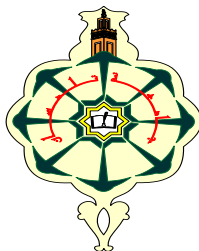


*PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA*  
*MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH*



**UNIVERSITY OF TLEMCCEN**  
**FACULTY OF LETTERS AND LANGUAGES**  
**DEPARTMENT OF ENGLISH**

**REFLECTIVE TEACHING IN EXPLORING  
LEARNERS' DIFFICULTIES IN WRITING: THE  
CASE OF SECOND YEAR LITERARY STREAMS IN  
BESGHIR LAKHDAR SECONDARY SCHOOL  
(TLEMCCEN)**

*Dissertation submitted to the Department of English as a Partial  
Fulfilment of the Requirements for the Master's Degree in Language  
Studies.*

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*Academic Year: 2014-2015*

I confess that this submission is my own investigation. Therefore, it does not contain any item previously published, or written by other researchers. This work is not taken from a thesis/ dissertation of a university or any other institution. Furthermore, I declare that this research work does not include plagiarism, except where there is citation.

Miss. Ismahan Hayet MEGNAFI

Date: 07/05/2015.

Signature:

*Dedications :*

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To my dearest parents

To my lovely brothers; IMAD EDDINE, and RYAD WALID

To my honey sister DJIHANE MERYAM

## *Acknowledgements :*

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## *Abstract :*

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Many educationalists get along with the process of globalisation, in order to improve the field of foreign language teaching. In Algeria, the skills of the English language are taught on the basis of the Competency- Based Approach (CBA). The objective of that research was to focus on reflection in order to explore learners' difficulties in the writing skill, and the emphasis was, then, to what extent reflective teaching could be applied in the Algerian EFL classroom. A case study was undertaken in Besghir Lakhdar secondary school (Tlemcen) relying on two research instruments in order to collect data. A questionnaire for teachers and another for learners, and classroom observation. The findings revealed were analysed quantitatively and qualitatively. The findings denoted that Algerian EFL pupils showed a strong difficulty in the writing skill in terms of both form and content. Furthermore, Algerian EFL teachers faced many obstacles while teaching writing such as the nature of classes that were crowded and the competence of learners. They did not show any reliance on reflective teaching. Consequently, that research work affirmed deeply reflection in order to enhance the teaching/ learning process, and at the same time reaching all the aims and the objectives.

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## *Key to Acronyms :*

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- CBA :** Competency Based Approach  
**EFL :** English as a Foreign Language  
**ELT :** English Language Teaching  
**ESL :** English as a Second Language  
**ICT :** Information Communication Technology  
**L1 :** First Language  
**L2 :** Second Language  
**TED :** Teacher Education Development

*General*

*Introduction*

## *General Introduction :*

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Many language teachers have attempted to enhance the teaching/learning process that involves the teachers' interaction and the learners' involvement. Actually, EFL teachers do not receive any adequate training in the language skills that are necessary in their professional practice. As a consequence, EFL learners are unable to learn the language skills, especially when they are exposed to the target language skills: listening, speaking, reading, and writing. Recently, teacher education has tried to develop the teaching process via stimulating the ability of the teachers to observe, provide reflection, and improve their instructional methodology.

In the Algerian secondary schools, EFL learners are not able to handle their learning process; they demonstrate deficiencies mainly in writing. On the other hand, the teachers are often blindly guided by their beliefs, styles, and assumptions in order to undertake their teaching practices, and they are still unable to teach adequately and improve the writing ability of their learners.

Thus, this research work is an attempt to explore the extent to which reflective teaching enhances the writing skill in the Algerian EFL classroom and to investigate the deficiencies of the learners in writing. In addition, it aims at examining the obstacles that teachers face in teaching the writing skill. Then, some solutions will be suggested so that reflective teaching would be used by teachers in the Algerian EFL secondary school.

Consequently, the researcher strives to answer the following questions:

- 1- What are the difficulties Algerian secondary school EFL learners face in writing?
- 2- What are the obstacles faced by Algerian EFL teachers when teaching the writing skill?
- 3- How can teachers stimulate reflection in teaching the writing skill?

The above mentioned questions led to formulate these three hypotheses:

- 1- The difficulties of the Algerian EFL learners are mainly related to the outline of writing, grammar rules, and punctuation.

