from each other's strategies.

Question 12: What sort of mistakes do learners make when writing?

Problem areas	A.F.	R.F.
Punctuation and spelling	39	97.5 %
Grammar mistakes	35	87.5 %
Cohesion of sentences	29	72.5 %
Word order	28	70 %
Lack of rhetorical and linking words	27	67.5 %
Coherence in writing	26	65 %
Lexical mistakes	24	60 %

Table 3.23. Problem areas.

This question drives teachers to assess the type of errors commonly committed by their learners. Teachers say that students make all kinds of the mentioned mistakes (see table 3.25). Yet, they argue that the most frequent ones are related to punctuation and spelling, grammar, and cohesion of sentences. In addition they say that learners' written productions are not acceptable in terms of lexis; this vocabulary shortage most of the time leads them to language transfer and use of the mother tongue. In this context, Nasr and Samadi (1995) find that their Arab learners

use Arabic structures in English writings, (cited in Hamzaoui 2006). Moreover, some writing patterns belonging to first or native language may be transferred to the second or foreign language and then create difficulties. For his part, Kaplan (1983) states:

> **The non-native speaker brings with him/her the alternatives available in the L1 and applies those alternatives in the L2, thereby creating a tension between the apparent relationship of ideas to topic and the possibly inappropriate realisation of focus through intersentential syntax.**
>
> (Kaplan 1983: 150)

At first sight, one can easily notice that the difficulties encountered by learners are numerous. On the one hand, it clearly appears that incorrect punctuation and bad spelling, also grammatical mistakes constitute the biggest obstacles since they have the highest ratios (97.5 % and 87.5 % respectively). On the other hand, cohesion of sentences (72.5 %), word order (70 %), and lack of the use of rhetorical and linking words (67.5 %) appear to be important problems as well. This clearly shows that teachers' concern is form over content. Moreover, many teachers complain about the lack of coherence in writing since the ratio concerning such a feature is 65 %. Another kind, 'lexical mistakes' (see table above) comes in the final position; it, nonetheless constitutes a source of problems to 3°AS Literary and Philosophy streams learners with a relatively high ratio of 60 %.

Many teachers state that lack of interest on the part of students plus insufficient use of English in class are to a great extent involved in learners' poor performance. Teachers explain that 3°AS Literary and Philosophy streams learners find difficulties to generate information, organize them cohesively and coherently. Further, their pieces of writing lack the use of idiomatic expressions and contain repetition of lexical and structural items.

Question 13: What makes learners score low achievement in writing?

Causes	A.F.	R.F.
Difficult nature of the writing skill	34	85 %
Lack of practice	32	80 %
Lack of motivation and interest	31	77.5 %
Large classes	30	75 %
Inadequate and over loaded syllabuses	27	67.5 %
Insufficient time	26	65 %
Inadequate teaching	24	60 %
Inadequate textbooks	21	52.5 %

Table 3.24. Causes of learners' low achievement.

The question attempts to know teachers' point of view by giving their own interpretations and perceptions concerning the reasons behind learners' writing weaknesses. From the above results, it clearly appears that the causes of students' writing problems are numerous. The highest ratio (85 %) is related to the difficult nature of the writing skill. A great majority of respondents believe that lack of practice (80%), lack of motivation and interest (77.5 %), and large classes (75 %) are also to a great extent involved in learners' problems in writing. They attribute this failure, too, to inadequate and over-loaded syllabuses (67.5 %). Besides, insufficient time (65 %) is, for its part, a serious problem hindering the teaching/learning of the writing skill in general and writing as a process in particular. In this respect, Hamzaoui (2006) states:

> **...low coefficient as well as limited teaching time and resources allocated to French and English language teaching... led the younger generations...to encounter real learning problems in both foreign languages.** (Hamzaoui 2006:73)

According to Hamzaoui, those are some of the reasons that prevent learners from performance in foreign languages. With regard to inadequacy of teaching (60 %)

and inadequacy of textbook (60 %), they both appear to be serious causes of learners' failure in writing.

In their answers, many informants mention the total absence of practice outside the classroom since English is a foreign language (lack of a supportive English linguistic environment). They also complain of the difficulty to get the majority of learners to practise in class, due to the large number of learners. For this reason, not enough time could be devoted to writing. Therefore, teachers agree that little preparation is done for the written work assignments, with no congruence between teaching and evaluation. Furthermore, many approaches are under the influence of the Audio-lingual Method which stresses the importance of speech over writing. Hamzaoui (2006) adds:

> **While emphasis is put on the development of oral skills in the Middle School, and the first and second year of Secondary education, the writing skill is given due attention only in the third year of the Secondary School which is not enough to prepare students for formal examination requirements.** (ibid: 94)

Besides, learners' educational background and social level (learning environment and the socio-cultural environment), teaching methodologies, instructional practices, teachers' competence, absence of new techniques in the teaching of writing, and divergence between classroom activities and examination requirements seem to be reasons of great relevance. Teachers add that learners neither read nor speak enough (or at all) English. Consequently, they are unable to recognize different speech forms, so they will probably be incapable to write accurately or meaningfully.

Question 14: What would you suggest to remedy the problem of writing at 3°AS level?

This question gives teachers an opportunity to express their ideas and suggestions freely. To solve learners' writing problems, teachers give the following suggestions:

- A reconsideration of methods and approaches
- Teacher education and teacher training should be reconsidered
- More EFL teaching sessions
- More time devoted to the teaching of writing.
- More practice to train learners in such a skill
- Appropriate and more interesting textbooks in terms of topics and activities to cope with the new generation requirements
- EFL teaching should be reconsidered since the middle school
- A writing curriculum should be set since 1°AM with a continuity until 3°AS
- More interesting and appropriate writing activities
- Class-size reduction
- Group/pair work
- More reading sessions both in class and at home
- Watching documentaries and films in the original version
- Using the internet
- Encouraging learners to keep diaries or note-books
- Learners should work on their own
- Motivate learners and raise confidence in themselves

3.6.2 Teachers' Suggestions

To solve 3°AS Literary and Philosophy streams learners' writing problems, teachers propose many alternatives concerning methodology, classroom practice, lesson plan, and ways to enhance motivation as well as establishing the writing habit in learners. They suggest that the matter of EFL teaching should be thought over again (i.e. approaches, methods, textbooks, EFL teaching time sessions, and number of learners in classes). In other words, it is up to the educational system to decide about more appropriate methods and approaches to the present English teaching situation, taking into account all the problems which both teachers and learners face. The educational system should, for instance, propose more interesting textbooks with writing activities and topics that would suit learners' age and interests (according to the present situation). Moreover, teachers maintain the

importance of having fewer learners in class and more EFL teaching sessions and thus more sessions devoted to the teaching of writing, to train students have more practice through varied tasks and activities.

With regard to the writing lesson, teachers propose to approach the teaching of such a skill gradually since it is a step-by-step process during which learners go through different stages and acquire the mechanics of writing as they deal with the whole unit phases. On the one hand, teachers advocate the explicit teaching of writing conventions (see 1.5) in addition to recycling basic knowledge of vocabulary. On the other hand, they suggest that grammar should be taught explicitly so that learners would produce meaningful sentences. Therefore, teachers, stress the importance of more teaching techniques moving gradually from simple activities (at sentence level) to more complex ones (constructing compound, complex, compound-complex sentences until learners are able to generate whole paragraphs and essays) so as to enhance students' involvement, learning ability, and then improve their writing proficiency. Besides, teachers encourage learners to write frequently and creatively, allowing a certain flexibility concerning mistakes. They also recommend correcting and grading written homework and organizing collective correction sessions (through which learners should know the criteria of evaluation) of students' written products. In so doing, teachers propose remedial work based on learners' mistakes and needs through more drilling activities in the classroom. Teachers insist on assigning collaborative writing activities and research in relation to the theme of the unit under study through pair/group work during which they urge learners to use the target language. Consequently, they think that writing should be learner centred in that teachers encourage learners to have more practice in the writing skill and let them free problems themselves. Said differently, teachers should stop being spoonfeeders. Instead, they should motivate students and rise confidence in them.

As a matter of fact, teachers allude to the close relationship between reading and writing. They assert to promote reading as being a good means to enrich learners' vocabulary and prepare them to the composition phase (learners should focus on reading comprehension questions and extensive reading). Accordingly,

learners should use dictionaries and keep diaries and notebooks of difficult or interesting words and expressions they have learned. Teachers also encourage students to learn English outside school by using the internet, listening to the radio, and watching foreign T.V programmes (films and documentaries).

Yet, some teachers state that they do not think the problem would be solved at 3°AS level. They maintain that it is not only a problem of writing but one of culture and habits as well. According to them, in the Algerian tradition, people neither read nor write; instead, they generally exchange knowledge and information orally. Hence, there may be an effect of culture (which is the set of beliefs, rules and patterns shared by a given group of people or community) which inhibits learners from learning a foreign language and composing in a second or foreign language. Indeed, culture can affect the way of speaking or writing of non native speakers in that they compose according to the conventions of their culture. In this respect, Connor (1996) states:

> **Writing development is seen as part of the synthesis of culturally preferred patterns of rhetorical texts and the related cognitive cultural models. A strong relationship is seen between L1 language and communication skills and development of literacy in both L1 and L2. This kind of model allows for positive transfer of shared linguistic and cultural features from the first language to writing in English as a second language.**
> (Connor 1996: 113)

Connor argues that writing develops according to certain cultural conventions and patterns without which writing in a second or foreign language would be inadequate.

3.7 The Interview

The semi-structured interview has been chosen as an investigative way to examine teachers' perception as far as writing learning is concerned. In the semi-structured interview as Nunan (1992) argues **"The interviewer has a general idea of where he or she wants the interview to go, and what should come out of it"**

EFL learning. Teachers think that 3°AS Literary and Philosophy streams learners are not adequately formed in the middle school. In addition, there seems to be an incongruence of teaching/learning methodology and evaluation at both levels (middle school favouring rote-learning and secondary school). Learners, in fact, arrive at secondary-school level with very poor lexical luggage in English, with very simple grammatical structures and no effective learning strategies. Besides, the Baccalaureate exam is getting more complex each year (no correlation between learners' level and the kind of exams they take).

According to the results obtained, teachers are aware of the decreasing quality of EFL teaching nowadays and seem conscious about their learners' low proficiency level in EFL in general and writing in particular. Most of the teachers believe the primary cause lies in learners' lack of motivation and interest towards EFL learning, a fact that proves wrong according to learners' responses, and providing, hence, negative evidence to a part of the former hypothesis. What can be noticed, too, is that little time is devoted to the teaching of writing. Moreover, few or no writing and correction strategies are used, and remedial work regarding writing skill is completely neglected. Indeed, teachers' focus on form (grammatical correctness, spelling, etc.), while giving little importance to content leads learners to believe that writing means error-free composition.

As far as the writing lesson is concerned, EFL teachers state that at the end of each unit they give their learners a written production (essay) in relation to the theme being dealt with during the whole unit. They claim that they give a particular topic to the learners and ask them to underline the key words and give any idea in relation to such words. The teacher tries to help learners generate and order ideas in the form of a brainstorming session. After that learners are left to work on their own.

On the other hand, no teacher advocates the learning differences existing between learners in terms of learning abilities or strategies. Most teachers assume that learners are good at receptive skills. However, they claim that the problems lying at the listening comprehension level are due to learners' problems of pronunciation (sounds) and words' meaning. Teachers seem to neglect learners'

difficulties in understanding their metalanguage[4], arguing that learners have to accept all what is given to them by the teacher. Furthermore, teachers know that all examinations are written, however, they devote little time to teach writing or to correct learners' products. Besides, many teachers believe that writing is a completely difficult skill requiring both time and energy to be taught, learned and then fostered and improved. They also believe that such a problem could be solved only with the contribution of teachers, learners and education policy makers.

3.7.2 Inspectors Interview

The third and last participants of this investigative study are the EFL inspectors, being the objective observers of any EFL teaching/learning situation, with whom a semi-structured interview has been conducted. Inspectors have been asked to give their opinion concerning the importance of the writing skill as compared to the other three skills with regard to 3°AS Literary and Philosophy streams learners. They are also required to evaluate the quality of teaching writing, give the major causes behind learners' low achievement in writing, and then try to suggest some possible solutions to remedy the problem of writing in English. Indeed, the choice of inspectors of two different levels derives from the fact that EFL teaching/learning begins at middle-school, and mainly because it is thought that learners' problems start at this level and are accumulated until the 3°AS classes where they are actually noticeable because of the Baccalaureate exam. Therefore, the researcher strives to know what such causes are by taking into account teaching/learning conditions from the beginning of their learning of the target language. Inspectors' participation has three main purposes: to observe, to evaluate, and to suggest. The semi-structured interview comprises five open questions which emphasize the observation and evaluation of EFL teaching/learning, at both levels, as far as writing is concerned. The questions are as follows:

- Are the four language skills of equal importance?
- How would you evaluate the teaching of writing in comparison to the other three skills?

- Why in your opinion, do learners fail in writing in English? What are the causes of such a failure?
- Do you think English is taught adequately? What about teacher training?
- What would you suggest to help remedy the problem of writing in English?

3.7.3 Data Analysis

Part One: Middle-School EFL Inspector

The EFL inspector expresses that Algerian middle-school pupils face difficulties at all levels such as handwriting, spelling, etc. The inspector reports that speaking and listening are not part of the final exam, so why focus on them and put aside the writing skill. Indeed, he states that writing is completely neglected and not given as much importance as the other skills; it is the same with regard to exams since the writing part is allotted six points only. The inspector adds that writing has never been taught properly: even if it is taught, teachers test writing but do not care about the writing process (in other words, the writing process is completely inexistent). As far as teacher training is concerned, it is believed that there is a lack of initial training (university). Moreover, in-service development does not address the local needs of the newly appointed teachers. The inspector suggests teaching writing as a process with its different steps. He states that when dealing with a particular writing topic, learners should first jot down ideas, order them, expand them into meaningful sentences, link such sentences through connectors so that they become cohesive to form a meaningful whole. Yet, learners are not trained to use those steps. Instead the EFL teachers give them a topic and let them work on their own without any help.

Part Two: Secondary-School EFL Inspectors

According to EFL secondary-school inspectors, the four language skills are of equal importance for a complete mastery of the language. In their opinion, they are complementary because both communicative competence and competency-based approach involve all of the four language skills. For this reason, teachers try hard to implement all four language skills in spite of the considerable clash, the

(Nunan 1992:149). Therefore, such a kind of interview has been chosen for its flexibility.

EFL teachers at the level of 3°AS classes deal with 'cause-effect' and 'comparison-contrast' or with 'problem-solution' and 'argumentative composition', but in a lesser extent 'descriptive' or 'narrative' discourse. Most of the teachers confirm dealing mainly with essays, paragraphs and dialogues at equal rates. To a lesser extent, teachers deal with letters, and a few articles.

3.7.1 Teachers' Interview

Teachers' interview helps the researcher know more about the writing lesson, the teaching/learning problems with regard to writing as well as learners' writing performance. The interview has been conducted with five EFL teachers, in which the researcher proceeds to note-taking. The objective of this interview has been explained to the informants who were required to answer the following questions:

- What problems do you encounter in any EFL teaching situation?
- How do you proceed in a writing lesson?
- Which strategy do you follow and judge more successful?
- How do learners deal with writing assignments in class?
- What are the main objectives of seminars and study days?

3.7.1.1 Results Interpretation

The difficulties that EFL teachers encounter in any teaching situation are numerous. All of the respondents mention the insufficient time allotted to the teaching of English, absence and unavailability of materials and equipment such as tapes and internet at school level to help EFL teachers perform their task, reach learners' needs and then achieve their goals. Teachers add that learners do not pay as much importance to English as to the other subjects because of low coefficient. As far as EFL learning is concerned, learners' lacunas are more particularly felt at the level of the productive language skills. Teachers explain that learners' low level in English is due to learners' deficiencies accumulated through the previous years of

deep gap and the lack of congruency between teaching and assessing. Yet, and as far as 3°AS learners are concerned, writing and reading are the two skills which seem to have some priority. With regard to the present situation, the teaching of writing is diluted in a whole lot of activities including the four skills because many teachers would like to see their learners become skilled writers. However, teachers often meet considerable handicaps and thus realise that they are more concerned with semi-communicative activities, that is, for instance, dealing with the mechanics of the language, grammar, drilling, etc, than with a true, well-thought, well-planned, and well graded writing. In this respect, EFL inspectors add that the writing skill is not given enough importance for many reasons. First of all, they state that EFL teaching is not allotted enough time. Furthermore, reading, the skill which actually prepares learners for writing, is not given due importance by learners. The materials and activities proposed to teach and deal with such a skill are most of the time inappropriate. Besides, because of large classes and consequently discipline problems, teachers cannot afford enough time to teach writing in a thorough way, neither for correctly teaching writing, nor for correcting learners' written productions. In addition, appropriate strategies regarding the teaching of writing are totally inexistent.

Teacher's education and training have also been advocated. On the one hand, it is argued that the system of the university is not adequate. On the other hand, it is believed that absence and unavailability of training colleges for teachers present serious problems for the new teachers. Indeed, when they first land in the teaching field, most of the new comers face a serious problem; a little theory but no practice at all. They soon realize that they need to observe other experienced teachers performing. A major reason is that the initial training (at university level) is not complete and sometimes even inadequate. Therefore, university learners have no chance to improve their fluency in English (training in an English speaking country). Second, (as previously mentioned), writing should have a better and clearer status; and this should appear both at syllabus and textbook design levels. During seminars and other study opportunities, teachers are somehow demonstrated

how to deal with writing. Many of them would succeed in leading their learners to acceptable competency; unfortunately they feel too busy with instilling such mechanics as how to behave and act in front of such or such situations in the Baccalaureate exam. They know they are making robots rather than competent examinees, but they prefer taking out insurance for a good "mark". Yet, by planned writing, the informants mean short and long-term planning. In fact, they think that planning a writing session would be just nonsense if it is not seen and integrated in a long-term planned set. For this reason, every session should be based on a given objective, which in turn, should be strongly and logically related to the other selected sessions and objectives. Therefore, to solve the problem of writing at 3°AS level, EFL inspectors give the following suggestions:

- Creation of training colleges.
- Study exchanges for EFL teachers.
- More EFL teaching sessions.
- Class size reduction.
- Appropriate strategies both for teaching and learning
- Appropriate activities to teach the writing skill.
- Reading sessions.
- Pair/group work.