## *General Introduction :*

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- 2- Algerian EFL teachers are faced; mixed ability classes, the lack of an effective technique in teaching writing, and difficulty of selecting appropriate activities.
- 3- Algerian EFL teachers provide innovation, make observation, and consider every pupils' engagement and participation in the classroom in order to stimulate reflection.

In order to reach the above mentioned hypotheses, the researcher designs an exploratory case study dealing with second year literary streams in Besghir Lakhdar secondary school (Tlemcen). This study will collect qualitative and quantitative data from different sources relying on a set of research instruments: a questionnaire for both learners and teachers, and a classroom observation. The research results will be analyzed quantitatively and qualitatively.

Therefore, the present work is divided into three interrelated chapters. The first chapter consists of two parts: the first part provides the theoretical background of the writing skill while the second part focuses on the description of reflection in the teaching process. The second chapter deals with the research design and data analysis and interpretation. The third chapter is devoted to suggestions and the implementation of reflective teaching in the Algerian EFL classroom.

# *Chapter One*

## **CHAPTER ONE : LITERATURE REVIEW**

### **Part One : The Writing Skill in the Teaching/Learning Process**

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### **Part One: The Writing Skill in the Teaching/Learning Process.**

#### **1.1 Introduction :**

The main concern of EFL teacher is to provide a good teaching to his learners, and to help them develop their abilities in all skills. Writing as a prominent productive skill can be better achieved if the teacher reflects well, and becomes more aware of the difficulties of his learners, and tries to facilitate the task of writing.

This chapter represents the theoretical part of this work. It is divided into two parts; the first one focuses on the writing skill in the teaching/learning process. It provides some key concepts. It highlights the importance of writing in relation to learning and language skills. The second part specifies reflection in language teaching. It also brings out a set of dimensions used in teaching. It provides a clear-cut division between teacher training and teacher education.

#### **1.2 Definition of Writing :**

EFL teachers commonly leave the writing skill at the end, and the main motive behind this, is that writing as a productive skill is seen as difficult, and most important in foreign language classroom. Therefore, many definitions of writing has been put forward by so many scholars.

In this context, Harmer (2004:03) says that *“spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned”*. From this point, there is a simple acquisition of the speaking skill on the part of a kid or the learner without any training, the writing skill seems too difficult, because it is learned and considered as a conscious process.

Writers tend to use a set of graphic markers which shapes their ideas to make a sense of their writing that is observable to the readers. In this regard, Crystal (2006:257) maintains that the writing skill is considered as a mean of communication that involves visional graphic symbols.

On the other hand, Weigle (2002 :32-33) supposes that writing is not just : *“ putting one’s thought to paper as they occur, but actually using writing to create new knowledge”*. The essential idea from the quotation above is that creativity is important in writing especially on the part of the learner, and that creativity

improves his level, and makes him generate new thoughts and ideas. Thus, the act of writing becomes an art of writing.

Lastly, one may share the view that in the EFL classroom, the writing skill of the learner is developed progressively because it changes at all grades, and it is important to take into account the social significance of the ability to write. In this context:

*The social significance of writing has become increasingly important at all levels of education: from elementary classes where demonstration of writing ability is part of minimum competency exams, to university level where writing is an exit criterion for graduation.*

Hamzaoui (2006:12)

Looking for the different quotations, interpretations, and views that are put by so many scholars and linguists in the field of language teaching and learning in order to define the writing skill can not be neglected, since each view tackled an important feature.

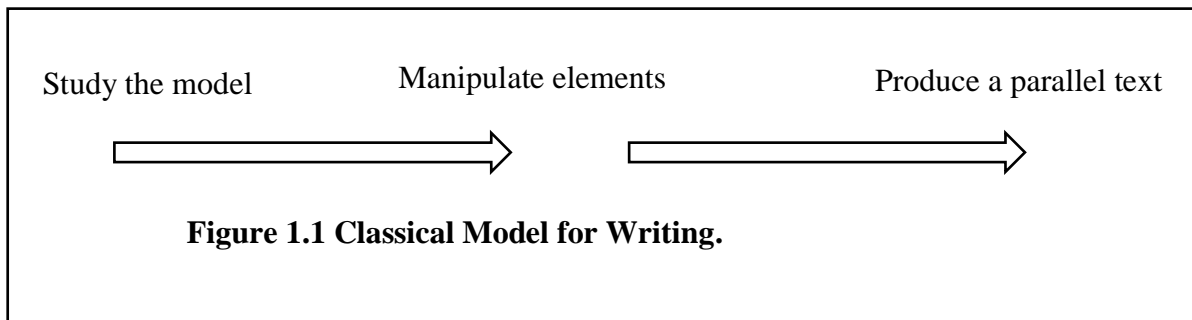
### **1.3 A Survey of the General Approaches in Teaching the Writing Skill :**

Educationalists in the field of language teaching who are mainly concerned with the writing skill have provided different approaches ; each one was built on the limitations of the preceded approach, but what is common between them, they share the same interest that is in what way the writing skill is best taught. The following section is going to tackle these three approaches; mainly the product, process, and genre approaches.

#### **1.3.1 The Product-Oriented Approach :**

White (1988) states that the product-oriented approach focused from the beginning on the final production, as it name implies, that is for sure the writing result of somebody who is engaged in this act. However, the model does not provide any description of the original writer, and how this actor has come to the specific product. What White means in his description of the product approach is that he provides the model-based approach. This latter is about the production of texts that are inspired and imitated from other texts. Actually, this model-based approach comes before the product one, but both are considered as a final drafts.

So the schema that has been put forward by White (1988:05) in order to explain the model-based approach as the following:



The first phase in the schema is about the study and the analysis of the rules of language, content, and sentence structure, rhetorical and stylistic types. Concerning the second phase, it analyses the various components found in the model text that are operated by the learners. At the last phase, the learners are required to make an imitated text. This schema represents a classical view in imitating model texts in order to teach writing to learners.

Therefore, Nunan (1991:86) recognizes that the product approach emphasizes *“the end result of the learning process. What is it that the learner is expected to do as a fluent and component user of the language”*. What has been stated by Nunan is that they share a common point between them; the final product, and the learner should realize well the grammatical and the lexical patterns of the language.

In fact, this approach has been criticized on the weaknesses that is provided, and its consequences on language teaching, and on the learner. Raimes (1983:07) disapproves such an approach, and stresses the lack of the communicative side, and the absences of the significance of the expressions that the written text is involved in. This approach makes the learner aware only in the linguistic knowledge.

### **1.3.2 The Genre-Based Approach :**

Over the 1980's, early attention has been attracted to the genre-based approach in order to teach the writing skill. The main principles of this approach are based on providing a specific 'genres' in teaching writing to the learners in order to accomplish a specified 'purposes' in some 'contexts' (Hyland, 2003).

In the same line of thoughts, Richards (2003:18) shares the same view, in which he states that: *“the central belief here is that we don’t just write, we write something to achieve some purposes: it is a way of getting something done”*. By means of purpose here is the social action that is linked to the situation. Consequently, the learner notices his objectives, among so many ‘genres’ such as letters of application, apology, recipes, reports...etc

Besides that, what has been neglected in the product approach that is the communicative aspect, has been among one of the main principles in the genre-based approach, which is seen as a communicative aspect that shares a set of objectives and aims, which are structured by specialists in the field of social discourse, and sets the rationale principle. The latter forms the style and the significance of the discourse in different contexts.

However, that approach has many negative sides. In this context, Byram (2004:236) points out that the genre-based approach ignores the self-confidence, and self-sufficiency of the students in one hand. On the other hand, it minimizes the needed abilities to assemble the content.

### **1.3.3 The Process-Oriented Approach :**

This approach comes as a reaction against the weaknesses and the limitations of the product approach, which means that it has been appeared before the genre-based approach in the late 1960’s. The writing act has been viewed as a process, rather than a ‘product’ that follows several stages; pre-writing, composing/ drafting, revising, editing (Tribble, 1996).

Graham & Sandmel (2011) bring a set of positive points of the aforementioned approach stated as the following:

- 1- The learners are stimulated for planning, composing and then revising.
- 2- The quality of the writing act is given via the teaching instruction in seminars, conferences, and lessons. The teaching materials address the instructional needs analysis of the learners.
- 3- Stimulating the motivation of the learners’ writing can be through collaborative work, self-sufficiency, and attention, as well as the reliable learning context.