3.8 Discussion of the Main Results

Through the analysis of the questionnaires and the interviews, it is easily noticeable that several factors are, to a great extent, responsible for learners' weak writing performance. For this reason, the researcher has based her study on a comparative analysis of both questionnaires and interviews. The obtained results seem, therefore, to confirm some points of the research hypotheses.

The results clearly show that despite the five years of exposure to English learning, 3°AS Literary and Philosophy streams learners still find it difficult (84.48%) to use the target language. Even though they enjoy studying English in class, they claim that it is difficult to learn it. Such learners are thought to present a

poor performance in the two productive skills (speaking and writing). Of the three language skills about which learners complain as being complex, it is easy to notice that writing, with a ratio of 62.06 %, is the most difficult and thus the one which presents serious problems to learners. For their part, teachers assert that writing remains a complex skill for learners (85%) and explain that it is the reason why their writing performance is weak (62.5%). Students, for their part, state that their performance is average (53.44%).

Besides composition writing, learners often find difficulties constructing sentences (basic paragraph element). Therefore, it seems obvious that they are unable to write whole essays. In this respect, EFL inspectors assert that writing has been neglected and not given as much importance as the other skills and not even been taught properly (teachers do not care about the writing process). They add that even though learners are taught how to write paragraphs/essays and do have practice in class, it clearly appears that writing is neither taught nor learned adequately, a fact that seems to confirm the first hypothesis.

Teachers state that learners' areas of weaknesses are numerous and assert that the causes behind learners' low writing performance are numerous. On the one hand, the educational system has been mentioned as being at the origin of writing deficiency. The educational system is, indeed, highly involved in learners' failure since it has a large part of responsibility; allowing insufficient time to English teaching, gathering huge numbers of learners in classes, very often under the control of inexperienced teachers, setting inadequate syllabuses and textbooks, providing learners with inappropriate approaches and methods.

Teachers, therefore, claim that the time devoted to writing in a unit is not sufficient and thus learners do not have enough practice in writing. Thus, in spite of being assigned written homework, it is, nonetheless, insufficient for learners to improve their writing proficiency because of the many reasons that prevent them from achievement in writing. Lack of motivation and interest (which seem to contradict learners' answers but confirm part of the second hypothesis) added to the difficult nature of the writing skill are other factors that inhibit the learning of writing. On the other hand, EFL inspectors claim that EFL teaching is not allotted

enough time. According to them, reading, the skill which actually prepares for writing, is not given due importance by learners. The materials and activities proposed to teach and deal with such a skill are most of the time inappropriate. Large classes and discipline problems hinder the teaching of writing; neither for correctly teaching writing, nor for correcting learners' written productions. Appropriate strategies, too, regarding the teaching of writing are totally inexistent. Accordingly, the second hypothesis also, has been confirmed.

In the second position, comes the teacher who is directly involved in learners' low achievement in writing. In addition to the lack of initial training, there seems to be that the in-service one does not address the local needs of the newly appointed teachers. Untrained and unexperimented teachers cannot actually facilitate the task of learning. Conversely, because of their lack of experience, such teachers are going to completely demotivate learners. Consequently, 3°AS Literary and Philosophy streams learners frequently become completely demotivated in spite of the fact that a ratio of 90% state that they enjoy studying English in class. Another major reason is teacher's education and training; the system at university is not complete and sometimes even inadequate. In addition, the absence and unavailability of training colleges for new teachers present them with serious problems (a little theory but no practice at all). Such results seem to confirm the third hypothesis.

3.9 Conclusion

The investigative study was concerned with the three main and omnipresent participants in the teaching/learning context: learners, teachers, and inspectors. A survey of learner's weaknesses in writing as well as the pedagogical inadequacies was carried out by means of different analytic tools. From the collected data, it becomes clear that both the linguistic and non-linguistic problems are largely responsible for learners' low achievement. On the one hand, the study gave insight into learners' language and writing difficulties. On the other hand, teachers' questionnaire and semi-structured interview pointed at teachers' practice and the difficulties they encounter in the teaching of English in general and writing in particular. Bearing in mind the research questions and hypotheses set to shape and conduct this study, it appears that the learner and his motivation, his environment, his teachers and the method used in the classroom seem to be prime factors affecting the learner's attitudes towards language learning. Previously, it was believed that the only basic tool a language teacher needed was a sound knowledge of the language. Nowadays, it is agreed that linguistics is not the only area in which a language teacher should be trained. The importance of psychology and sociology, as well as more extensive training in pedagogy with an emphasis on the individual learner is being recognized.

After interpreting and analysing the different results, one may state with certain confidence that writing cannot be dissociated from learning the target language and from learning in general. Low achievement in writing may be due to many causes. Among them, there seems to be a complete lack of correlation between teaching objectives, classroom practices and evaluation norms. Besides, added to the inadequacy of teacher training programmes, learners' dependence on the teacher represents another big handicap. It is teachers' responsibility to draw learners' attention on the importance of language learning and thus learning how to write in English so as to become better learners' and consequently fluent writers. Therefore, the following chapter proceeds to give some suggestions and recommendations related to writing skill development, on the basis of the informants' answers and the obtained results.

Notes to Chapter Three

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1. Triangulation is the procedure of obtaining more than one aspect of the topic being researched via different sources of data.

2. Eleven years: at the 3°AS level, third year Literary and Philosophy streams learners have had eleven years of schooling during which they have had Arabic (six years at the primary school, three years at the secondary school) as the mode of instruction.

3. Eight years: at the 3°AS level, third year Literary and Philosophy streams learners have learned French for eight years (three years at the primary school, three years at the middle school, and two years at the secondary school).

4. Metalanguage refers to the language used by the teacher to explain things, answer questions, give instructions, etc.

Chapter Four:

Suggestions and Recommendations

4.1 Introduction
4.2 Pedagogical Implications
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        4.2.1.1 Teacher Training
        4.2.1.2 Teacher's Role
        4.2.1.3 Teacher's Accountability
        4.2.1.4 Teacher/Learner Relationship
    4.2.2 Teaching Methodology
        4.2.2.1 Classroom Management
        4.2.2.2 Teacher's Techniques
    4.2.3 The Learner
    4.2.4 The Process of Learning
        4.2.4.1. The Process of Learning
        4.2.4.2 Learner Centredness
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        4.3.3 Testing
4.4 Conclusion

4.1 Introduction

With regard to the English teaching/learning situation in Literary and Philosophy classes, the present chapter will propose some solutions which are hoped to help learners overcome the difficulties they encounter in writing. This chapter will be divided into two main sections. The first one will be concerned with pedagogical implications regarding the teacher and his methodology. The aim of the second section is to suggest some remedies to the existing problems related to language and the difficult nature of the writing skill. This section will endeavour to recommend a more adequate way of teaching writing. In order to improve learners' writing effectiveness, some preventive teaching has to be undertaken at an early stage. Yet, if such work proves insufficient, remedial teaching has to be provided then. Additional factors that could bring positive change in the teaching/learning of writing are the educational system and teacher training, eclecticism, and also testing.

4.2 Pedagogical Implications

This part is mainly concerned with the way effective language learning and teaching can take place. To be effective in promoting learning, teaching should take numerous factors into account. Among them, teacher and learner seem to be the most important variables.

4.2.1 The Teacher

Even though the emphasis in education is on the learner, one should bear in mind that the teacher is still the person especially trained to guide learners and create a favourable, supportive classroom environment. The teacher is one of the most important partners in the teaching/learning process since he is highly involved in the interaction teacher/learner. Therefore some variables regarding the teacher and his training, his role, proficiency, etc are to be taken into account.

4.2.1.1 Teacher Training

The quality of both pre-service and in-service training directly affect teacher's competence, experience, and then his way and the quality of teaching he brings in class. Indeed, the extent, nature and quality of teacher training greatly affect the quality of teaching. The type of training which a teacher has undergone is thus the main determiner. Training should emphasize teacher's practice for effective teaching and thus learning. Different practical techniques should be developed because throughout such training sessions, teachers acquire knowledge and skills of the teaching process, the way teaching should be done, and a body of knowledge related to language, education, pedagogy, etc. Therefore, teacher training should meet the needs and objectives of teaching. This is why it is advisable to reconsider training by setting up training programmes and emphasizing the practical side.

4.2.1.2 Teacher's Role

The EFL teacher has become a facilitator of learning where, in many occasions, he has to perform many roles at the same time, depending on the class, the lesson, the activity, etc. Teachers have to be eclectic and flexible when performing their task because their role is to facilitate the learning process and enhance learners' progress (see P.LE.F.T.E.R[1]). In so doing, the teacher may stand at the front of the class to motivate, instruct, and explain. In other situations, he may move round the class to help and encourage learners who may either work on their own, in pairs, or in groups. Consequently, the teacher's role may change from one activity to another or from one stage of activity to another. Some activities, for instance, may be difficult to organise and achieve without the teacher acting as a controller. Others may have no chance of success unless the teacher takes a less domineering role. Therefore, it is the kind of activity proposed which determines the teacher's role. Besides, teachers should be able to judge what role is suitable for what class or activity type. This way, they have to switch between the different roles and know how to perform them. Teachers need, nonetheless, to be energetic, humorous, and creative. That is, they have many different performing styles

depending on the situation. Sometimes teachers may be standing at the front, commanding or entertaining, and later they may be working with a particular group while the other learners are working on their own groups. In their classes, teachers act differently and individual teachers vary their behaviour depending upon what they are doing and on what occurs. A team game involving a group of learners working together requires from teachers to have some characteristics such as being energetic and encouraging because games require excitement and energy, encouragements for learners to have a go, supporting learners throughout the whole process, and avoiding misunderstanding among learners.

Besides the roles they perform in class, teachers may use aids such as mimes, gestures, and facial expressions to make things clearer for learners. That is, the ways in which teachers model language (using their voice, making gestures and facial expressions) are important in teacher's behaviour. When doing so (on the spot) teachers facilitate the conveying of meaning and thus learning for students; e.g. shrugging shoulder can be used to indicate indifference, intonation can be explained through a kind of drawing in the air.

4.2.1.3 Teacher's Accountability

Today's language teacher has to manipulate much more information in different areas of knowledge (psychology, pedagogy, sociology, etc.) in order to actually help his students learn. The teacher is thus responsible for motivating learners and ensuring that they become involved in learning. The teacher's role is, indeed, to achieve an atmosphere of interest, confidence, enthusiasm and support in class. If he is highly motivated himself, it will then be easy to enhance learners' motivation and therefore get them to perform better. Admittedly, such a suggestion does not claim that learners are going to perform in a quite successful way. They will, nonetheless, approach learning and mainly writing with less apprehension and more confidence. There are several possibilities ahead for making the writing course more attractive and consequently more productive.

4.2.1.4 Teacher/Learner Relationship

Some issues related to EFL learners should seriously be taken into account by teachers before engaging in the difficult task of teaching. Such issues are mainly concerned with who those learners are, their background, their attitudes towards learning another language and towards the people who speak it, why they are learning this language, and what they want to get from the study of this language. Put differently, teachers should, for example, know whether learners are fulfilling a requirement but hoping to get something further from the effort expended. This simply means that the teacher has to cater for learners' needs. For this reason, teachers need to be aware of learners' differences (age, intellectual capacities, attitudes, learning styles, weaknesses, etc.) so as to give equal opportunities for each individual learner, bearing in mind such differences. Once they find who their learners are and how they feel about language learning and courses, teachers will be in a better position to select a methodology and design courses. To ensure learning, teachers have to get learners engaged and involved by maintaining a friendly atmosphere in class through which learners feel relaxed and at ease. For this reason, Rivers (1968) states:

> **Teachers now feel free to develop the style of teaching with which they themselves feel most at ease, for it is only by feeling at ease themselves that they can set their students at ease in the potentially anxiety-creating environment of the active second-language class** (Rivers 1968: 90).

Such quotation implies that it is up to the teacher to create the most appropriate teaching/learning atmosphere through which both teachers and learners should feel at ease. Otherwise, learners will always protect themselves from failure, criticism, and competition with classmates.

To enhance learners' involvement, the teacher may provide opportunities for mutual communication. Yet, learners do most of the tasks just because it is the teacher who wants so. Instead, they should be enthusiastic, prepared and thus understand the purpose of the task required from them. However, if the teacher

fails to ensure a relaxed atmosphere in which learners feel secure, teacher-learner interaction will be limited and the learning process hindered.

4.2.2 Teaching Methodology

In addition to the teacher, his role, training and accountability, it is worth mentioning methodology as an important variable in the whole process. Since the term methodology includes decisions, it proves then more logical that such variable should be the teacher's main concern and not imposed on him. The EFL teacher needs to acquire a wide and deep understanding of all the variables (learners' profile and level of proficiency, motivation and attitudes to learning, etc.) he is likely going to encounter in the language teaching situation. Therefore, the teacher needs to select, devise and operate, for any given situation, the methodology which best fits and matches all the variables. In the light of this, Rivers (1968) says:

> **Languages have been taught to students down the centuries by a variety of methods...No matter what method is in vogue or is officially advocated, teachers...will adapt its techniques...to what they feel is appropriate for the particular classes they are teaching, always keeping in mind the age, level of the students and their educational needs...Any method ceases to be efficient when it is applied inflexibly...** (ibid 27)

Teachers may know and be familiar with their learners only after a relatively long period of teaching/learning. Teachers are supposed to know what is appropriate for their learners so as to decide on what and how to prepare and present lessons. Otherwise, lesson planning will be difficult especially if it occurs at the very beginning; when teachers do not have any idea about their learners. Teachers have to look for the different forms lessons may take, the different ways learners may react to lessons and to achieve their exercises. In so doing, teachers can manage learners in pairs, groups; this way, learners have the opportunity to move around the class and to be involved in a group writing activity. Teachers should also think about the language and skills they have to teach as well as the activities they provide their learners with. Sometimes, it is depending on the

syllabus or textbook that the teacher decides what language skill he wants his learners to develop. Other times, it is the lesson sequence which is going to determine the use of a particular skill or exercise. Accordingly, teachers are supposed to know what types of activities would be best for their learners at a particular point in a lesson, or on a particular day. Teachers have to balance the exercises in their lessons to engage and motivate their learners. The teacher may, for instance, introduce new vocabulary giving learners opportunities to use and practise it through appropriate activities. In this respect, Harmer (2001) says:

> **The best lessons offer a variety of activities within a class period. Students may find themselves standing up and working with each other for five minutes before returning to their seats and working for a time on their own. The same lesson may end with a whole-class discussion or with pairs writing dialogues to practise a language function or grammar point.** (Harmer 2001: 309)

Harmer means that good lessons should not be restricted in terms of tasks and activities. Instead, they should offer a variety of tasks to perform and aims to achieve. Therefore, it is thought that experienced teachers can, without doubt, run effective lessons. Teachers also have to select a particular content to interest and involve learners. Even though the content is generally stated by the syllabus or the textbook, experienced teachers can accordingly know which topics will work and which will not. Teachers should be sensitive to learners' needs and then choose fascinating and up-to-date topics to motivate their learners and make them learn. Teachers not only carry with them knowledge of the learners but the belief to create an appropriate balance between variety and coherence. Teachers are aware of the classroom they work in, the materials they can use, the time they have at their disposal, and the attitudes of the institution they work in, all combine to focus their planning on. Lesson planning may also depend on the way and circumstances the lesson will take place and the experience of teachers.

In this respect, Rivers (1968) notes:

> **In class the teacher can immediately remedy deficiencies in the materials by re-presenting sections in a new way as soon as it becomes evident that the students have not understood.** (Rivers 1968: 120)

The teacher may, for instance, have the learners read a text on a particular topic, and build the activities around this. Since a lesson may generally have more than one aim, in a reading session, for example, teachers may not only want their learners to develop their reading ability but become fluent speakers as well. Needless to say that there should be a congruency between the different lessons because of the unforeseen problems that are likely to happen during the course of the lesson. In other words, even with formal planning, teachers have to revisit what they have already prepared to update it because it is just a proposal of what they hope to achieve.

Teachers may be judged responsible for any teaching/learning situation. However motivated learners may be at the beginning of a course, the level of motivation may change if learners are not fully engaged or if they cannot see where they are going. Thus it is up to teachers to keep their learners motivated by setting goals and giving rewards. The most obvious goal, of course, will be to master the English language. In the case of Literary and Philosophy streams learners the goals will be the completion of a piece of work or some part of the programme, staged lesson tests, achieving activities designed to recycle knowledge and demonstrate acquisition. In this respect, Harmer (2001) posits:

> **Language does not exist in a vacuum, however. Our decisions about how to weave it through the lesson sequence will be heavily influenced by the need for a balance of activities.** (Harmer 2001: 318)

Harmer means that language is a set of interrelated elements that should be mastered by learners because they function as whole in different shapes depending on the present situation. The series of exercises proposed and done over a sequence

of lessons and during which learners meet different learning styles is one of the features that will determine the level of involvement learners have all over the teaching/learning process. Planning a successful sequence of lessons means taking all of the mentioned factors into consideration and weaving them all together into a colourful but coherent manner.

4.2.2.1 Classroom Management

The English class lasts one hour and takes place four times a week. The lessons may deal with different topics through which learners are exposed to a wide range of vocabulary items and lexis, expressions, and grammar structures (in relation to the theme or the topic being studied). Therefore, it is the type of lesson, the activities designed, and the size of the group which determine the way EFL teachers should manage their classes. Besides, teachers need to know more about their learners (their needs, motivation and interests) to be able to plan and conduct their lessons. In other words, the type of activities learners are involved in, and the way the class have been feeling through such activities are important factors to be taken into account when planning the following lesson, before managing the class, and also the time to perform such tasks.

Another important issue is to keep a balance between teacher's talk and learners' talk; that is, teachers should manage their talking time without forgetting to give learners the opportunity to express themselves. To develop learners' fluency, teachers may organise learners in pairs or groups and let them talk and write freely, using the target language. That is, teachers may notice that a particular activity would work better if done in group rather than done in pair or individually. Though teacher-talking time may not be necessarily advantageous for learners especially since those teachers are unlikely to be permanently interesting, it is, nonetheless, as Harmer (2001) views it as one of the vital ingredients (exposure to language) in the learning of any language. He adds:

> **Plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skills".** (ibid 85)

In this respect, Krashen (1985) argues that the kind of language learners would be exposed to should be comprehensible; though this language is slightly above their own production, learners should understand it. Yet, apart from classroom settings, learners may not be exposed to English. Therefore, it is the teacher's role to provide learners with comprehensible input since he knows his learners' level. Moreover, teachers should take into account the fact that some learners may be 'frightened' to speak in class and that others may feel frustrated by teacher criticism. Teachers should know how important and encouraging their approval for their learners is.