Therefore, the writing instruction is based on a clearly awareness and analysis of the learners needs, and then the learning environment that provides motives to the students to write and to have a sense of interest and collaboration.

### 1.3.3.1 The Stages of the Writing Process:

So many investigators emphasize five phases in the process of writing, and these components are; the pre-writing phase, the drafting or the composing phase, the revision phase, and the editing phase, and the last one representation or publishing phase. The following figure provided by Tribble gives a detailed clarification about the process of the writing skill.

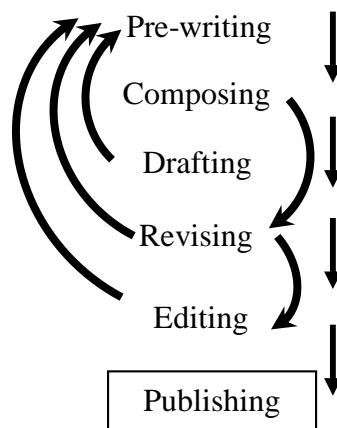


Figure 1.2 The Proces of the Writing Skill (1996:39)

- **The Pre-Writing Phase :** this stage is viewed as a brainstorming, because the learners here are going to choose their theme of interest, induce their thoughts either collectively or individually, collect data, and fix the adequate objective, style, and improve the outline or planning (Bouyakoub,2012).
- **The Drafting Phase:** when the learner first produced his rough copy, it has to be ameliorated into drafts, this is of course under the supervision of the instructor (Hamzaoui, 2006).
- **The Revising Phase:** as stated by Hamzaoui (2006:38) at this level, the learners are going to re-read their drafting. Moreover, they can make some modifications; organize their data, omitting non-appropriate ideas.
- **The Editing Phase:** according to (Hamzaoui, ibid), this stage involves an editing at the language level and even lexis. The students in this phase are having a strong interest to their vocabulary which is used in accordance with

the topic, a treatment of the rules of language such as sentence structure, the correct syntax of the target language, as well as checking the mechanics.

- **The Presentation or the Publishing Phase:** the learner shows the last version that is edited and fully designed to the readers (Bouyakoub, 2012). Furthermore; the student becomes aware of his weaknesses and minimizes it.

### **1.4 The Importance of Writing in Relation to Learning :**

Teaching and learning are two sides of the same coin, and this process requires the four skills, i.e., teaching adequately on the part of the teacher, and activating the cognitive abilities of the students while learning.

In fact, the competence of the learner in second language acquisition is drawn back to his cognitive processes. Consequently, the process of learning in the writing skill “*entails learning to differentiate and manipulate the elements of the written system ... in order to engage with, and manipulate the social world*”. Dyson (2001:126).

However, learning involves the learner alone, because he is the only one who understands well his own benefits and needs. Therefore, the students “*...can take charge, do what they think is best, take responsibility for their own learning*”. Harmer (1998:09). Thus, autonomous learners are those who have the authority and control about themselves, and having a critical thinking in order to evolve in their learning.

Thereafter, the writing activity reinforces a set of learning strategies, especially through collaborative work and even in working individually. It also insists on the learner to use dictionaries, checking grammar rules to concentrate on their writing accuracy. As well as, writing evolves the learning experience on the part of the learner by functioning their cognitive abilities and activities for the act of writing. This latter reflects the students’ thinking, when they master the language and try to solve the problems (Harmer, 2004).

### **1.5 The importance of Writing in Relation to Language Skills :**

When EFL/ESL students learn the foreign/second language are often exposed to its skills mainly productive skills, i.e., speaking and writing, and receptive skills,i.e., reading and listening. So, it is essential to affirm the significance of both

speaking and reading in the elaboration and the perfection of the students' written production.

### **1.5.1 Speaking and Writing :**

In fact speaking and writing are considered as productive skills, but there are so many divergence between them since both they have a great importance as a way of communicating. Harmer (2004) notes a set of distinctive features between writing and speaking that can be summarized on the following:

- 1- The Situation Provided:** writers are often found in the situation where they have to fill the gaps and convince the readers by using some techniques such as stylistic features and grammatical rules in order to substitute the deficiency of supra-segmental features as stress, pitch movement and intonation. Besides that, the speakers have the opportunity of correcting, refining, and modifying what they state, because the situation provides the interactional feedback.
- 2- Selection of Grammatical Choices:** the writing ability is structured under a complex, and simple use of expressive sentences. In contrast, simple utterances and sentences are used while speaking.
- 3- The Use of Lexical Density:** lexical density is referred to the use of lexical and function words. It is clear that written texts require a large amount and use of content and grammatical words. Paradoxically, these lexical density has a little function in the speech.