Lesson planning is not to be followed slavishly. It is, instead, a proposal that would help teachers prepare the lesson. A proposal, here, means just an idea of the way the work should be done because of some unexpected events. However well teachers have planned their lessons, some unforeseen problems may occur, which may make teachers modify their planning.

To help learners improve their writing performance, teachers have many things to do such as selecting the appropriate activities. Teachers should feel free to develop the style of teaching with which they themselves feel most at ease, bearing in mind their learners' needs and objectives. Indeed, it is only by feeling at ease themselves that teachers can make their learners feel motivated and interested in what is being given to them. Besides it is only the classroom teacher who is experiencing daily the interaction with his learners; he is the only person who can actually decide the most appropriate approach to teaching in the actual situation according to his learners' age, level, and needs.

4.2.2.2 Teacher's Techniques

Teaching is an art; therefore, it is not enough to use the same way of teaching for years. Likewise, constantly looking for "The right method" or a good way of teaching is not possible. It is not believed that such a method exists. On the contrary, it is advisable to cater for different situations, calling for different techniques, materials, activities, etc. The main principle to remember in deciding on

the suitability of any technique for the teaching of writing is whether it will help the learners and mainly the weakest ones.

i Teaching Rewriting

The most common mistake made by both teachers and learners is to equate error correction with rewriting and revision. Most of the time, when dealing with essay writing, learners write only one draft because of time constraints, then hand their essays in for correction and also grading. Yet, rewriting is one of the recommended exercises that help learners produce acceptable pieces of writing. In this respect, Lewitt (1990) says: **"Writing, and more writing, and then more writing teaches writing"** (Lewitt1990:04). He means that writing practice teaches writing. In other words, the more learners write (write, read, rewrite, reread, arrange), the better their writing is likely to become.

Since any good piece of writing is not the product of only one draft, it means that writers write several drafts before the final product and that this latter should go through the different steps of the writing process (see 1.9). Thus, to improve their writing performance, learners should follow the different steps of writing as a process (pre-writing, writing, post-writing: revision and proof-reading). For her part, Zamel (1983) argues that the composing process is **"Non- linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning** (Zamel 1983: 165). Such a quotation clearly indicates that writing is not a linear process, instead, it is a recursive one.

ii Teacher's Correction

In Harmer's words, a bad grade is a bad grade, however it is communicated. It can, nonetheless, be made far more acceptable if it is given with sensitivity and support. Teachers should evaluate learners' writing by correcting their work. They should not only focus on form's correction (spelling, lexical and grammatical errors), but on the content (whether the essay is coherently and cohesively correct) as well. In so doing, teachers are not required to provide learners with the correct forms of their mistakes. Instead, they should only show students that such form is

wrong and then get them to find out their mistakes. This will probably help learners first depict where their weaknesses lie and second, improve both the form and the content of their writing.

4.2.3 The Learner

Involving learners in the learning process is an important element in language teaching. However, the responsibility does not fall entirely on the teacher. The learner, too, has to take on a big part of responsibility of such a process. In brief he has to work on his own by making research, dealing with homework in a serious way, revising lessons, etc. In sum, the learner has to rely on himself, not just on the teacher. To achieve such a task, the learner should first and foremost be willing to learn and show a high degree of motivation. Therefore, pair/group work, and peer-correction have been generally acknowledged as being highly stimulating and of great benefit to learners. For this reason, teachers should encourage and recommend such ways of working. According to Harmer (2001), if engaged, adolescents **"...have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them"** (Harmer 2001: 39). Therefore, it is up to the teacher to involve pupils in the learning process taking into account their age and thus their need for self-esteem.

4.2.4 The Process of Learning

Learners should be involved in the learning process. Therefore, they need to possess positive task orientation with high aspiration, goal orientation and perseverance. Sometimes learners rely on themselves and do not have to be guided by the teacher all of the time. In so doing, they may be creative by making intelligent guesses and their own opportunities for practice, using contextual clues, and learning from their own errors. Consequently, teachers should encourage self-reliant learners, and promote learner autonomy as a main goal (see 2.2.2). For this purpose, teachers should, for instance, encourage extra reading and also get learners to speak fluently and communicatively despite their difficulties. Teachers should

take into account that there are different kinds of learners and different kinds of behaviours within the same group. As a result, teachers have to tailor their teaching to match the personalities in front of them (see 2.6.2). In other words, teachers have to select what would interest learners and more importantly be aware of some individual traits when managing learners in pairs and groups. Besides, teachers need to recognise which learners need more personal attention than others, and which need different kinds of explanations and practice of language. Something which may disturb learners is when they do not know where they are going and do not see any progress. Teachers have to set goals clearly to help learners have a learning target to aim at, explaining what should be done, what the activities require and making sure that the activities are engaging. In order to gain some information about learners' preferences, teachers may directly ask learners about the kinds of activities they would like to have or about their learning preferences. e.g. When answering comprehension questions about reading passages, I prefer to work:

a on my own

b with another learner (pair work)

c with a group of learners (group work)

Indeed, the fact of asking learners about a particular task or activity will help teachers decide whether or not to use a similar kind of activity again, whether to amend it, or whether to abandon such an exercise type. Such feedback, coupled with getting information concerning students' learning preferences and teachers' observation, help teachers to build a picture of the best kinds of tasks or exercises for the mix of individuals in a particular class. Consequently, it offers teachers to give learners a blend of tasks and exercises. If teachers get information about each individual learner, they will be in a position to adjust their way of teaching (it is up to the teacher to recognise what works and what does not) to the different learners in the class.

4.2.4.1 Cyclical Learning

It is worth bearing in mind that language learning is cyclical. Therefore, the repetition of items at different levels is recommended for linguistic consolidation. In other words, the same language item needs to be studied again and again throughout a course. Before moving forwards, a teacher has to move backwards. As Abi-Ayad (1997) puts it, there are at least three main reasons for this:

- Learners tend to forget, therefore revision of the previously learned items proves necessary.

- A good deal of writing in the English language class can be undertaken as an aid to learning, for example, to consolidate the learning of previous structures or vocabulary, or to help learners remember new items of language.

- A most frequently neglected reason is that the more learners advance the more they need to deepen their understanding of the language. Language is a system, and the teaching has to reflect this. It is then recommended to teachers to be prepared to return to examining certain fundamental problems of the language at any moment, depending on learners' demands and needs.

New learning is based over the foundation of our own earlier learning. New things become clear and understandable if we use appropriately the already acquired knowledge and experience. Moreover, evidence indicates that teaching has become an active thinking and decision-making process in which the teacher is constantly assessing what the learners already know, what they need to know, and how to provide for successful learning.

4.2.4.2 Learner Centredness

Foreign-language learning is no longer perceived as a school subject but as a means of communication so as to meet the demands of present-day society. It is not enough for a learner to have just a good mastery of the structures. What is more

important is an awareness of social constraints on the selection of alternative linguistic forms. For this, recent development in language teaching has emphasized a learner-centred approach (see 2.2.2), focusing on the learner as an individual and thus as a drive for syllabus design. This involves a constant learners' needs analysis. It has been pointed out that successful implementation of a language programme is highly influenced by how well it matches learners' expectations, learners' styles, and also values (Richards 1985). With the learner-centred approach, both teachers and learners share responsibility. To enlighten this, one may assume that being a teacher does not necessarily entail gripping over the whole learning that may take place. The teacher takes the role of model and facilitator (see PLEFTER); what he can actually do is to help and create the conditions conducive to successful learning. The teacher is no longer a spoonfeeder but rather a helpful guide who should set up a continuous attention of self awareness and self development in the learner. In so doing, the teacher gets learners increase their role as active participants, aware of their learning process, and consequently responsible for their learning. Involving learners in the learning process seems to be a crucial element in language teaching. In this context, Chamot et al (1999) state:

> **Learners whose learning abilities and strategies are acknowledged and encouraged will embrace strategies instruction as a way to further their old independence as active thinkers.** (Chamot *et al* 1999: 53)

This means that in such teaching/learning situation, the teacher is no longer the transmitter of knowledge; instead, it is the learner's performance which is going to be more active. In the same context, Nunan (1989) defines the learner-centred approach as being information by and from the learner. Such information is used for different purposes: for planning, implementing and evaluating language programmes. If their comments are taken seriously, learners soon realise that they can usefully influence their own lessons and thus their own learning. Learners' motivation will almost be enhanced if they see the purpose of what they are doing.

4.2.4.3 Learning Styles and Strategies

Lowman (1990) states that students learn a subject at different rates and with different levels of completeness. Therefore, teachers should not be held responsible for the differences in ability learners bring with them in the classroom. Teachers are, however, responsible for motivating learners, and for making sure that they become involved in learning which is an active process of translating new knowledge, insights, and skills into behaviour. It is important for a teacher to be aware of the learning-style preferences of the students, and of his own preferred way of instructing. Adjustments can then be made to accommodate the students' needs. Therefore, learners can be shown how to become more responsible for their own learning. Murell (1987) argues that if the teacher's instructional style and the student's learning style match, there is usually a productive learning environment.

With regard to writing, Hamzaoui (2006) states that the way writing is taught to learners should be re-assessed. She adds that teaching learners new vocabulary and grammatical structures is not sufficient. Instead, Best (2004) asserts to teach **"…the strategies available to writers in order to develop their personal styles"** (Best 2004: 2). Accordingly, learners should know the different writing strategies in order to improve their writing performance. Hamzaoui (2006) explains that although most of the learners know such strategies, they, nonetheless, do not know how to use them adequately. Therefore, it is the teacher's role to teach the strategies in question and to make learners aware of them. She stresses the need for pre-writing or metagognitive strategies. Such a phase describes the way learners tackle the topic to write about: reading the topic several times for comprehension, underlining the key words, suggesting ideas, finally making an outline through brainstorming. Writing strategies, on the other hand, are related to the essay-writing process itself; in other words, how learners should proceed when writing an essay.

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4.2.4.4 Implementing collaborative learning

Language is a form of communication among individuals in a specific social context. But more importantly, language is a way of thinking and of processing information. This new, increased responsibility for language learning does not fall entirely on the teacher, however. The learner should also assume a part of responsibility for the learning process. Today, he is no longer a passive receptacle into which the teacher pours knowledge but should participate actively in his own learning. It is the learner who has to assimilate the language and allow it become part of him. Teachers can only facilitate this process, finding ways to stimulate learners who are unlikely going to be successful at learning anything unless they enjoy the process of learning.

Collaborative learning, which refers to pair, group and project work has become a common feature of nowadays classrooms. Besides, it is strongly believed that learners learn best when they are mentally relaxed, open to the learning experience. If learners feel pressured, or tense, they will probably not perform correctly. One really retains language which he understands and feels involved with while feeling confident and at ease.

Educationalists claim that learners' interaction reduces their dependence on the teacher; it establishes communication between the teacher and the learners, also between the learners themselves. Collaborative learning presents numerous benefits in that it gets mixed-ability learners work together in small groups where best pupils can help the weaker ones. Mainly according to the CBA, such a procedure enhances learners' motivation and sense of achievement. It also increases their sense of responsibility, self-esteem, self-confidence, and autonomy in learning by making personal researches, working in groups, learning to communicate effectively and resolving problems in real social contexts.

i Peer Correction

It is one of the most interesting activities within pair or group work. Such an activity involves two or more learners working together, dealing with their partners' writing correction. This activity allows students to be aware of their own mistakes

as well as the ones made by their classmates. Such an activity proves beneficial in that it helps learners avoid making the same mistakes in the future. In addition to such types of activities, it is worth mentioning that reading plays an extremely important part in the development of writing ability. Byrne (1988), states that exposure to written language proves to be an excellent way to have a good command of English. In other words, reading passages (from the simple text to the novel) proves very helpful in that learners are exposed to written language and therefore to the English structure.

ii Pair/Group Work

Marty and Valdman suggest small group sessions, where learners can practise using what they have learned in actual communication with an instructor and with each other. In so doing, learners may display what they already know and receive the reinforcement of comprehension, approval and correction either from their peers or from their teacher. Such sessions may essentially help learners with difficulties in learning and inhibition in communicating to become spontaneous and fluent in using the language as for real purposes. Rivers (1968) says:" **Many students like to work in pairs or small groups, or even in large groups, with help from other students or the teacher"** (Rivers 1968: 121). According to Rivers, to avoid the feeling of isolation, learners may be encouraged to work in pairs or small groups on a regular basis. This way, they can help and test each other, and also display their knowledge. Yet, it is essential for the teacher to move around to help and encourage learners and mainly those who actually deserve being stimulated through interaction.

4.2.4.5 Learner Autonomy

However competent a teacher may be, students will never learn and have a sound knowledge of the foreign language thanks to class sessions only, unless they aim to learn on their own (outside class). In this perspective, Harmer (2001) says: **"Language is too complex and varied for there to be enough time for students**

to learn all they need in a classroom" (Harmer 2001: 335). Accordingly, the more learners are exposed (whether in class or outside) to the foreign language, the more their learning is likely to become. For their part Nunan (1988) and Cotterall (1995) argue the same thing: they explain that class time is not enough to teach and learn everything. Said differently, not everything can be taught in class. Therefore, to compensate for the limits of class time, learners need to work on their own, trying to develop their own learning strategies so as to become more autonomous and consequently less dependent.

i Homework

Most of the time homework seems difficult to get right for both learners and teachers. Indeed, the amount of homework to be given may depend on how much learners may do because they have a number of different other subjects to deal with, and English often gets put to the bottom of the pile. Therefore, teachers have to comply with the situation and adjust the amount of work given to learners on such a basis. However, Painter (1999) notices that homework is seen more as a 'necessary evil' rather than as an important contribution to learner autonomy. Painter adds that whenever she sets homework tasks her learners do not really enjoy it (they did the homework, but it bored them). She means that her learners were in no case engaged and interested by the work. As a result, she tries to look for appropriate alternatives to make such a task more interesting and beneficial for learners and thus more relevant to learners' needs (language learning needs). The proposals she makes are the following: scanning English language newspapers to report back on stories learners find, writing film reviews, collecting real-life language examples, presenting English language songs to classmates, or researching a topic for a future written or spoken performance seem of interest to the learners. It goes without saying that such a type of activities done as homework may develop both learners' autonomy and eventually foster their writing and speaking performance in the sense that they become fluent users of the foreign language. Consequently, before giving any homework, teachers should take learners' proposals into account.

ii Keeping learning journals

Another way to develop learners' fluency and both writing and speaking performance is to encourage them to keep journals or diaries in which they report anything that happened to them both at school or elsewhere. Teachers may ask learners to report their learning experience on their diaries so as to reflect on their lessons, expose their successes and difficulties. In so doing, the teacher may give learners opportunities for writing (some minutes at the end of the lesson, week, month, or unit). Learners may be free to write about whatever they want, or to write about the lessons they have had and how they feel about them, or write entries using recently learned language. This way, teachers may from time to time check learners' work and this will probably help them improve their performance. Teachers may first comment on content, correct language use, and should also strongly advise students to get them better their level.

iii Staying in Touch with the Language outside Classroom Settings

Learning a foreign language during class sessions only seems to be totally insufficient to be able, for instance, to hold a whole conversation or write an acceptable essay. In this respect, writers such as Harmer recommend to teachers advise learners to stay in contact with English. This can be achieved by watching English movies and documentaries, listening to English channels (news, songs, debates, etc.), also by corresponding in English. Besides, learners may enrich their vocabulary, way of speaking and writing by reading English language newspapers, magazines, and novels. Harmer (2001) adds:

> **Students should also use the various sources of learner literature, reading and reading as many books at their level of proficiency as possible. Students can also be encouraged to use the Internet for learner sites or as a varied general English language resource. They can also sign up for Internet- based courses** (Harmer 2001: 340).

Teachers should, therefore, offer specific guidance which will allow learners to focus on exactly what suits them.

4.2.5 Linguistic Problems

Before engaging in the difficult task of teaching writing, any EFL teacher should be aware of the difficulties that such a skill actually presents. He should first and foremost wonder about how to approach writing, how to encourage the weakest learners to compose, all in all about how to improve learners' writing effectiveness.

Learners often reach university level without any experience at composing in English. Yet, there are numerous possibilities ahead to make the writing course more lively and thus more productive. Admittedly, third-year learners' failure in writing is mainly due to a negative attitude towards the learning process and lack of practice. Therefore, in order to prevent from learners' reluctance and anxiety when being assigned any kind of writing, also in order to build in them a certain confidence and a sense of autonomy and enthusiasm, the teacher has to think of a set of parameters in order to introduce positive change into the classroom. The main concern of this change would be to deal with first some preventive teaching before moving on to remedial one if this proves necessary.

4.2.5.1 Preventive Teaching

It is now widely known that fluency and the ability to manipulate the spoken and written language in one's mother tongue are seen as higher in priority than a slavish adherence to rules (grammar, rules of spelling, etc.). This attitude may be recommended for the teaching of foreign languages, too. Yet, what is probably more important is to help learners avoid making errors and mistakes at an early stage. Indeed, "prevention is better than cure". Accordingly, preparing the learner for writing proves quite indispensable. Among the preventive strategies a teacher can undertake in order to minimise if not eradicate error production is to build the writing habit in learners.

i Accuracy and Fluency

The dilemma which teachers are confronted to can be solved provided teachers have clearly in mind the following distinction: is emphasis on accuracy, or on fluency? It is thus strongly recommended that teaching maintains a balance between practices which concentrate on fluency, and those which concentrate on accuracy. A good language teaching programme involves both. Fluency is natural language use occurring when speakers engage in meaningful interaction and maintain comprehensible and ongoing communication despite limitations in their communicative competence. Therefore, fluency is developed by creating classroom activities in which pupils can negotiate meaning (reflect natural use of language), use meaningful language and communication strategies, correct misunderstandings and try to overcome or prevent from communication breakdowns. Such activities give learners opportunities to use language freely and then produce unpredictable language related to the context.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Fluency requires practice of small samples of language out of context (without meaningful communication) through which the choice of language is controlled. Most of the time, learners are given grammatical structures in texts or dialogues to be practised either as paradigms or form constructions. They may, for instance, be asked to change sentences from singular to plural, from affirmative to negative, from declarative form to interrogative, from one tense to another. Besides, they may be required to combine sentences in specific ways, to add some elements to sentences, or to fill in blanks with words which change form according to structural environment.

ii Multiple Choice Questions

For many years, MCQs were considered to be ideal test instruments for measuring learners' knowledge of grammar and vocabulary. Therefore, training learners in doing such types of activities will probably enrich learners' vocabulary and reinforce their knowledge of grammatical items and eventually enhance their abilities and improve their English.

e.g. The journalist was…by enemy fire as he tried to send a story by radio.

a wronged   **b** wounded   **c** injured   **d** damaged

iii Close Procedures

Close procedures ask learners to supply the deleted words. Such activities, in fact, provide teachers with indirect but integrative testing item in that they are an effective way to find out about learners' overall knowledge. In other words, close procedures seem to be integrative and important activities since anything may be tested (grammar, collocation, reading comprehension). Therefore, supplying the correct word for a blank not only implies the knowledge of the present word but the understanding of context as well. Put differently, it is not just because of the randomness of the exercise and because of the several possible answers that learners are free to supply whatever words they like. On the contrary, they should rely on the context in which such a word is used and on the knowledge of that word and how it operates.

e.g. They sat on a bench attached 1… a picnic table. Below them they 2… see the river gurgling between overgrown 3…The sky was diamond blue, with 4… white clouds, dancing in the freshening 5… They could hear the call of 6… and the buzzing of countless insects. 7…were completely alone. (Harmer 2001: 324)

iv Transformation and Paraphrase

In such type of exercises learners are required to rewrite or reformulate given sentences in a slightly different form, retaining the exact meaning of the original.

e.g. I'm sorry that I didn't come to her birthday's party.