### **1.5.2 Reading and Writing :**

It is generally agreed that there is a strong relationship between these two distinctive skills; writing and reading. This relationship has an aim that is enhancing learning on the part of the learner. Hyland (2003:53) stresses the connection between reading and writing, and he relates them as a sign of literacy and educated people. In which he states that: *“Writing, together with reading, is a central aspect of literacy”*.

The learners tend to develop their writing ability through reading. In this regard, Harris (1993) suggests five attractive statements that show the connection between reading and writing stated as the following:

- 1-** The reading and the writing skills belong to the individual as well as to the social activities that are utilized for the sake of communication.

- 2- These two skills ; reading and writing are mutual and current. In this case, the students get knowledge about their writing through reading, and they learn about their reading abilities through writing.
- 3- Writing and reading are interrelated, i.e., if there is no writing, there is no readers at all.
- 4- Writing and reading are used side by side since they share the same objective, and attached to learning and contextual meaning.
- 5- Readers in their reading and writers with their products have the opportunity to detect the world.

Furthermore, the importance of the reading skill in enhancing the student ability of writing this is why:

*Reading is then widely beleived to increase proficiency in writing, so it needs to be enhanced by the teacher, by integrating both during each pedagogic unit in the language learning syllabus. Reading and writing, though different, can be considred convergent skills.*

Bouyakoub (2012:51)

Although, it is the role of the teacher who incorporates the language learning in the syllabus in order to enhance the writing competence of the learners, and this can only be throughout reading.



## **Part Two: Reflection in Language Teaching**

### **1.6 Definition of Reflective Teaching :**

The importance of teaching practice in stimulating the students' responses towards learning may be effective, when the teacher analyzes his students' needs. Hereby, teacher education is considered as a designer in his classroom, who tries to induce some active pedagogical ways in order to develop the process of teaching by reflecting in his instructions, i.e., an effective teacher is a reflective one.

The process of reflection requires a careful thought about previous performance. It gives rise to observation, positive changing, a desire for learning and getting new knowledge, and developing self-confidence for a better progress.

*Reflection means thinking about what one is doing. It entails a process of contemplation with an openness to being changed, a willingness to learn, and a sense of responsibility for doing one's best. Perhaps this process seems natural, and indeed it may be; but it also poses a challenge.*

Jay (2003 :01)

What has been said above seems too broad, in the following Jay (2003:17) stresses an important variety in order that process of reflection be achieved is the quality of reflection, since it is important in influencing the interest of the reflective practitioner. In other words, teacher education must not focus only at the surface level when providing the writing activities, but he should mark a noticeable progress in increasing learning.

In 2003, Benmoussat stated that reflective teaching transforms the attention of the teachers to have a careful insight about themselves, by following an integrated approach and doing a self-monitoring to self-assessment. Reflective teacher may improve his professional competence, when he explores and develops the teaching/learning process. Furthermore, Benmostefa (2014) argues that reflection in the teaching process describes a strong preparation on the part of the reflective teacher, in which it drives to change in their teaching practice that involves a high level of savoir-faire.

### **1.7 Teacher Education Development Versus Teacher Training :**

These two terms ; teacher training and teacher education development (henceforth TED) are a central part of language teaching it is important to set them apart, and to consider the main features that clarify them. These concepts are used in a binary opposition where they describe the teacher who is either under the process of reflection or not.

Language classroom required teacher training to provide assessment, since it is considered as an important subject in the process of language learning. However, Benmostefa (2014:168) asserts that: ***“still at present, there are no courses on ‘testing and assessment’...as part of a pre-service training programme for our would-be-teachers”***. In fact, today’s EFL/ESL teachers are not required to have an educational assessment and testing that are normally provided in the educational programmes in which it involves a pre-service training to future teachers fixed at the universities. Teacher training generally refers to the elaboration of practices in the educational profession through official sessions.