I wish……………………………………………………

The example tests the learners' knowledge of verb and clause patterns that are triggered by the use of *I wish*. So as to rewrite the second sentence successfully, the learner has to understand the first sentence, and then proceed to construct an equivalent which is grammatically possible and right.

Bloomfield and others argue that language learning consists on habit formation, that is, learning language forms and structures and then making use of them (in appropriate situations). For this purpose, drills are supposed to train learners to talk by helping them master the basic structural patterns of the language. Drilling does not mean that teachers spend most of the time explaining grammar (rules) but training learners to speak and use such rules correctly and appropriately. Drills have been classified into three categories: mechanical, meaningful, and communicative. To master any structural pattern, learners should encounter it several times but in authentic stretches of language such as dialogues, reading passages, or conversation. In this context, Rivers (1968) states:

> **Recent studies in sociolinguistics have emphasised the importance for students to learn the appropriate circumstances in which to use such variants if genuine communicative ability is to be developed.** (Rivers 1968:102)

In other words, learners should meet the structure under study used in the appropriate context to know and understand exactly its meaning and its function (i.e. situation in which it should be used). As a result, learners will be able to recognise the difference between the other structural elements and its relationship to them. Drills should be repeated several times so as to help learners recognise them orally. This way they become familiar with the pattern, not with the rules about the patterns, in order to assimilate it as a whole.

Practising the forms, sometimes in a very uncommunicative way, is an important part of a well-balanced teaching programme. Oral practice is natural. It ensures that a wide range of structures co-occur. It also develops the ability to understand and respond quickly. However, it is not the whole of language teaching. Written practices, where the learners have time to pause, think, and consciously construct, also have an important place. In language teaching, it is recommended to do both types of practices, i.e. oral and written. It is generally assumed that it is best for learners to have oral practice first, to use written practice for reinforcement. Both oral and written practices can go side by side. Therefore, the

integration of skills proves indispensable. According to Bloomfield (1933) language learning is overlearning. Consequently, drill work seems inevitable. Drills are supposed to train the learner by helping him master the basic structural patterns of the language. Intensive pattern drills of repetition, substitution, transformation, and completion can be used at 3°AS level quite successfully. Furthermore, with large classes, drills are beneficial in that they maximize learners' participation. There are several types of grammar drills which may be useful (see appendix G).

v Improving Learners' Writing Effectiveness

Teaching learners how to use the resources of the written language is essential. Therefore, it is one of the teachers' major tasks to get learners used to the devices needed for effective communication through the medium of writing. Byrne (1988) explains that it is only through continual and adequate exposure to the language that an awareness of how language functions as a communication system can be taught. In the light of this, it is possible to mention reading as playing an extremely important part in the development of writing ability. Though each of writing and reading may be two different goals, both skills can nonetheless be developed in close cooperation. It is thus recommended to teachers to never separate writing from reading. More than this, it is strongly advisable to get learners to practise writing from reading passages. Exposure to reading and additional activities such as sentence building, sentence combining, paragraph building, etc, mentioned hereafter, prove essential to promote the composing process.

4.2.5.2 Building the Writing Habit

The results obtained in the third chapter clearly show that third year Literary and Philosophy streams learners are unskilled writers. They generally show anxiety and appear to be reluctant when given a writing assignment. It is then advisable to teachers to spend more time building the writing habit through creating learners' enthusiasm to write, and enhancing their confidence (Harmer 2004). It is, thus, important to engage learners into continuous practice (writing at regular points in the programme) until this becomes an inherent part of them.

4.2.5.3 The Writing Process

Arndt and White (1991) propose the process approach (see1.9) in which learners have to make but conscious use of certain strategies such as planning, editing and revising. In this context Graham (1997) states:

> **One of the most vital factors is the need for strategy to be 'informed', 'integrated', and to involve a high level of 'self-control'…(learners) need to be aware of the purpose and utility of strategy training, activities should be integrated into language learning tasks"** (Graham 1997: 84).

Using this approach, learners should be helped, not controlled by the teacher; this latter should assist them in the writing process. Such a way will, eventually, help learners better understand the writing skill and then facilitate the task. Teachers should incorporate explicitly the teaching of instruction in the writing course by showing learners the importance and purpose of strategies and how to use them and when.

4.2.5.4 Useful Techniques

Though nowadays the focus is on fluency, secondary-school EFL teachers should bear in mind the importance of the other language skills, mainly writing, because of third year learners' end-of-year examination (Baccalaureate). As a matter of fact, teachers have to provide learners with the main principles of good writing such as:

-To make their language easy to follow.

-To avoid too long sentences.

-To be clear and avoid ambiguities.

-To avoid unnecessary details.

-To be clear but concise.

-To be effective and avoid repetition.

(Abi-Ayad 1997: 163)
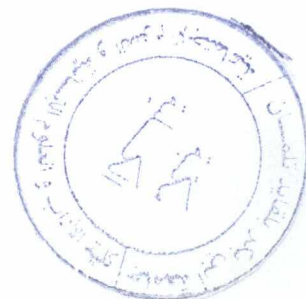
Additional techniques regarding the teaching of writing and which prove to be very useful are integrating the four language skills, reinforcing the mechanics of writing and mastering the writing conventions.

i Integrating the Four Skills

Teaching learners a foreign language implies teaching them skills, and not knowledge. Such skills should be acquired through practice because they are vital in the sense that they help learners discover things when practising a new structure or function, make mistakes, and then learn from their mistakes. As an illustration, Bright and Mc Gregor (1975) argue:

> **This means that the teacher must give his pupils as much opportunity as possible for the correct practice of language skills and as little opportunity as possible to make mistakes.**
> (Bright and Mc Gregor 1975: 4)

Listening, speaking, reading, and writing is the order given to the learning of foreign-language skills, which sometimes, as Rivers (1968) puts it, exemplifies the way children learn their native language. Therefore, decisions on ordering of skills will depend on the aims of the course. If communication skills, for instance, are the main objective, listening and speaking are considered the first ones to begin with since listening is more important until learners have acquired a certain knowledge and mastery of intonation and phrasing of the language. Oral skills are a good starting point for any general course because most students come to their first language class with the notion that language is something one hears and speaks. That is learners should work with the material until they have a mastery of it. Besides, all language learning and practice should be done orally before introducing learners to the graphic symbols (be it reading or writing). Then, learners are given the correct version of the written language in order to learn to use it as a help and support for learning and practice.

Rivers (1968) adds:

> **It seems a reasonable approach to present all new material first in oral form, especially in the elementary sections of the course; to give students practice in working with this material orally until they can handle it with ease; then to train them with the script...** (Rivers 1968: 59)

Since in real life the skills often occur together, advocates of the CBA approach stress the need to integrate the four skills together while teaching. Approaching the four language skills in a traditional manner, in isolation from each other, is not recommended since this can lead to a distortion of natural language use.

ii Reinforcing Mechanics

-Copying and punctuation

Most of EFL learners have difficulties in spelling and punctuation. One of the reasons is that because of primacy of speech, exposure to the written mode is nearly non-existent. Activities related to copying and punctuation which seem to be very common ones, are in fact of great importance for third year Literary and Philosophy streams learners since they get their attention for a while. They are very simple but very efficient activities making learners care for what they are writing down and also paying attention to punctuation. An example of this type is provided hereafter. Such an activity proves beneficial in that it has two main purposes: while copying, learners are also required to supply the right punctuation, capitals and apostrophes.

Exercise n°1: Copy the following passage on your exercise-book; then supply punctuation, capitals, and apostrophes where necessary.

It was Friday and it was paul s big business trip to new york in america/ he got up at 5 a.m. got dressed had a cup of coffee and read the newspaper/ at 6 am a taxi arrived to take him to london airport/ paul locked he door and put his bags in the

taxi but he left his briefcase in the house/ his business papers his money his credit cards his plane ticket and his passport were all in his briefcase/ luckily the taxi driver asked paul if he had his ticket/ paul run back into the house and got his briefcase but this time he ran out of the house and left his keys inside

-Dictation

In order not to make mistakes, and mainly for the sake of getting good marks, learners will be obliged to revise their vocabulary regularly and thus pay more attention to spelling. Once learners are accustomed to such an activity, the risk of making spelling mistakes becomes smaller. This kind of activity proves quite efficient as far as word spelling and punctuation are concerned. It may be in the form of whole passages, individual sentences, or even single words dictation. Other activities, note-taking, note-making, and summarising (through listening or reading passages) are among the techniques most acknowledged to improve writing proficiency. They are regarded as valuable learning tools, since they allow learners to organise, manage and monitor their own learning.

iii Mastering Writing Conventions

It is generally assumed that learners' low achievement in writing is mainly due to lack of practice. To help solve such deficiencies, it is advisable to teachers to get learners write on a regular basis (building the writing habit), engaging in activities which help overcome the lexical as well as the structural barriers. In so doing, learners will be taught how to master the writing conventions (the graphological as well as the rhetorical elements, see 1.5.1 & 1.5.2) so indispensable for the production of a good piece of writing.

4.2.5.5 Remedial Teaching

If learners do not perform well in an essay-writing course or an exam, there is little satisfaction and a feeling of failure. It is then recommended to the teacher to get learners to leave the writing classroom with a sense of achievement rather than

a feeling of frustration. For this, and also for the sake of promoting learners' composing practice, some remedial teaching has to be provided.

i.   Promoting the Composing Practice

To increase the learners' writing ability, useful techniques can be used successfully in teaching writing. Among these, sentence writing, paragraph building and teaching rewriting.

-Sentence Writing

For many people the teaching of English is considered synonymous with the teaching of formal structural grammar. It is admittedly assumed that when a learner has mastered the required structural patterns, he has successfully learned the language. Hence, the mastery of the structural patterns would automatically help a learner use language effectively in any situation. In this respect, Thiede-Gonzo (1983: 17) posits: **"Grammar is a mechanism for putting words together"**. Therefore, sentence writing may be achieved through different ways such as word order. That is, learners may be asked to put words in the right order to make correct sentences. Learners are supposed to understand and get control of the knowledge of both syntax and lexico-grammatical elements. Examples are provided below:

Exercise n°1: Reorder the following words to get correct sentences.
1- I/ the/ sorry/ come/ typing/ I/ can't/ at/ letter/ moment/ am/ a.
2- Moon/ the/ to/ travel/ to/ able/ is/ man/ today.
3- Was/ Christopher/ sail/ to/ across/ Atlantic/ Columbus/ the/ able.
4- Ago/ man/ travel/ horseback/ on/ travel/ could/he/ but/ plane/ by/ couldn't/ years/ hundred/ six.

Although re-ordering exercises may be easy and attractive in that they look more than games, it is, nonetheless, frequently possible to get more than one correct order.

Example 1: name/ my/ Jane/ is.

Can be either: My name is Jane

           or: Jane is my name.

Example 2: thief/the/arrested/policeman/the.

Can be either: The policeman arrested the thief

           Or: The thief arrested the policeman.

Though both sentences contain the same words, they do not mean the same thing. Such an activity implies learners' knowledge of syntax and lexico-grammatical elements. Indeed getting learners to put words in the right order to construct correct sentences means vocabulary knowledge, mastery of grammatical structures, and knowledge of the social context. Therefore, the statement: *The policeman arrested the thief* is acceptable in that it is meaningful, but the reverse is not possible.

   Likewise, it is important and also very useful for learners to know that there are several possibilities ahead for expressing the same idea, through the use of equivalent grammatical structures. Examples of this kind are provided hereafter:

Exercise n° 2:

Rewrite these sentences, using infinitives and then gerunds as subjects.

1-It is hard to study all day.

   a-

   b-

2-It takes skill to play the piano.

   a-

   b-

3-It makes me angry to think about it.

   a-

   b-

There are other techniques including sentence fill-ins:

     e.g. *Jane... to the gym every Monday afternoon.*

Choosing the correct tense of verbs in sentences and passages:

e.g. *I have arrived/ I arrived yesterday.*

Finding errors in sentences:

e.g. *She noticed about his new jacket)*

Supplying the correct form of a word:

e.g. *He didn't enjoy being on the (lose)... side).*

Crossing out the irrelevant words in sentences:

e.g. *1-The boy has very learned how to the use the new various apparatus.*

2-Handicapped people are can subject to many of problems.

-Expanding sentences

- Simple Sentences

Most sentences, however complex, are reducible to simple sentences. As a result, learners will never be able to produce satisfactory passages unless they first master the simple sentence. Several simple sentence patterns can be taught. To illustrate this, it is easy to teach the following:

simple subject and verb+ predicate, object, or optional adverb.

Type	Subject	Verb	Complement
1	**noun phrase** e.g: Our teacher The children	**to be (linking)** is are	**noun phrase/adjective** **adverb of place** ill. in the garden.
2	**noun phrase** e.g: My brother	**Verb(trans.)** plays	**noun phrase** tennis.
3	**noun phrase** e.g: The girl	**Verb (intrans.)** came in	**adverb (optional)** quietly.

Table 4.1 Sentence patterns

Once they have learned the above patterns, students are aware of the grammatical structure of English. They understand that English is an S-V-O type of language:

the subject is first, and the verb and other elements follow. They also learn that subjects and verbs must agree. Teaching learners that English lexical items naturally fall into groups of immediate constituents is recommended. For instance, determiners can be considered part of the noun phrase rather than completely separate lexical items.

Exercise n° 1: Write a sentence using each word below. Sentences must be at least four words.

1- English   2- teacher   3- university   4- students   5-examination

When learners have gained some mastery over the basic patterns, they can move to more complex activities in which they are asked to expand those patterns. An easy way to achieve such activity is to add modifiers such as adjectives and adverbs.

   For example:
       1- Our teacher is ill.
       2- My brother plays tennis.
       3- The ball is under the table.
   Become:
       1- Our old teacher is ill.
       2- My young brother plays tennis very well.
       3- The big red ball is under the kitchen table.

Exercise n° 2: Add two modifiers (adjectives/adverbs) to expand the following sentences.

1- My mother has prepared a cake.

2- The pupils arrived at school.

3- The fire fighters risk their lives.

4- The girl swept the floor.

5- The house was destroyed by the earthquake.

6- This man has bought a car.

Likewise, learners can be asked to do the opposite, that is, omitting any additional word.

Exercise n° 3: Omit additional words and keep the base elements in the following sentences.

1- One of Mary's prize possessions was a little white lamb which her husband had given her.

2- Meanwhile, two other boys, Bob and Peter, had carried two large food baskets to a shady spot under some trees.

3- Any student, however serious he was, was punished.

4- On another occasion, he invited a number of important critics to see his private collection of modern paintings.

5- These lights flickered continuously like traffic lights which have gone mad.

6- Much of the earth's surface is mainly formed by sedimentary strong resisting rocks.

From simple adjectival and adverbial additions, learners advance and can get more complex ways of developing whole paragraphs. It is the teacher's task to get learners to develop the notion of paragraph building and cohesive devices, to show learners the importance of the linking words for the writing of a composition. Among the different techniques which can be used successfully, the sentence-combining approach proves to be excellent if the number of sentences to bring together is reasonably limited. It proves very useful in teaching grammar and writing. Its emphasis on constructions makes it one of the best approaches for teaching students how a sentence works. Sentence-combining exercises are good for practising connectors and relative clauses. Examples of this type are provided hereafter:

- Sentence Combining

Exercise n°1:

Join the following pairs of sentences, using who, whom, or which.

1-This is the car. The mechanic repaired it yesterday.

2-She is the nurse. She looked after me.

3-These are the guests. We received them at home last week.

4-They are the trees. We cut them down yesterday.

Exercise n°2:

Combine the following pairs of sentences by means of correlative conjunctions or connectors to make compound sentences. Be careful of punctuation.

1-It is very cold. I will wait for you outside.

2-John worked hard all year. He made excellent grades.

3-Uncle Harry never watched T.V. He did not allow his children to watch it.

4-He disapproved of television. He disapproved of movies.

Exercise n°3:

Make complete sentences out of these pairs of sentences. Make any necessary changes.

1-Do you see those people? I ate lunch with them yesterday.

2-You took a vacation last week. Was it pleasant?

3-Hve you seen a club? There is a good swimming pool there.

4-Here is a place. Few people come here.

Exercise n°4:

Combine the following sentences using the words or expressions between brackets.

1- I don't have much money. I'm going to take a vacation. (but…anyway)

2-The teacher gives us lots of homework. I like her. (just because…that does not mean that)

3-They can't leave tomorrow. It's going to snow. (whether…or not)

4-Ken plans to get a part-time job. He wants to earn enough money to go to college. (the reason…to)

Exercise n° 5:

Combine the pairs of sentences with appropriate conjunctions from the list below.

Use appropriate tenses

When, before, after, though, although, as soon as, until, in spite of the fact that, despite the fact that

A a. Tarik Ibn-Ziyad (cross) the Straits of Gibraltar

   b. Tarik Ibn-Ziyad (give) the famous speech

B a. The Muslims (settle) in Andalusia.

   b. The Muslims (transform) Andalusia into a prestigious cultural area.

C a. Andalusia (have) an extremely diverse population.

   b. Andalusia (maintain) its social cohesion and harmony for many centuries.

D a. The Muslims (leave) Andalusia in 1492.

   b. Islamic civilization (remain) an enriching element of the Spanish cultural

   heritage.

Exercise n° 6:

Combine the elements given to make correct sentences. Make the direct questions into indirect ones.

1-When is he coming?

   Do you know…

2-Why did she do it?

   Please let us know…

3-Where did they go?

   I don't know…

4-How long should I wait for Mary?

   I wonder...

Exercise n° 7:

Rewrite the following sentences using the joining words in brackets.

1- My hotel room overlooked a court-yard. There was a fountain. There were several trees. (in which…and)

2- During Christmas, there was extra work at the post-office. A great number of students were employed to help. (so much…that)

3- Wages have gone up. Prices will rise. The cost of living will be higher than ever. (Now that…and)

4- Fares have increased. The railway company is still losing money. The employees have demanded higher wages. (In spite of the fact that…because)

5- He gave me a fright. I knocked the teapot over. (such…that)

6- The climbers reached the top of the mountain. They spent the night there. (not only…but…as well)

(Alexander, 1971: 02)

Exercise n° 8:

Combine the following sentences into one sentence (avoid repetition)

1- a) The singer was young.

   b) The singer was swarthy.

   c) He stepped into the spotlight.

   d) The spotlight was red.

2- a) The sounds disturbed him.

   b) The sounds were of an orchestra.

   c) The orchestra was composed of many musicians.

   d) The musicians' instruments were very noisy.

3- a) The house was sold.

   b) The house is red.

   c) The house is next to ours.

   d) The owners of the house were short of money.

Teaching grammar for its own sake and learning grammar rules by heart is not of great help. Yet, integrating grammar with writing would be highly beneficial for learners. In this respect, it is recommended to teachers to assign activities that are both meaningful and purposeful. Such activities may consist in writing or correcting sentences (of recently learnt grammatical items), and even whole passages. An example of such activities is provided below:

Exercise n° 5:

There are twenty mistakes in the following passage. Copy the letter, correcting the mistakes.

Dear Jane,

    I am having a parti to my hous next sturday evening. Bob and Peter

will be there, and Anne-Marie and Ken are coming, to. Off course I hop

you can come. I hope yu are free on Saturday evening. You can bringing a

frend if you wanted. I am going to inviting three or four more student

from our english classe. plise go in saturday!

                Betty

-Paragraph Building

As stated by Pincas (1982) a paragraph is not just mere succession of sentences; a group of sentences combined to form a meaningful whole (see). An acceptable paragraph must satisfy the two general requirements of continuity of thoughts and of orderly arrangement. In this respect, Silva (1990) points that:

> **The paragraph must consist of the topic sentence, the supporting sentences, concluding sentences, and transitions, as well as the various variables to develop it such as illustration, exemplification, comparison, contrast, partition, classification, definitions, causal analysis, and so on** (Silva 1990: 14).

The sentences that make up a text need to be grammatical. Yet, grammatical sentences alone will not ensure that the text itself makes sense. Consequently, teachers should teach learners that in addition to the structure and meaning of the individual sentences, one needs to know how the sentences relate to each other. Besides sentence-level knowledge, one has to interpret the sentences in relation to one another. For this purpose, sentence-combining practice not only allows learners the use of a wide range of syntactic structures, but also leads to overall improvements in terms of grammatical correctness, sentence variety, cohesion and coherence (see 1.6.1 & 1.6.2).

Basic Paragraph Structure

It is important for a teacher to show students that a paragraph has three principal parts: the topic sentence, body sentences, and the concluding sentence. It is important to note that a topic sentence usually comes at the beginning of a paragraph; but, more importantly, it is the most general sentence in a paragraph. Here is an example:

My hometown, Tlemcen, is famous for several amazing natural features. First, it is noted for Lalla Setti Mountain, which is high and beautiful. Also, on the other side of the town, are El Ourit Cascades, which are unusual because they are very steep.

The second (First it is noted…beautiful) and third (Also, on…steep.) sentences are the supporting sentences. As its name implies, the concluding sentence comes at the end of the paragraph and summarizes the information that has been presented. One can think of a concluding sentence as a sort of topic sentence in reverse. The concluding sentence of the above paragraph is:

These two landmarks are truly amazing and make my hometown a famous place.

Learners are not expected to write acceptable paragraphs unless they are guided at previous stages. For this reason, it should be advisable for teachers to go through a step-by-step process through which learners are engaged in both guided and semi-

guided activities, before moving to free writing. To illustrate this, one may mention the following activities:

Exercise n°1:

Rewrite these sentences choosing the correct verbs and joining words.

On Friday I (wanted) (needed) to go to a football match. It (not only) (neither) rained all day (or) (but) it was cold as well, (but) (so) I (stayed) (waited) at home (and) (but) (watched) (looked) the match on television.

(Adapted from Practice and Progress, 1974: 87)

Exercise n°2:

Rewrite the following sentences using the joining words in brackets:

1-My friend is going to the Olympic Games. I am going to the Olympic Games
  (Both… and)

2-We bought tickets a long time ago. We shall be living soon. (and)

3-We shall see the Games. We shall visit many parts of the country. (not only…but…as well)

Exercise n°3:

Rewrite the following sentences using the joining words in brackets:

1-I went into the kitchen. I turned on the light. It was dark. (On going…because)

2-My brother shouted angrily. The lights went on. (when)

3-I spoilt a film. He was developing it. (which)

Exercise n°4: coherence

Reorder the following sentences so that the text makes sense:

1-Because the danger of water pollution is so real today,

2-The result is clear pure water fit to drink.

3-Without water, we would not be able to survive.

4-Water is one of the most precious resources we have.

5-Gamma raise kill all harmful bacteria.

6-there are attempts to recycle it by means of modern technology.

(Adapted from BAC English, 1993: 46)

Exercise n° 5:

a-Give the correct verbal form of the verbs in parenthesis.

b-Reorder the sentences so as to get a coherent paragraph.

1-Throughout his long life he wanted (be) useful.

2-Americans are proud (honour) Luther Burbank.

3-(Produce) new plays was his kind of magic.

4-Burbank, (experiment) with plants, was a magician.

Both guided[1] and semi-guided[2] activities prove very useful in teaching writing to 3°AS learners and quite beneficial to improve their writing performance. Some examples follow hereafter:

Exercise n°1:

Fill in the gaps so that the text makes sense.

Angula has had…face educational challenges throughout most of…life. As a student, he was unhappy with school conditions…Namibia…he left when it was still under South African rule. He left…in the mid-sixties to… his formal education in Zambia and the United States.

(Adapted from BAC English, 1993: 40)

Exercise n° 2:

Rewrite the parts of sentences that follow using the dependent prepositions.

1. a Ancient Egypt **consisted** mainly	on	1. b. the Nile Delta
2. a It **contributed** greatly	of	2. b. the development of geometry
3. a If its people were **interested**	from	3. b. geometry, it was basically for

practical purposes

4. a Ancient Egypt **depended** a lot	in	4. b. the Nile River
5. a Its waters were **used**	at	5. b. Drinking and irrigation
6. a Many geometric laws were **derived**	for	6. b. their attempt to control the waters of the Nile
7. a The Ancient Egyptians become so **good**	to	7. b. geometry that Greek scientists like Tales went to study geometry in Egypt

Exercise n° 3:

The following paragraph is made up of simple sentences. Make it more interesting by combining sentences.

It is summer. The days are long and hot. Children are out of school. They do not go to scout meetings or to music lessons. They swim and read. They telephone their friends. They play tennis. Whole families go on vacation. There is fun in winter also. But there is more work. Teachers give their students long assignments. Parents keep busy. There is little time for play. Everyone takes a rest in summer. Summer gives the family change and relaxation. It makes everyone happy.

Exercise n° 4:

Combine the following sentences into complex ones then write a coherent paragraph.

- His name is Peter.

  He's a famous professional athlete.

  He's a baseball player.

  He has a large house in Miami.

  The house is beautiful.

- He often travels around the US.

He plays away games in different cities in the US.

He travels by airplane.

He usually sleeps on the plane.

He stays up late after games.

He is an excellent pitcher.

Fans love his abilities.

Coaches love his abilities.

Every week he plays a home game.

The game is played in Glover Stadium.

The game is usually sold out.

Glover Stadium is old.

Glover Stadium doesn't have enough seats for all the fans.

The fans wait in line to buy tickets.

The fans often pay more than $60 dollars for ticket.

The fans are unhappy about the ticket prices.

The fans love Peter.

(Kenneth 2007: 01)

The Semi-guided-paragraph-making activity: In this activity learners are asked to use groups of words in the order and form given to construct meaningful sentences, and then a whole paragraph, e.g.

Write a paragraph using the clauses and connectives given.

Yesterday Tom went for a picnic in his car. He wanted to meet his friends at the campgrounds.

It is located	it is a place where	when he was very young
his parents	who although	that it was a good place
as he grew older	until unless	because

The Dicto-comp: Even though it is not a new technique since it dates back to the early 70's, it is an interesting type of activity. As its name implies, it is a combination of both dictation and composition and presents many advantages. The benefit of using the dicto-comp[2] is that it requires listening, summarising, paraphrasing, etc. The dicto-comp also provides an opportunity to teach more specific areas in context (e.g. vocabulary) and organization in writing. Such a technique aims at getting the learner to develop his ability to write connected discourse. This, in turn, makes him augment his oral comprehension. In sum, the dicto-comp is a very useful activity which should supplement and not replace exercises in dictation or composition. Since learners are required to reproduce the original text out of memory, it is then recommended to teachers not to deal with too long passages.

Learners have to be trained to identify their weaknesses and be able to cater for their learning needs through their own strategies. For this, learners need to be provided with a supportive writing and learning environment. The teaching of writing should be made explicitly and purposefully through continuous and reinforced practice. Once they have gained some mastery over the basic elements and steps required for writing, learners, then, have the opportunity to deal with essay writing and also free writing. After they pass through the different steps and activities mentioned above, learners may be ready for a writing lesson. All the proposed activities are supposed to pave the way to the essay writing if teachers bring activities in relation to the themes being studied. This way, teachers may start a writing lesson by an oral session in which they ask learners to prepare a short talk on the given topic by giving any information in relation to that topic. Then, teachers may ask learners to select the most relevant ideas and write down their talk in three short paragraphs. Next, he should tell learners to use appropriate linkers from sentence to sentence and from paragraph to another. After that, learners may

exchange their draft with their partners for error checking. Finally, the teacher asks learners to read their talk aloud to the classmates before they engage in the task of essay-writing. The procedure to be followed for performing such a task is mentioned in Appendix H.

ii Changing Attitudes Towards Errors

For any EFL teaching programme and any EFL classroom, there are some objectives to attain: at the skills level, vocabulary, and grammatical structures. Therefore, it is the teacher's task to decide what vocabulary items to introduce by setting out the techniques and criteria to attain this and the processes to go through (i.e. the different exercises and skills). Learners' errors and weaknesses may determine where adjustments should be advisable. Moreover, errors made by learners may be a determinant factor to guide teachers when setting out their programme allowing them to know which elements need special emphasis and which choices will be the most useful for learning.

iii Learner Self Correction

Teachers think it is their job to correct the mistakes learners make in grammar, spelling, and punctuation. Writers such as Long, Krashen and Terrell (1983) argue that error treatment is not so important and state that the effectiveness of error correction is completely doubtful. Marking all of the learners' mistakes in red is not of great help to the learner. According to them, learners' errors are part of a natural process of language learning. Since learners are expected to explore the foreign language, their errors, thus, are considered as inevitable and the two questions which come to mind are: what is the teacher's role in terms of classroom errors? How can effective correction be achieved? It is worth mentioning that through the strategy of monitoring, learners are able to notice some of their errors and mistakes by themselves. Besides, they can correct them provided their teacher or peers give them cues about them. If the learners are given the opportunity to self correct, they are likely going to apply the rules they have learned since it is admitted

that simple rules can help. Giving learners the opportunity to correct their own mistakes is more promising than methods in which the teacher dominates the correction procedure. Becoming more active, learners get the opportunity to self-discover, can improve their linguistic competence (linguistic knowledge) and their linguistic creativity, so essential in language learning (Makino, 1993).

iv Extensive Writing

To help learners produce good and readable pieces of writing in English, it is recommended that these learners have a great amount of writing practice. In this respect, Erazmus (1960) suggests that learners should write frequently and voluminously, and emphasize first the quantity. Said differently, when learners start writing their first draft, they should focus much more on quantity (amount of information) rather than quality (accuracy and correctness). At the very beginning, learners also do not have to worry about mistakes, spelling and punctuation. Therefore, to get learners to produce a lot of writing, teachers should give them free writing (no specific theme or structure) in a limited time. This way, learners will feel at ease and excited to choose the topic they want to write on and will probably succeed to gather a great amount of ideas and information, i.e. quantity is emphasized; feeling confident, learners bring as much information as possible. Consequently, the aim of this exercise is to get learners to write (even those with a poor writing level) since they neither worry about grammatical mistakes nor spelling nor punctuation.

4.3 The Educational System

The educational system may first ask whether the learning of foreign languages (be it second or third) will be useful for learners after they leave school or not. English in Algeria, for instance, is considered as a foreign language. That is, it is neither the national language nor a second language in widespread use. It is, nonetheless, the second foreign language taught at the middle and secondary school level. It remains compulsory in many fields of studies at the university level (political sciences, economic sciences, biology, etc). English, nowadays, proves

indispensable everywhere and in every domain. Indeed, it is used in teaching certain areas of science and engineering, scientific research, diplomacy, commerce, international relations. Therefore, as stated by Rivers (1968), it is the geographical position, international relations, commercial exchanges, and cultural associations of each country which will determine the most useful languages for their people to learn. The utility of a language is not the only determinant for learning that language. The educational system needs to know whether the study of any language contributes to the educational experience of learners studying that language.

First and foremost, the educational system should provide future teachers with a good training; it should also aim at providing teachers with in-service programmes (conferences, lectures, pedagogical sessions, demonstration classes, etc.) several times a year to keep abreast of new developments in the field. Further considerations concerning the importance of making class size manageable (not more than twenty five learners per class), supplying in-service help to teachers, solving the problem of timing (allowing more time to the teaching of writing), providing teachers with more flexible syllabuses, and more interesting and easier textbooks are highly recommended.

The teacher is still the person trained to guide and help the learners. This is why he has been called the facilitator of learning. He is one of the most important variables in the teaching process; therefore, he has a large part of responsibility to achieve this difficult task. Before all, he is more important than any method or material. Indeed, it is through his behaviour (be it positive) that he can create positive atmosphere in class conducive to learning. Yet, rather than being exposed to a set of principles and having to follow them slavishly, teachers should be free to derive theoretical principles from classroom practices. It is worth mentioning the principles that adults value their own experience as a resource for further learning and that they learn best when having a personal investment in the programme. Following such principles, workshop content should be derived from the participants themselves. Undertaking such an action seems, by far, an effective and

efficient way that enhances teachers' critical mind and thus leads them to revise their own methods, and keep pace with the results of educational research.

4.3.1 Teacher Education Development

After having taught for a long time, things become somehow monotonous for teachers because of the constant repetition of lesson routines, and the revisiting of texts and activities. Therefore, it is up to teachers to change their way of teaching in order to be more enthusiastic and engaged. Harmer (2001) points out that teachers who seek to develop themselves and their practice because of their many years of experience will help their learners more than those who carry on with the same teaching procedure after a long period of time and who become gradually less engaged with the task of EFL teaching. Development may occur when teachers realize that they have done something bad and try to improve it. For this to be achieved, teachers need to consult their way of teaching by changing the rules and norms of the teaching process and trying new ones to improve their performance (ideas or the ways teachers use the old ones).

One of the best ways to do this is to give training even for in-service teachers. They are, in fact, in need of considering the procedures they are engaged in so as to improve the aspects of their teaching. Teachers, also, have to evaluate the appropriacy and success of the followed procedures and the given activities. As a result, to solve any faced problem, teachers need first to consider it, look for its origin, try to analyze the situation, and then find solutions to decide about what to do in the future. Aspects of teacher education development may be achieved through different procedures which are as follows:

i The importance of Teachers' meetings and seminars

Most of the time seminars or teachers' meetings are conducted by directors of study or EFL inspectors. Such seminars may have as concern new approaches, syllabuses, materials, or strategies to be adopted and followed. Besides, seminars or meeting days allow teachers to work together as colleagues (collectively and cooperatively). They may compare their experiences concerning the different

lessons or activities they dealt with, or the book they are working with. This way, they can judge what is important and what should be done to reinforce the teaching/learning process.

Besides this, teachers may take learners' reactions and responses (observations and remarks) into consideration to know more about the learning process. In so doing, teachers may ask learners about the material they are using or any other type of lesson or activity they are dealing with in order to depict the exact areas of weaknesses and those of success. Teachers may do this by asking learners to put their opinions on papers so as not to dominate and influence their peers.

ii Keeping Journals

It would be advisable for teachers to keep journals or diaries in which they record what they and their learners do. Keeping journals, in fact, will probably help teachers make reflections with regard to the teaching/learning process. Moreover, thanks to such journals, teachers will be allowed to compare different responses and reactions. Therefore, teachers will be able to re-evaluate the predictions that were made, based on what actually happened. Written plans may be used as records to help teachers remind and check what they have decided to do, the materials they have decided to use, and the time needed for the achievement of a particular task.

iii Observation

Such a procedure pushes EFL teachers to make use of observation and record. To evaluate materials or assess the effectiveness of any lesson, teachers may keep records (diaries, tapes, etc) of how successful the different lessons and activities dealt with have been. In other words, teachers have also to observe and consider their teaching by looking at and judging the effectiveness of the given themes (texts, topics, types of activities). In so doing, teachers may give alternatives to what is being done.

Teachers may record who speaks when in class, who participates more, how often each individual learner asks for the teacher's help, record how many times certain specific items of language are used, or record learner language production.

Everything will probably depend on identifying teachers' aims and choosing the most appropriate methods for the data they need. In this context, Harmer (2001) argues that videotapes and audiotapes may be of great importance for teachers since such tools allow teachers to watch and listen to events repeatedly. He adds that when teachers, for instance, give a particular task to a particular group of learners over a period of time, they may identify how the members of the group interact with each other (whether it is better to work in groups or not, how they respond to an activity, etc). This way, learners' reactions are measured objectively. Video filming may also help teachers watch themselves, their way of teaching, and how they behave in class.