On the other hand, TED a concept related to every aspect and period that happen during the process of reflection of the teaching experience that opens the door to critical study and reviewing of that way of teaching. In this context, Semmoud (2014:43) writes that TED ***“asks teachers to observe themselves, collect data about their own classrooms and their roles, and to use the data as a basis for self-evaluation, and for change”***. In addition to that, Benmoussat (2003 :258) reveals that there are diverse cases where teacher education development sessions are systematized as a modality of ‘study days’ or ‘coordination meetings’ which are considered as a methodology that provides training to teachers under interactive discussion in order to get them exposed to change and innovation. These goals are determined by the authority, and the ministry of education.

The following table provides a clear-cut distinction between TED and teacher training summarized the principles of the two concepts:

Teacher training	TED
<ul style="list-style-type: none"> <li>Directed from the ministry</li> </ul>	<ul style="list-style-type: none"> <li>Sponsored by himself</li> </ul>
<ul style="list-style-type: none"> <li>The structure of the course is defined before.</li> </ul>	<ul style="list-style-type: none"> <li>The course structure is developed out of operations</li> </ul>
<ul style="list-style-type: none"> <li>There is no professional practice</li> </ul>	<ul style="list-style-type: none"> <li>Providing solutions from previous professional experience</li> </ul>
<ul style="list-style-type: none"> <li>Following an imposed syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Following a syllabus fixed by contributors</li> </ul>
<ul style="list-style-type: none"> <li>Guided, and external evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Self-esteem and self-evaluation</li> </ul>
<ul style="list-style-type: none"> <li>Storing knowledge from experienced one</li> </ul>	<ul style="list-style-type: none"> <li>Getting more experience from colleagues and external sources</li> </ul>
<ul style="list-style-type: none"> <li>No critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> </ul>
<ul style="list-style-type: none"> <li>Separated and alone</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative.</li> </ul>
<ul style="list-style-type: none"> <li>Focuses on professional abilities</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on personal progress and achieving personal abilities.</li> </ul>
<ul style="list-style-type: none"> <li>Not encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Encourages the teacher</li> </ul>

**Table1.1 Teacher Training Versus TED (Benmoussat, 2003)**

TED alone is not enough, but a collection of features gotten from TED and teacher training are required in order to reach innovation and change on the part of reflective teacher. Since *“teachers implementing the change are actually in need of in-service training”*. Benmostefa (2014 :31).

### **1.8 Dimensions of Reflective Practice in EFL Classroom :**

The most important and remarkable fact in reflective teaching is that the instructor may reflect during the teaching/learning process, and even after the performance of the lesson. Under this, many authors and scholars have identified two main dimensions while teaching ; reflection-in-action, and reflection-on-action that are distinct in their use. What is added in the present study, another dimension not much used by the practitioners, i.e., reflection-for-action.

### **1.8.1 Reflection-in-action :**

Reflective teachers provide a quick action that is often immediate and impulsive, and their reactions are usually subconscious and intuitive to the obstacles that they may face while teaching inside the classroom. Actually, their reflection-in-action *“combine the skill of making on-the-spot decision with a reflective approach, to change the course of the lesson, to see what influence it and to set appropriate solutions”*. Semmoud (2014:49).

In this way, reflective teachers involve themselves broadly on previous professional experience in order to promote learning. Schön (1983; 1987) characterizes reflection-in-action as a critical thinking that authorizes the reflective practitioner to deal in a skillful way with the target situation, i.e., especially those situations that are ambiguous, unsteady, and unique. For example, teacher may reflect-in-action when he provides the instruction to write a written production, and suddenly recognizes that his learners are not concentrating and losing their focus.

### **1.8.2 Reflection-on-action :**

It is considered as the mirror of the teacher. Hereby, Semmoud (2014:49) maintains that reflection-on-action *“helps raise awareness of what should be done later to avoid weaknesses”*. Reflective teacher shares his experience with his colleagues by working collectively and supplying meetings, interactions to highlight the ambiguity of the tasks through recommendations, suggestions and providing positive results.

Schön (1983; 1987) posits that after finishing the task provided while teaching, the teacher needs to have a brilliant insight that turns back him towards his professional practice. Though, reflection-on-action is conducted after the process of the lesson ; at the end of the day, and it can be also at the end of school year. This action needs a pause after a required task to look at what level it is well performed by the teacher. It is a sequence of action then thought (Jay, 2003).