Besides, written plans seem to be not only proposals for future action but also records of what has taken place as well. Indeed, when being in the middle of a sequence of lessons, teachers may look back at what they have done in order to decide what to do next, especially if they take into account the way learners respond to a particular lesson or activity. This way, they may keep a record of how much a particular lesson or activity has been successful. Consequently, the original plan has to be modified according to what has been taught in class especially if teachers have time to record how they and their learners experienced a particular lesson. Teachers may also make reflections on some activities (whether being successful or not), which will probably help them make some changes particularly if they want to use the same activities and approaches but taking into account how they should teach and consider the changes. Therefore, lesson planning will allow teachers to act as observers and aids to their own development.

iv Interviews

Teachers may conduct interviews or address questionnaires both to their colleagues and learners in order to enquire about the quality of the

teaching/learning process (materials, techniques and procedures, activities). This way, teachers may ask their learners how they feel about a particular material, text, activity, etc. They may also measure learners' language progress as a result of teachers' new and different activities through homework assignments and test or examination results. Therefore, making research to know more about learners' needs, what really interests them and thus what should be changed or left out, requires teachers to collect data from different sources and through different instruments to make their analysis more reliable. This way, teachers will be in a good position to decide on future actions.

v Developing with Colleagues

Teachers need to work together with colleagues to know more about the concerned field and improve their performance. This way, they may discuss certain aspects of the teaching process (what they are doing, what happens in class) with their colleagues. Therefore, they can be able to examine the situation and discuss each other's point of view and try to make things understandable for everyone.

vi Peer Teaching and Peer Observation

In their teaching lives teachers are most of the time observed by others. It first starts on teacher training courses and goes on when academic coordinators, directors of study, or inspectors come to teachers' class as part of some quality control exercise which may, in some cases, inhibit the quality of the teaching process. . In this respect, Harmer (2001) states:

> **As teachers most of us are understandably nervous about having other people observing our lessons. However, when we work with peers this nervousness is dissipated, and the result of our collaboration helps each participant to develop as teachers and as people.** (Harmer 2001: 349)

Harmer asserts that as opposed to inspectors' or directors', peer observation and peer teaching involves colleagues only, who are equal, interacting with each other so as to be helped in both their understanding and practice.

vii The teachers' group

The teachers' group may be one of the most supportive environments for teacher development. It may allow teachers, both colleagues or teachers belonging to different schools, to gather in groups to discuss different issues and problems occurring during the teaching process. Sometimes such types of teachers' meeting may be organized by directors of study and it is those directors who prepare some topics to tackle with the teachers. Therefore, a discussion will take place and what emerges through it may be some common or divergent points among the present audience which they will defend. Those meetings may be stimulating and insightful because they allow teachers to meet, consult each other, and discuss different issues. Other times, teachers may meet once a week and try to suggest topics for future meetings such as how to deal with a particular lesson, how to prepare a test or examination. The main concern of peer or colleague development is that it involves only EFL teachers and as such they are in a position to identify issues and areas for development which would be relevant to them and to their teaching situation.

viii Teachers' associations

Teachers' associations may be of great importance for both teachers' training and experience. Such associations, whether international such as TESOL in the USA, country-based such as JALT in Japan, or regional such as APIGA in Galicia (Spain) allow Algerian EFL teachers to meet other teachers from different countries and nationalities and discuss the matter of EFL teaching all over the world. Through those associations, teachers may keep in touch with others abroad; this allows some exchanges (Algerian teachers may be sent abroad for training, and the others may come to Algeria to make some conferences). Consequently, attending conferences and meetings allow teachers to know more about the latest developments and achievements in the field. In so doing, as suggested by Harmer (2001), teachers may take part into investigative workshop and enter into debates about current issues in theory and practice. Besides, teachers may learn that other teachers from different places, different countries and systems may share similar

problems and themselves are searching for solutions. In such conferences, teachers may have the opportunity to submit or present a work in the teachers' association meeting, whether regional, national, or international. This way, teachers will be making their audience reflect upon their practice, assess it, and suggest alternatives when it proves necessary. To sum up, taking part in conferences will help teachers challenge their beliefs and expand their possibilities for the future. Teachers may also exchange information (ideas and opinions) and ask for help through the virtual community via internet sites and thanks to which teachers may communicate and even talk to each other. Teachers may also enter such sites and visit them (ask information about books or techniques). Consequently, communication via internet will help teachers keep in touch with a large teacher community, so that information they find there and the discussions they may enter into would help in their continuing development.

ix Professional Literature

EFL teachers will always need to be in touch with the different methodology books, journals and magazines produced for teachers. Because such resources are normally written by teachers or theorists, teachers need to consult them regularly to keep their eyes open to alternatives and new possibilities. Some articles may, indeed, describe classroom activities, lesson planning, class management and so on. Therefore, they will help teachers be aware of the up-to-date techniques and strategies related to the teaching/learning process and then make them improve their teaching methodology.

4.3.2 Towards a Principled Eclecticism

Teachers should always keep in mind what the objectives of the method under discussion are and whether they are appropriate for their present teaching situation or the types of learners they will teach. Teachers need to know whether the techniques of the method they provide the most direct routes to the objectives or not. Therefore, teachers should select techniques which maintain interest and

enthusiasm of the learners, and level of instruction. To illustrate this, Rivers (1968) posits:

> **The many new directions opened up by research in linguistics and psychology have provided teachers with many ideas for program development and teaching approaches. By their very diversity they have liberated teachers to plan and adapt their programs with due attention to the objectives of their students and the needs of the district in which they are teaching.** (Rivers 1968: 90)

This way, teachers try to use all the "best techniques" of all the well known language- teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate. Teachers helping students learning a new language cannot stick to only one method. Indeed, the eclectic approach consists in using and teaching many aspects of the language simultaneously. It presents learners with grammar, situation, topics, communicative tasks and small groups or paired activities.

Accordingly, teachers need techniques that may work to reach certain objectives in particular situations for their learners in class. Besides, it is the teacher's role to try new ideas that may be interesting and stimulating for learners.

For this reason EFL teachers have to see what is most effective in each method being taken up again at a later date, elaborated or refashioned, so that "the best of the past is not lost but serves the purposes of the present". Much more frequently, as teachers adopt the method that is in vogue to suit their own teaching style in their particular situation, they will meet modifications and combinations. Using different approaches and methods makes learning more interesting and gives learners the opportunity to make progress.

4.2.3 Testing

Most learners need to be reminded about general exam skills, without which most of the work they do will be wasted. Such skills for written exams include studying questions properly, and then reading them again so that they are absolutely sure of what they should do. Learners need also to practise taking the

exam so that they get a feel for the experience. Whatever teachers do for their learners when preparing them for the exams, learners need also to work (study and revise) on their own. This way, they will read more and work on self-study exercises using the dictionaries and other means to help build the language store. It is not just because learners have to prepare for their exam that the revision has to be done in a boring or tense manner. On the contrary the teacher has to make learners feel relax during revision sessions.

At various times during their teaching careers teachers are to prepare tests and exams for their learners, and mark such tests and exams to show learners' proficiency level. This may range from a lesson essay writing at the end of the week or unit to an achievement test or exam at the end of a term or a year. Before starting such a task, teachers need to take some factors into account such as what they want to include in it: the syllabus items, the different topics, and situations that may be suitable and appropriate for the learners, the context in which the test or exam will take place, and the time required for the accomplishment of the exam. Teachers should select a representative sample from across the whole list of learned items. Consequently, learners' success or failure will probably be a good indicator of how well they have learned the language they have been exposed to.

It is the teacher's task to remind learners about general exam skills. Such exam skills include learners studying instructions properly, and ensuring that they have understood what is required from them. Although teachers play an important role in the teaching/learning process, and though they may be a crucial factor influencing learners' performance, learners' success is nonetheless enhanced if they work on their own. To illustrate this, Harmer (2001) adds that teachers should also encourage learners read and write more, work on self-study exercises, and use dictionaries and other means to build up their language store.

Testing, which is an important component in language learning is a purposeful task in that exams and tests not only aim to measure learners' achievement but reveal their linguistic problem areas as well (such is the ground work for remedial work). Consequently, testing the learner is to test his ability to

4.4 Conclusion

This concluding chapter has tackled a sum of solutions concerning the teaching of English at secondary-school level with a main concern with the teaching of writing as a skill in its own right.

First the foreign language teacher and the target learner come together within the educational system since they are considered key variables in the whole teaching/learning process. On the one hand, some recommendations regarding the teacher, his methodology and techniques have been made. In order for teachers to introduce change in their classrooms and thus improve learners' level of proficiency, teachers have to consider a number of different factors, that is learners' needs, learning styles and strategies. Consequently, teachers should frame their teaching according to the requests of the newly advocated learner-centred approach. Further recommendations concerning the teacher have been provided. Teachers should be involved in a never ending quest of teacher development. Both experienced and trainee teachers should refine and develop knowledge of their subject, enhance their skills in teaching and improve themselves throughout their career.

On the other hand, to overcome the linguistic problems the target learner encounters in writing, a number of different techniques have been put forward. Such techniques include preventive as well as remedial teaching. Finally, additional suggestions regarding the educational system, the method, and also testing have been advanced.

GENERAL CONCLUSION

show positive attitudes towards EFL learning. Therefore, in addition to external factors, failure in writing is likely to be due to some linguistic problems. Yet, such assumptions have required investigation which has helped shed the light on most of the existing problems and bring some remedies in the last chapter.

Chapter three has been concerned with the investigative study. It has required the contribution of three main partners: teachers, learners, and inspectors. This phase of the study which was designed to collect data through the use of questionnaires and interviews, gave quantitative results, i.e. numerical ones. The third chapter has tried to investigate the possible deficiencies leading to learners' weaknesses in the skill under consideration. Accordingly, the obtained results indicate that low achievement in writing at 3°AS level stems from the middle school. Learners have many deficiencies and lacunas which they have accumulated throughout their previous EFL learning experience.

Chapter four has tackled some recommendations related to the teaching of English with a focus on the writing skill. Such chapter suggests activities which are hoped to contribute to improve the prevailing conditions for third-year learners. The suggested activities are mainly intended to help teachers and learners achieve the hoped objectives with respect to writing. Indeed, writing, the last of the four basic skills has been a neglected area of English language teaching for many years in the Audio-lingual Method and less than efficiently dealt with in other approaches. It is only recently, however, that research into writing has offered thought-provoking ideas about what good writers do. Such ideas hold implications for teachers who wish to help their learners become good writers.

In the Algerian context, various methods and approaches aiming at reaching an attainable way of teaching have followed one another in quick succession. The science of language teaching has not reached the point of being able to consistently demonstrate the superiority of one methodology over another for all teachers and all learners and all settings. What fits a particular situation does not necessarily fit the

GENERAL CONCLUSION

Due to the recent technological expansion which has called for educational reforms, the importance of English on political, economic and communicative grounds has led Algeria to reform her educational policy in order to reconsider EFL teaching. Such reforms have led to the introduction (2003) of a new approach called Competency-Based Approach. Yet, despite this new approach, it is still easily noticeable among Algerian learners that using the foreign language both fluently and accurately is totally out of their reach. The obtained results in writing tests and examinations are strikingly unsatisfactory.

For this, the present research has attempted to identify some of the main causes of third-year Literary and Philosophy streams learners' low writing performance. It has also tried to trace out the shortcomings of the professional development of teachers of secondary education. This study has been undertaken in four chapters.

Chapter one has attempted to present a theoretical framework regarding writing. While providing an overview of the writing skill, the chapter has described its importance as a communication tool and also its related sub-skills. While stressing the necessity of such a skill in an academic environment, the chapter has also demonstrated its complexity. Likewise, writing requires the mastery of a number of variables simultaneously. Consequently, the difficult nature of the writing skill makes it difficult to teach and learn, and keeping a balance between accuracy and fluency during teaching and testing practices proves rather impossible. This is one of the reasons why third-year learners score low achievement in writing.

Chapter two has been devoted to an overall description of the English teaching/learning situation in the Algerian educational context, with regard to third year learners and the objectives set for the English language teaching at secondary level. This chapter has also endeavoured to examine the variables which directly or indirectly influence learners' achievement in writing. For their part, learners actually

show positive attitudes towards EFL learning. Therefore, in addition to external factors, failure in writing is likely to be due to some linguistic problems. Yet, such assumptions have required investigation which has helped shed the light on most of the existing problems and bring some remedies in the last chapter.

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In the Algerian context, various methods and approaches aiming at reaching an attainable way of teaching have followed one another in quick succession. The science of language teaching has not reached the point of being able to consistently demonstrate the superiority of one methodology over another for all teachers and all learners and all settings. What fits a particular situation does not necessarily fit the

other. As a matter of fact, it is only the teacher who is intimately acquainted with the situation, with learners, and with himself. It is, therefore, only the teachers who can make the choices they are uniquely suited to make, depending on a lot of different factors.

This dissertation has been an attempt to state some of the difficulties which learners face in writing. Such a proposal does not claim to offer a radical solution to the existing problems at third-year level in the Algerian context. It nonetheless constitutes a necessary preliminary step towards the process of setting up more adequately trained teachers. Besides, foreign language teaching methods and syllabuses have to be seriously reconsidered by all those involved in the field of education in general and in the field of foreign language teaching in particular.

Notes to Chapter Four

1. General Inspectorate of English uses the acronym to define the role of the teacher as being P.L.E.F.T.E.R. which means Planner, Linguist model, Evaluator, Facilitator, Team member, Educator, and Researcher.

2. The dicto-comp is a passage of one or more paragraphs that the teacher reads to the class several times. Then the learners have to give it back as accurately as possible, using the identical constructions and words, but filling in with their own words when their memory of the dicto-comp falters. Since they are reproducing the original passage, the students are writing a dictation. To the extent that they use their own words to fill memory gaps, they are writing a kind of composition.

3. Controlled composition can be defined as one where both the content and the language are determined; this means that the learner's writing in controlled by various means (for example, providing questions to be answered, sentences to be completed, or pictures to follow).
A guided composition has controlled content and free language, while free composition is free both in content and language. In other words, the learner's writing is not controlled or limited in any way.

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APPENDICES

Secondary School Teachers' Questionnaire

Dear Teacher,

I am carrying out a research to identify the problems of 3°AS-LSH English pupils in writing.

Would you please complete this questionnaire.

Thank you for your co-operation.

Introduction: Please tick ( ) the appropriate box (es) which best fit (s) your opinion. From time to time, you may be required to justify your choice.

1-In which skill(s) do learners score low achievement?

(Please order your choice: 1 for the most difficult, 4 for the least difficult).

a-Listening. ☐

b-Speaking. ☐

c-Reading. ☐

d-Writing. ☐

2-How would you assess your learners' level in writing?

a-Weak. ☐

b-Average. ☐

c-Good. ☐

3-Do you ever teach your learners how to write in English?

-Yes. ☐

-No. ☐

-If no,

why?..

4-How much time do you devote to the teaching of writing in a unit?

-The time devoted to the teaching of a unit……………………………….

-The time devoted to writing in a unit……………………………………

5-Do you think learners have enough practice in writing?

-Yes. ☐

-No. ☐

-If no, how much time would you devote to writing?

....

6-Which approach do you follow to teach writing?

a-The process approach. ☐

b-The product approach. ☐

c-The process- product approach. ☐

Please justify your answer...

....

7-Do you give learners written homework?

a- Yes. ☐

b- No. ☐

-If yes, how often are they given written homework in relation with each unit?

....

8-What do you focus on more when correcting learners' written work??

a-Form. ☐

b-Content. ☐

c-Both form and content. ☐

9-How do you correct your learners' written work?

a-Just giving a mark. ☐

b-Underlining each mistake. ☐

c-Underlining each mistake with a symbol ☐
   corresponding to its type.

d-Correcting the mistakes. ☐

10-After correcting learners' work, do you devote special sessions for correction in class?

-Yes. ☐

☐

-No.

11-How do you deal with correction in class?

    a-You mention the most frequent mistakes ☐
      and ask pupils to correct them all together.
    b-Each learner corrects his peer's work. ☐
    c-All learners are involved in correcting a classmate's ☐
      written work on board.
    d-Each learner corrects his own work after being graded. ☐

Others, please specify…………………………………………….....................
………………………………………………………………………………

12-What sort of mistakes do learners make when writing?

    a-Punctuation and spelling. ☐

    b-Word order. ☐

    c-Grammatical mistakes. ☐

    d-Lexical mistakes (use of the L1 terms). ☐

    e-Cohesion of sentences. ☐

    f-Coherence in writing. ☐

    g-Lack of rhetorical and linking words. ☐

Others, please specify……………………………………………………….
………………………………………………………………………………

13-What makes learners score low achievement in writing?

    a-Insufficient time. ☐

    b-Lack of motivation and interest. ☐

    c-Lack of practice. ☐

    d-Large classes. ☐

    e-Inadequate and over loaded syllabuses. ☐

    f-Inadequate textbooks. ☐

    g-Inadequate teaching . ☐

    h-Difficult nature of the writing skill. ☐

Others, please specify……………………………………………………….

14-What would you suggest to remedy the problem of writing at 3°AS level?

………………………………………………………………………………

APPENDIX B
Third Year Learners' Questionnaire

Dear pupil,
I am carrying out a research to identify the problems of 3°AS (third year Literary and Philosophy streams learners in writing in English.
Would you please complete this questionnaire.
Thank you for your co-operation.

Introduction: Please tick ( ) the appropriate box (es) which best fit (s) your opinion. From time to time, you may be required to justify your choice.

1-Do you enjoy studying English in class?

-Yes. ☐

-No. ☐

-Why?..
....

2-Do you find it difficult to study English?

-Yes. ☐

-No. ☐

-Why?..
....

3-Which of the four language skills do you find most difficult?
(Please order your choice: 1 for the most difficult, 4 for the least difficult)

a-Listening. ☐

b-Speaking. ☐

c-Reading. ☐

d-Writing. ☐

4-Which activity seems to you most difficult when writing?
(Please order your choice: 1 for the most difficult, 3 for the least difficult).

a-Answering open questions. ☐

b-Linking sentences. ☐

c-Writing paragraphs. ☐

5-Does your teacher show you how to write a paragraph?

-Yes. ☐

-No. ☐

6-Do you ever write essays in class?

a-Frequently. ☐

b-Sometimes. ☐

c-Never. ☐

7-How often are you given written homework?

a-Regularly. ☐

b-Rarely. ☐

c-Never. ☐

8-Are you ever given your written work back after teacher's correction?

-Yes. ☐

-No. ☐

9-Is the teacher's correction necessary for you to improve your writing?

-Yes. ☐

-No. ☐

-Why?...

10-How do you assess your level in writing?

a-Weak. ☐

b-Average. ☐

c-Good. ☐

11-What are the reasons for your difficulties in writing?

a-I do not like English. ☐

b-I do not like writing. ☐

c-I do not like the topics to write about. ☐

d-I find writing in English difficult. ☐

e-I do not write very often. ☐

-Others, please specify :...

....

12-What do you suggest to your teacher to improve learners' writing?

    a-To use the target language in class by both teachers and pupils. ☐

    b-To dictate and read small passages to enrich pupils' vocabulary. ☐

    c-To devote more sessions to writing. ☐

    d-To begin with simple exercises like sentence structure ☐

       then move to more complex ones like the combination of sentences.

    e-To give more written work both in class and at home. ☐

    f-To give exercises on spelling, vocabulary, story summarizing, ☐

       and different interesting topics to write about.

    g-To devote more session to correction to determine pupils' mistakes ☐

       and weaknesses.

       -Others, please specify:………………………………………………….

....

13-What do you suggest to your peers to improve their writing?

    a-To give as much importance to English as to the other subjects. ☐

    b-To be more attentive to teachers' instruction and advice. ☐

    c-To work in groups. ☐

    d-To work on their own by reading at home simple texts, short stories ☐

       newspaper articles, magazines, etc…

    e-To have more writing practice (frequently and extensively). ☐

       -Others, please specify:…………………………………………………….

....

APPENDIX C

Units and their Distribution According to Streams in
<u>NEW</u> <u>PROSPECTS</u>

Thèmes	Maths/ Tech-Maths/ Sc Exp/ Gestion-Economie	Lettres & Philo/ Langues Etrangères
1. Ancient Civilisations		+
2. Ethics in Business	+	+
3. Education in the World		+
4. Advertising, Consumers and Safety	+	
5. Astronomy and the Solar System	+	
6. Feelings and Emotions	+	+

APPENDIX D
Language Outcomes

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
1- Ancient Civilisations	Narrating	Past simple of 'to be' (was/were) w/ordinary verbs in statements+ questions) w/ago Past perfect (w/when, as soon as, until, after, before) Used to Although/though In spite of the fact that/despite the… Was/were able to Had to Articles: use+ omission (nothing before abstract nouns: mankind, progress, culture)	Prepositions: adj+ prep (good at/ interested in). verb+ prep (contribute to/rely on/ depend on/ believe in) Adverb+ noun+ ed (well-mannered) Prefix 'dis' to form opposites (disappear) Form adj w/al: practical/cultural Form nouns w/ ment: achievement/ enrichment/improvement Form noun w/ tion: Invention/ civilisation Form adj w/ ed: devoted/ dedicated/ committed Form adj w/ able: hospitable/ reasonable;	Stress in compound words Pronunciation of final 'ed' Shift of stress: noun-verb Syllable stress: civilisation/ civilised Architecture: ch= k but church: ch= tch
	Informing			
	Comparing	Quantifiers: Few/little Not as many as: fewer than Not as much as/less than Comparatives/superlatives (the most/the least)	Form nouns w/ ic: optimistic/ realistic Form noun w/ y: honesty/ responsibility	

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
2- Ethics in business	Describing	Present simple	Form nouns: honest/ honesty	Shift of stress: two-syllable words (noun/verb) 'im port im' port
		Present continuous	Responsible/ responsibility	
		Passive	Form opposites (verbs): approve/ disapprove	
	Advising	Should/ ought to/ could/ had better+ infinitive	Agree/ disagree	
			Form opposites (adj): legal/ illegal	
	Expressing obligation	Must/ have to	Honest/ dishonest	
		Mustn't		
	Expressing cause	Due to/ for/ as/ since	Observe nouns ending in "ics": Politics, ethics, physics, linguistics	
		So+ adj+ that		
		Such+ adj+ that		
	Expressing result	So/ as a result/ consequently/ thus		
	Making hypotheses	As long as/ provided that		
		If type 2 conditional statements		
	Expressing Opinion	I think/ I believe/ For me/ in my opinion+ statement		
		It's high time+ subject + past simple		
	Expressing wishes and regrets	I wish/ if only		
	Reporting	Reported speech		
		What people think, say, believe, etc.		

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
3- education in the world	Describing	Present simple Passive	From adj w/ al (educational) w/ ive (reflexive/ responsive/ constructive/ effective)	Pronunciation of the final "s"
	Expressing wish and desire	Must/ mustn't/ have to Should/ ought to I wish I had Would+ have/+ be	Form nouns: verb+ ing (teaching/ learning/ training) Form nouns w/ tion from adj (education/ completion)	Syllabus stress: 'educate/ edu'cation Pro'mote/ pro'motion
	Comparing	(my ideal school would have/ be…) "if" unreal conditional Statements (if type 2) unless Different from X/ unlike X/ similar to X Quantifiers: most/ all/ few/ as many as/ as much as/ a great deal of Comparatives		Rising intonation: yes/no Questions Falling intonation: statements and Wh questions
	Expressing purpose			
	Expressing result	Contrast connectors (while/ whereas/ unlike/ in contrast to) So that/ in order to So/ thus/ consequently/ therefore		

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
4- Advertising, consumers and safety	Describing	Present simple	Count+ uncount nouns	
	Expressing cause & effect	Gerund	Form nouns: consumer/ consumption	
		Because/ because of/ due to/ owing to/ through/ as/ for	Advertise/advertisement	
			Use verb+ prep: accused X of Y/ complain about X to Y/	
		So/ as a result/ that's why/ consequently/ as a consequence	Protect X from Y	
			Provide X with Y	
			Suffer from X	
			Look for X	
	Expressing probability	May/ might/ could	Noun+ "y": greed/greedy	
	Expressing possibility	Can/ be/ able to	Speed/speedy	
	Expressing hypothesis	If conditional statements (type 1)	Milk/milky	
	Expressing concession	Although/ though		
		Much, many, a lot of, a great deal of		
	Expressing quantity	Too much, too many		
		No...at all		
		A large amount of		
		A large number of		
		Enough+ noun		

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Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
5- astronomy and the solar system	Describing	Present simple w/non conclusive verbs: believe, know, suppose belong, think, see Comparatives of superiority w/short and long words	Form plural nouns: galaxy/galaxies Theory/theories Thesis/theses Hypothesis/hypotheses	Pronounce final "s" as /z/ /s/ or /iz/
	Comparing	Less+ adj+ than As+ adj+ as While, whereas	Form nouns: Science/scientist	
	Contrasting	Like, unlike, in contrast to Used to/used for+ verb+ ing: Satellites are used to transmit/used for transmitting If conditional (type2) May+ stem Might+ stem Diameters: in kms Speed in orbit: in km/h Distance from earth to sun: in kms	Astronomy/astronomer Form nouns from verbs & adj: Weigh/weight Hot/heat Form sing & plural nouns from verbs: Prove/proof/proofs Believe/belief/beliefs	Shift of stress Stress in two-syllable words: begin/believe reduce/occur
	Making hypotheses Making suppositions Reading figures Questioning	Temperature: in degrees celcius How far? How big?		

Themes	Functions	Grammatical Structures	Vocabulary Building	Pronunciation/Spelling
6- feelings, emotions and humour	Describing	Present simple Past simple Articles: omission before abstract nouns (love, friendship, faithfulness, generosity, humour) Should/ought to Must/have to Quantifiers: A lot of/a great deal of/few/all/little/much/almost no/nearly all/some Some of us/all of us	Form nouns w/ ship: friendship/ partnership Form adj w/"ty": Loyal/loyalty Novel/novelty Form verbs w/"en": tighten/deepen/ Strengthen Committed to /devoted to Proud of/made of/full of Form adj w/"ous: humour/humorous Generosity/generous Courtesy/courteous	Pronunciation of the final "ed" as /t/ or /d/ or /id/ (committed/loved/liked) Pronounce initial "h": humour/happiness/horrible Silent letters Strengthen sign
	Advising	Like/prefer/enjoy Gerund: enjoy+ verb+ ing Avoid+ verb+ ing I' rather do X It's better to do X than Y I'd prefer X to Y Each other/one another	Form adj w/"ful": Help/helpful Faith/faithful Peace/peaceful Form adj w/ic: egoistic/pessimistic Form adj w/ self: self-centred/self-satisfied Form nouns w/ness Happy/happiness Kind/kindness Gentle/gentleness	
	Expressing likes and dislikes			
	Expressing feelings			

APPENDIX E

A survey of EFL Syllabus, Objectives and Suggested Writing Activities for 3AS Literary and Philosophy streams learners according to <u>Syllabus for English</u> (2006)

	3°AS Literary & Philosophy Streams
Syllabus	1.Ancient Civilisations 2. Ethics in Business 3. Education in the world 4. Feelings and Emotions
Objectives in Writing	Master different writing skills, note-taking, organising, summarising to prepare learners for the written expression task.
Suggested Writing Activities	- Copying - Writing sentences/combining sentences - Completing sentences - Paraphrasing - Gap-filling - Filling tables - Writing a paragraph from a model - Developing notes into an essay - Writing reports about projects

Projects	1.Ancient Civilisations
	   - Rise and collapse of civilisations.
	   - Making the profile of an ancient civilisation.
	2. Ethics in Business
	   - Awareness of and ability to deal with ethics in business.
	   - Writing a charter of ethics.
	3. Education in the world
	   - Understanding of educational systems in the world.
	   - Designing an educational prospectus.
	4. Feelings and Emotions
	   - Exploring the realms of feelings, emotions and humour.
	   - Writing a booklet of tips for coping with strong emotions.

APPENDIX F

English 'Licence' Curriculum Modules

YEAR	MODULES	Hours per Week	Hours per Year
FIRST	Listening Comprehension & Oral Expression	3H	90H
	Written Expression	3H	90H
	Reading Comprehension	1H30	45H
	Grammar	3H	90H
	Phonetics	1H30min	45H
	Introduction to Linguistics	1H30min	45H
	Arabic	1H30min	45H
TOTAL		**15H**	**450H**
SECOND	Listening Comprehension & Oral Expression	3H	90H
	Written Expression	3H	90H
	Grammar	3H	90H
	Phonetics	1H30min	45H
	Linguistics	1H30min	45H
	British Literature	1H30min	45H
	British Civilization	1H30min	45H
	American Literature	1H30min	45H
	American Civilization	1H30min	45H
	Arabic	1H30min	45H
TOTAL		**19H30min**	**585H**

YEAR	MODULES	Hours per Week	Hours per Year
THIRD	Listening Comprehension & Oral Expression	1H 30 min	45H
	Phonetics	1H 30 min	45H
	British Literature	1H 30 min	45H
	British Civilization	1H 30 min	90H
	American Literature	1H 30 min	45H
	American Civilization	1H 30 min	45H
	Linguistics	1H 30 min	45H
	Educational Psychology	1H 30 min	45H
	Arabic	1H 30 min	45H
TOTAL		15H	405H
FOURTH	Third World Literature	1H 30 min	45H
	English Literature	1H 30 min	45H
	Linguistics	1H 30 min	45H
	TEFL	1H 30 min	45H
	British & American Civilization	1H 30 min	45H
	Educational Psychology	1H 30 min	45H
TOTAL		9H	270H

English 'Licence' curriculum subject and time distribution

(cited in Hamzaoui 2006: 81)

Communicative Drills

A communicative drill not only consists in sticking to the structure under study but in adding extra information as well.

e.g. Teacher: Is that your pen?

Learner No, it's Jane's.

Immediate Constituent Drills

Such types of drills consist on expansion, contraction, and combination. That is, learners are required to expand, contract, or combine sentences in specific ways without changing the meaning. They may, for instance, add expressions (of time, manner, place), reduce clauses to phrases or single words, or to combine sentences or phrases in different ways

The transformation drill

Transformation drills may require the substitution of new words in each response and a kind of change in the form:

Teacher: Do you want to hear it?

Learners: No, I've already heard it.

The variable substitution drill

This kind of drill could as well be used for written practice:

Teacher: Are there any oranges?

Learners: No, there are not many.

Teacher: Is there any sugar?

Learners: No, there is not much

Such a drill makes clear the distinction between "much" for uncountable nouns and 'many' for countable.

The question and answer drill

A somewhat more natural situation can be simulated in this case since the drill is put in the form of questions and answers. The results of such a drill will show up in the form of greater fluency and accuracy.

A: Why don't you play something for us?

B: I forgot to bring my music with me.

The clause combination drill

Combining two sentences or clauses proves very efficient and useful for conversation and written practice.

Teacher: It may be sunny. We'll go to the beach

Learners: If it's sunny, we'll go to the beach.

APPENDIX H

A Sample Essay Writing

Oral work

- Prepare a short talk about the following topic: Challenges faced by our modern civilization

- Follow this procedure:

  1. List three main threats to our civilization

  2. Select the most relevant ideas and write down your talk in three short paragraphs.

     Use appropriate linking words from sentence to sentence and from a paragraph to another.

  3. Exchange drafts with your partner for error checking.

  4. Write a revised version of your talk and read it aloud to your classmates.

Essay writing

Follow the guidelines below to write an expository essay about the challenges faced by our modern civilization.

   1. Work individually. Select three ideas from the thesis statement in the essay structure below

   > *There are three major threats to our civilization:*
   > *Nuclear warfare- pollution- natural catastrophes*
   > *Diseases- economic collapse-*

   2. Jot down details about the ideas you have selected.

   3. Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

   4. Write a revised version and share your ideas with the class.

Introduction	Suggested ideas and vocabulary	Thesis statement
Body § 1		Topic sentence Supporting sentences Concluding sentence
Body § 2		Topic sentence Supporting sentences Concluding sentence
Body § 3		Topic sentence Supporting sentences Concluding sentence
Conclusion		Concluding statement

APPENDIX I
A Sample Baccalaureate Examination Paper

INTRODUCTION

This document aims at supplying the teachers with some information and recommendations to help them prepare their pupils for the Baccalauréat English paper . It also provides useful guidelines for building Baccalauréat tests. The various types of tasks are introduced, explained , and wherever necessary, illustrated with examples.

Moreover, as far as the Competency Based Approach is concerned, it provides practitioners with a framework containing the disciplinary (target) competencies , namely interacting. (dialogue completion is a form of interaction) , interpreting , and producing

Users are invited, before setting a test, to consider the criteria listed in the preamble (Arabic version)

DURATION AND COEFFICIENT

Streams	Coefficient	DURATION
LANGUES ETRANGERES	05	03
LETTRES ET PHILOSOPHIE	03	02
Sc .Exp./ Math/ TM/ GE	02	02

1- RECOMMENDATIONS

Test the examinees only on what they have actually learnt during the academic year.

a-Congruency with

- official syllabus regarding topic, content and cognitive and learning objectives
- official instructions (types of activities, number of activities, timing , length)
- formulation of instructions : it is more convenient for the examinees if they are instructed in the same way they are used to in learning and testing during the academic year.

b- Test Elaboration

- **Secrecy:** Nobody should be informed of what text has been selected
- **Originality:** It should not have been given previously in any form
- **Correctness:** It should be mistake-free
- **Acceptance by all:** The text should not deliberately hurt or insult anyone
- **Meaning:** In spite of its size, the text should still be meaningful and coherent
- **Sources:** Full sources (author, title, publishing house, place , year) should be given
- **model answers**, including all sections
- **scoring scale** detailed and global
- It is recommended that:
- model answers and scoring scale be prepared beforehand by a different team , not necessarily the test setters, primarily to test the feasibility of the paper
- the activities should be graded from simple to complex

II) Objectives of the examination paper

The English examination paper aims to evaluate :

1- The candidates 'ability to understand and do tasks in connection with a reading passage, either adapted or authentic, based on a topic selected from the syllabus ,and to make good use of the language components.

2-The candidates 'ability to mobilize the appropriate resources to express themselves reasonably and correctly in a given situation (in a written form).

III)Organization of the examination paper.

IMPORTANT: It is advisable that the paper should revolve around the same theme, to be in accordance with the philosophy of the competency-based approach,i.e, tests provide examinees with opportunities to learn and re- use even while taking the test.

The examination paper is made up of the two following parts:

-Part One : Reading . This part consists of:

A. Comprehension and Interpretation.

This sub-part focuses on the global and detailed understanding of a reading passage through a number of comprehension-type tasks (see table page 4).

B .Text Exploration

This sub-part, through activities related to the reading passage or a similar topic, deals with the knowledge and use of the language(see pages 5,6,7,8).

It contains tasks bearing on:

1. vocabulary and morphology,

2. grammar,

3. sound system,

4. discourse.

Part two: Written Expression

This part consists of exposing the testees to a situation of integration designed according to a set of criteria and indicators(see addenda).

PARTS OF BAC PAPER	TYPOLOGY OF TASKS	TYPICAL INSTRUCTIONS	OBSERVATIONS	TEXT LENGTH & NUMBER OF TASKS		
				L.E	L & philo	Sc.exp/M/ ÏM/G.E
PART ONE Reading A. Comprehension / Interpretation LE-LP 07 points Sc-Exp-M-TM-GE 08 points		Read the text carefully and do the activities.	This instruction is to be put above the text.			
	.choosing/giving the general idea of the text	.Choose/give the general idea of the text.	Giving(for L..E only)	Text of 200-250 Words	Text of 180-200 Words	Text of 120-180 Words
	.answering MCQ	.Write the letter which corresponds to the right answer.				
	.T/F statements	.are these statements true or false? write T or F next to the letter corresponding to the statement				
	.locating the right paragraph	.In which paragraph is it mentioned that...?				
	.Filling a table with information from the text.	.Fill in the following table.		5 to6 different activities	4 to5 different activities	4 to5 different activities
	.putting ideas in the right order according to their occurrence in the text.	.read the text and put the following sentences in the order they appear in the text.				
	.answering comprehension questions.	.Answer the following questions according to the text.				
	.choosing /giving a title to the text.	.Copy the title you think is the most appropriate/give a title to the text.	Giving(for L.E only)			
	.identifying type of discourse.	Circle the letter that corresponds to the right answer. The text is: a)descriptive, b)narrative...				
	.identifying type of text.	Circle the letter that corresponds to the right answer. the text is : a(a letter, a conversation)...				
	.Cohesive markers	.Who/what do the underlined words refer to in the text?				

B. Text Exploration L.E- 07 points L.P- 08 points Sc-Exp-M-TM-GE : 07points	.Matching words from the text with their definitions.	.match words and definitions.	Lexical items essential for the understanding of the text and those likely to be used in written expression should be included in the activities.			
	.Finding words in the text whose definitions are given	.find in the text words whose definitions follow.				
	.Matching words and their synonyms/opposites.	.Match words and their synonyms/opposites.				
1 .Vocabulary and Morphology	.Finding synonyms/opposites in the passage.	.Find in the text words that are synonyms/opposites to the following.		05 Activities 1from each: -voc1 -morpho1 -gram1 Sound sy1 Discour1	05 Activities 1from each: -voc1 morpho1 -gram1 Sound sy1 Discour1	05 Activities 1from each: -voc1 morpho1 -gram1 Sound sy1 Discour1
	.Deriving nouns/adjectives/ verbs from words in the text.	.Complete the chart as shown in the example.				
	.Giving opposites to words in the text keeping the same root.	.Give the opposites of the following words keeping the same root.				
	.Dividing words into roots and affixes.	.classify the following words in the table.				

2.Grammar	combining statements with connectors provided.	Connect each pair of sentences with one of the words given. Make changes where necessary.				
	Asking questions to the underlined words.	Ask the questions which the underlined words answer.	**The activities must cover a variety of grammar points and should not be limited to reported speech, conditionals or active/ passive voice.**			
	Paraphrasing with prompts given.	Rewrite sentence B so that it means the same as sentence A.				
	Supplying the correct form(s) of the verbs in a given passage.	Give the correct form(s)of the verbs in brackets.	**Give a short passage, not unrelated sentences.**			

3.Sound system	Matching pairs that rhyme.	Match pairs that rhyme.					
	Classifying words according to final 'ed' or 's	Classify the following words according to the pronunciation of the final 'ed' or 's'.					
	Underlining the silent letter in a word.	Underline or write the silent letter in each of the following words					
	Stress pattern.	Classify the words according to their stressed syllable .					
	Number of syllables.	Classify the words according to the number of their syllables.					

4. Discourse	Filling gaps with a number of words.	Fill in the gaps with words from the list.	The activities suggested in Discourse should be conducive to the written expression.			
	Matching statements from column A with statements from column B.	Match statements from column A with statements from column B.				
	Re-ordering scrambled sentences into a passage.	Re-order the following sentences to make a coherent passage.				
	Dialogue completion.	Imagine what **A/B** says and complete the following dialogue.				

PART TWO	Choose ONE of the following topics:	Topic one	One: Should be thematically related to the topic of the initial text.			
Written **Expression** L.E-06points L.P-05points Sc-Exp-M-TM-GE 05 points		Topic two	TWO: thematically related to other themes of the syllabus			

ADDENDA

A- CRITERIA TO SET A SITUATION OF INTEGRATION

1) A situation of integration requires :

-authentic documents

-well-formulated, readable (comprehensible) instructions rather than questions

2) A situation of integration should be:

- meaningful and motivating

-close to the learner's /testee's level

-adapted to the learner's/testee's level

-in accordance with the target competence(production)

-with in a situation of communication

-be supported by some hints /tips to guide the learner /testee

3) A target situation (a situation of integration) integrates linguistic resources to achieve a communicative purpose .

B- ASSESSING A SITUATION OF INTEGRATION

CRITERIA	INDICATORS
1.RELEVANCE	Learner's/testee's production aligns with requirements of a situation: *format: a letter/ e-mail /invitation/instructions... *objective: to inform/ to describe/to complain... *targeted language: functional language and vocabulary
2.SEMANTIC COHERENCE	Meaningful Logic in the information given Originality and development of ideas Organization : well-structured sentence &paragraph
3.SYNTACTIC COHERENCE AND CORRECT USE OF LINGUISTIC ELEMENTS	Correct use of grammar: tenses , word-order, subject-verb agreement Spelling, capitalization and punctuation
4.EXCELLENCE (creativity + vocabulary wealth)	New ideas , varied vocabulary items ,absence of repetitions and redundancy , legible handwriting, neatness.

NB: 1.Learners mustn't be penalized twice for the same mistake;

2.If only two of the first three criteria are met, the full mark is to be given.

3 - refer to BAC guide 2003 for further samples of tasks

PART ONE. READING (14points)

A.COMPREHENSION AND INTERPRETATION. 7points

Read the text carefully then do the activities

In the UK 93% of the children in England and Wales go to "state schools». State schools are non fee-paying and organized by Local Authorities (LA).

Parents are ,however, expected to pay for their child's school uniform and items of sports wear . .

Schools may ask for voluntary contributions for school time activities- but no pupil may be left out of an activity if their parents or guardian cannot or do not contribute .

7% of the children in England go to independent schools .Independent schools are known as private schools and public schools. Parents pay for their children to attend these schools.

In the UK, the first level of education is known as primary education. These are almost always mixed sex, and usually located close to the child's home.

Most children transfer at the age of 11 – usually to their nearest secondary school , though the law allows parents in England and Wales to express preferences for other schools too .

Nearly 88% of secondary school pupils in England and Wales go to comprehensive schools .These take children of all abilities and provide a wide range of secondary education for all or most of the children in a district from 11 to 16 or 18 .

Grammar schools are selective; they offer academically-oriented general education. Entrance is based on a test of ability, at usually 11 .Grammar schools are single sexed schools: children either go to a Boys Grammar School or a Girls Grammar School
source : BAC 2007

1- **Circle the letter that corresponds to the right answer.**
The text is…
   a- Prescriptive   b- argumentative   c- narrative   d- expository

2- **Are the following statements true or false ? write T or F next to the letter corresponding to the statement.**
   a- Very few students in England and Wales go to private schools.
   b- In state schools, parents must pay for everything.
   c- Most of the primary schools are mixed sex.
   d- At the age of 11 children go to comprehensive schools or grammar schools.

3- **Read the text and put the following sentences in the order they appear in the text.**
   a- Few of the children go to private schools.
   b- Grammar schools are not mixed sex.
   c- Children go first to primary then comprehensive or grammar schools.
   d- The majority of the pupils in the UK go to state schools.

4- Answer the following questions according to the text .
a- Is education in public schools free ?
b- Are comprehensive schools selective ?
c- What's the difference between primary and grammar schools?

5-Copy the title you think is the most appropriate .

a-Education in the United Kingdom   b- Mixed-sex Schools in the UK

c-Public Schools   d- Free Education

B-TEXT EXPLORATION 7points

1-Find in the text words that are synonyms to the following:

a-donations (§2)   b-be present at(§3) c-near(§4)   d-choices(§5)

2-Complete the chart as shown in the example

verb	Noun	adjective
To expect	expectation	expected
To organize	....	....
....	....	oriented
....	selection	....
....	education	....

3- Connect each pair of sentences with one of the words given. Make changes where necessary.

a) as   b) while   c) although   d)then   e) so

a-Parents have a little to pay. They always complain.

b-Comprehensive schools take children of all abilities. Grammar schools are selective.

4-Classify the following words according to the pronunciation of the final 's'

a- schools   b-boys   c- parents   d- preferences

/s/	/z/	/iz/

5-Imagine what "B" says and complete the following dialogue.

A: Why do only few children go to school in poor countries?
B:..
A: Is it the only reason?
B:..
A: Could you give me an example?
B:..
A: What can we do to help these children to go to school?
B:..
A: That's a good idea.

PART TWO: WRITTEN EXPRESSION (6points)

Choose one of the following topics

Topic one:

A group of students from Great Britain are visiting your school soon. Your teacher of English has asked you to write a document to inform the visitors about secondary school education in Algeria:

The different streams , the subject matters and exams...

Topic two:

You and a group of students are invited by your school headmaster to make suggestions about a chart of regulations in order to organize the life with in your school.

The following ideas may help you write this chart:

-Duties: respect due to every body in the school.

   Keep the classroom clean and tidy

   Make efforts to achieve better results

-Rights: benefit from efficient teaching

   Have good health care

   Study in appropriate material conditions

A SAMPLE OF BACCALAURÉAT PAPER FOR SCEXP/M/TM/GE

PART ONE : READING (15 points)

Read the following text carefully and do the activities

It is a common truth today that publicity has a harmful effect on the individual. The aggressivity from advertisements is growing in affluent societies. Whenever you are or wherever you go, and practically at any moment of the day or night, advertisement is there waiting for you. The street, the home, the office, the school, the stadium, and every inch of the earth is a hostile environment, a battlefield where advertisements are constantly offending man's peace.

The impact of publicity is greater on the poor, deprived people than on the average working class family. The poor are in need of almost every kind of modern comfort, consumption goods and travels, to mention a few of their unsatisfied necessities.

The working class, on the other hand do not escape the negative effects of publicity. They are the victims, too. They are the slaves of fashion.

However, at this level, mainly when the poor deprived categories of society are in real need, the temptation grows stronger and stronger. The feeling of deprivation, lack of affection and of physical comfort created by publicity, gives birth to harmful thoughts and actions.   Source : internet

A. Comprehension and Interpretation.(08 points)

1. Write the letter which best corresponds to the right answer.
   The text is about :

   a)advertising   b)aggressivity of advertisements   c)advertisements and consumers

2. Are these statements true or false ?Write T or F next to the letter.

   a)publicity has only positive effects on the individual.

   b)the impact of publicity is greater on the average working class family.

   c)publicity creates bad behaviour.

3. Answer the following questions according to the text.

   a)How does publicity reach people everywhere ?

   b)How can publicity lead people to harmful thoughts and actions ?

4. In which paragraph is it mentioned that advertisements have more effect on the poor ?

B.Text Exploration(07 points)

1. Match words and their synonyms.

a)affluent	1.essentially
b)goods	2.advertisement
c)publicity	3.products
d)mainly	4.wealthy

2. Give the correct form of the verbs in brackets.

Publicity today (become) an important tool for companies to (sell) their products. In the near future, consumers (receive) messages of publicity in the Internet and (have) a greater choice before they buy anything.

3. Classify these words according to the number of their syllables.
Fame—enjoy—advertise—fearful—impossible—advertisement—increase—aggressive

One syllable	Two syllables	Three syllables	Four syllables

4. Imagine what A says and complete the dialogue.

A :.. ?

B :I think advertising causes stress and anxiety.

A :.. ?

B : I mean too frustrating because we can't buy everything.

A :.. ?

B : It also pollutes our mental environment. We are bombarded by marketing messages.

A :..

PART TWO : Written Expression (05 points)

Topic One :

After watching on television an advertisement on a scientific calculator, you bought one. But after a few days, it was out of order and impossible to repair. You write a letter of complaint to the manufacturer.

In this letter, you explain what happened ,you complain about the bad quality of the calculator and you ask for the re-imbursement of your money.

Topic Two :

A group of students from Malaysia are invited to visit your town.

Write a poster in which you present places and activities of interest.

(Touristic places, cultural events, historical monuments,...)

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية   الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي   * دورة جوان 2008 *

الشعب : علوم تجريبية + رياضيات+ تقني رياضي+ تسيير و اقتصاد   المدة :02 ساعات و 30 د

اختبار في مادة اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين :

الموضوع الأول

Part 1. Reading   (15 points)
a) Comprehension   (08 points)

Read the text carefully then do the activities.

Consumerism is a movement that promotes the interests of buyers of goods and services. **It** works to protect consumers from unsafe products; fraudulent advertising, labelling, or packaging, and business practices that limit competition. Consumerism, also known as consumer protection or the consumer movement, is active in many countries.

Consumerism includes activities by consumers **themselves** as well as government action on the federal, state, and local level. The movement seeks to provide adequate information about products so that consumers can make wise decisions in purchasing goods and services. Consumerism also tries to inform consumers of effective means of obtaining compensation for damage or injury caused by defective products.

The rise of the consumer movement has had major effects on business and industry. Many companies have become more responsive to the needs, wants, and safety of consumers. Other firms have not been responsive to these concerns.

1. The text is about:
    a) Consumers' rights and duties.
    b) Consumer movement and its roles.

2. Say whether the following statements are true or false according to the text.
    a) Consumer movement is present in many countries.
    b) The movement helps consumers take decisions about what products to buy.
    c) The movement gives money to consumers.
    d) All firms have responded to the movement's concerns.

3. In which paragraph is it mentioned that
    a) Consumerism deals with buyers' interests?
    b) Consumerism informs consumers about good ways of getting payment for damage and losses?

4. What do the underlined words in the text refer to?
    a) it (§1) – b) themselves (§2)

5. Answer the following questions according to the text.
    a) What does consumerism protect consumers from?
    b) What information does consumerism provide consumers with?
    c) What positive effects has consumerism had on business and industry?

b) Text Exploration

1. Find in the text words closest in meaning to the following:
   a) products (§1) - b) faulty (§2)

2. Complete the following chart as shown in the example.

Verbs	Nouns	Adjectives
Example : consume	consumerism	consumable
....	loss	
economize	...	
....	safety	....

3. Ask the questions that the underlined words answer.
   a) Consumerism promotes **the interests of consumers.**
   b) The movement is active **in many countries.**

4. Give the correct forms of the verbs in brackets.
   1. Governments should (take) serious measures to fight counterfeiting.
   2. After I (buy) the DVD, I found out that it was of a bad quality.

5. Match pairs that rhyme.

A	B
a) services	1) responsive
b) rise	2) package
c) effective	3) practices
d) damage	4) wise

6. Reorder the following statements to make a coherent paragraph.
   a) For example, they are entitled to products
   b) Consumers have several basic rights.
   c) They are also entitled to the protection against unsafe foods.
   d) whose quality is consistent with their prices.

Part 2. WRITTEN EXPRESSION   (05 points)

Choose **one** of the following topics and write a composition of about 80 words.

Either

Topic 1:

After being influenced by an advertisement on TV, you bought a product. When you got it, you realized that you had been manipulated by the ad. Write a letter of complaint, in which you give information about the product and the place where you bought it, to the manufacturer telling him about the defects of the product, the consumers' rights to adequate advertising, compensation, etc. You can use ideas from the text.

Or

Topic 2:

In your city, you feel that consumers are not protected against the defects of the goods they buy. So you decide, with a group of friends to create an association of consumers.
Write a composition in which you expose the reasons and objectives of this association.
You may use the following ideas :
Reasons: counterfeit/cheap products, lower quality/harmful, not lasting
Objectives: to sensitize the consumers, to protect them, to buy safe products

Part 1. Reading   (15 points)
Read the text carefully then do the activities.

Advertising is a message designed to promote a product, a service or an idea. In everyday life, people come into contact with many kinds of advertising. Printed advertisements make up a large part of newspapers and magazines. Poster ads appear in many buses, subways and trains. Neon signs along downtown streets flash advertisements. Billboards dot the roadsides. Commercials interrupt TV and radio programs…

The purpose of most advertising is to sell the products or services. Manufacturers advertise to try to persuade people to buy their products. Large business firms also use advertising to create a favourable 'image' of their company. Local businesses use it to gain new customers and increase sales. Advertising, thus, plays a key role in the competition among businesses for the consumer's dollar.

Advertising is also used by individuals, political parties and candidates, social organisations, special interest groups, and the government. Many people advertise in newspapers to sell used cars, homes, or other property. Political parties and candidates use advertising to try to win votes. Social organisations and special interest groups often advertise to promote a cause or to influence the way people think or act.

a) Comprehension   (08 points)
1. Say whether the following statements are true or false.
   a) Advertising is a part of people's daily life.
   b) The main purpose of advertising is to sell products and services.
   c) Advertising has no influence on competition between large firms.
   d) Advertisements make political parties lose votes.

2. Fill in the table with information from the text as shown in the example.

Kinds of advertising	Where advertised
Example: a) printed	Newspapers and magazines
b)……………	buses, subways, trains
c) neon signs	……………………
d)……………	roadsides
e) commercials	……………………

3. Answer the following questions according to the text.
   a) Who uses advertising?
   b) Why do social organisations and special interest groups use advertising?

4. In which paragraph are:
   a) the different kinds of advertising mentioned?
   b) the users of advertising in elections mentioned?

5. Choose the general idea of the text.
   a) Reasons for advertising
   b) The negative effects of advertising
   c) Consumer goods

b) Text Exploration   (07 points)

1. Find in the text words or phrases which are closest in meaning to the following:
   a) convince (§2) b) very important (§2)

2. Complete the following chart as shown in the example.

Verbs	Nouns	Adjectives
Example : to advertise	advertisement	advertised
....	product	....
to sell	....	....
....	....	useful

3. Classify the following words according to the pronunciation of the final's' (/s/ /z/ /iz/.
   -buses – roadsides – sites – services – sales – groups

/s/	/z/	/iz/

4. Ask questions that the underlined words answer.
   a) **Everyday,** people come into contact with many kinds of advertising.
   b) Many people advertise in newspapers **to sell used cars, homes or other property**.

5. Complete the following dialogue.
   A ....
   B. It is a message meant to promote a product or an idea.
   A ....
   B. We can find advertising everywhere.
   A ....
   B. Manufacturers, businessmen, politicians, almost everyone uses it.
   A ....
   B. Yes, of course. Advertising is a big business.

Part 2. WRITTEN EXPRESSION   (05 points)

   Write a composition of 80 words on one of the following topics.
   Choose
Either

Topic 1:

   A factory has just produced a new product. Using the following notes write a composition to
show how to promote this product.
   - description of the product
   - its use
   - its advantages
   - its price

Or

Topic 2:

   Are you for or against advertising? Justify your choice.

بالتوفيـــق

APPENDIX J

A 3°AS Learner's Essay Writing Sample

Dear Cityzens

Our focietie is important for is but is suffering from corruption and bribery. do we should set up ouraneise and fight these bad Phenomens and proomess you peopel if Vwill a president I will prunich who comouit these bad things and put them in the jail and will put a stringent law for fisc control in the conty.

So, Dear cityzens please elect me to bebe a president and I promess you I will do my best for anyting help us to develop our country

4.4 Conclusion

This concluding chapter has tackled a sum of solutions concerning the teaching of English at secondary-school level with a main concern with the teaching of writing as a skill in its own right.

First the foreign language teacher and the target learner come together within the educational system since they are considered key variables in the whole teaching/learning process. On the one hand, some recommendations regarding the teacher, his methodology and techniques have been made. In order for teachers to introduce change in their classrooms and thus improve learners' level of proficiency, teachers have to consider a number of different factors, that is learners' needs, learning styles and strategies. Consequently, teachers should frame their teaching according to the requests of the newly advocated learner-centred approach. Further recommendations concerning the teacher have been provided. Teachers should be involved in a never ending quest of teacher development. Both experienced and trainee teachers should refine and develop knowledge of their subject, enhance their skills in teaching and improve themselves throughout their career.

On the other hand, to overcome the linguistic problems the target learner encounters in writing, a number of different techniques have been put forward. Such techniques include preventive as well as remedial teaching. Finally, additional suggestions regarding the educational system, the method, and also testing have been advanced.