### **1.8.3 Reflection-for-action :**

Reflection-for- action has been identified as:

*The desired outcome of both previous types of reflection. We undertake reflection, not so much to revisit the past or to become aware of the metacognitive process one is experiencing (both noble reasons in themselves), but to guide future action (the more practical purpose).*

Killion & Todnem (1991:15)

The above idea involves the sequence of reflection-for-action of thought then action. They confirm that this dimension is considered as more practical one to guide the teacher for future practice. They inspired this tool from the aforementioned; reflection-in-action, and reflection-on-action stated by Schön (1983). Furthermore, they propose that all these three dimensions that are used by reflective practitioner are important tools used in the teaching practice.

### **1.9 Reflective Teaching Procedures :**

Teachers may need to gather all the events, and collect all the data that happen before, after, and will take place in the classroom practice for the sake of enhancing the teaching / learning process. Therefore, a set of procedures may be used by the teacher such as journal writing, lesson reports, and peer observation. In fact, there are many others, but this part will tackle these in details.

#### **1.9.1 Journal Writing :**

The teacher uses a diary while he is within the process of teaching in order to gather all the events that happen during that process. After collecting all these, it comes easy to the instructor to reflect upon what he did, and to provide some changes in his classroom. Semmoud (2014:51) suggests that when the teacher holds a diary it may guide him to manage his classroom, and makes him aware of what happens during the teaching/learning process.

Similarly, Benmoussat (2003:230) argues that during each minute the events should be listed in a notebook. These events are again re-read by the teacher in order to reflect on it. For instance, the teacher provides some writing activities, then after observing and looking for what happens while providing the instruction of writing,

the teacher realizes in accordance with what he recorded in his diary or notebook the weaknesses of his students.

### **1.9.2 Lesson Report :**

The teacher designs all the characteristics of his lesson in a lesson report. Its major objective is to set and structure the planning of the lesson and later perform it in the classroom practice. An important feature is taken into consideration is the time management. This latter divides the lesson into parts, i.e., before, while and after the lesson (Semmoud, 2014).

Additionally, the content and the objective of the course have to be set in the lesson reports. In this context, Richards and Lockhart (1996:09) adjust four methods for the planning of the lesson reports are summarized under the following:

- 1- A recognition of the activities provided for the students that are used in a particular lesson.
- 2- During the teaching practice, the teacher collects all the data, by using a checklist.
- 3- All the activities, resources, and procedures are used systematically in the lesson reports form.
- 4- Monthly or weekly, the teacher shares his lesson reports with his colleagues to review and compare his way of teaching.

### **1.9.3 Peer Observation :**

This procedure is considered as a collective one, since it involves colleagues to do such observation. Under the supervision of peers, the teaching practice may encompass the planning of the lesson and the pedagogic activities used there. Those peers give feedback to the teacher and even criticize him (Benmoussat, 2003).

An instance of this, when the teacher performs the lesson, and the students are carrying out the written task. The teacher may invite a colleague to attend the lesson, and see whether it is tackled all the reflective points that suit the instructor at the level of the writing activities provided, and analyzes well the students' needs in that target situation. Later on, this colleague corrects, refines, and provides criticism and feedback to the teacher out of the classroom wall.

**1.10. Conclusion :**

This chapter has been divided into two parts. The first part has provided a clear insight concerning some key concepts related to the writing skill in the teaching/learning process. It has dealt with a survey of the approaches that are used to teach writing. Besides, it has shown the importance of the writing skill in relation to other skills.

Conversely, the second part of this chapter emphasizes on reflection in the teaching process. It shows some dimensions, and effective procedures used by the reflective practitioner. Thus, the second chapter will focus on the Algerian EFL situation and will give an analysis of the collected data and its interpretation.

# *Chapter Two*



## **CHAPTER TWO : SITUATION ANALYSIS AND DATA**

### **INTERPRETATION**

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## **2.1 Introduction :**

This chapter will describe the English language teaching (ELT, henceforth) situation in the Algerian secondary schools. Thus, the researcher has used two research instruments : questionnaire for both teachers and learners, and classroom observation. Data collection have been analysed quantitatively and qualitatively, and the findings have been interpreted from each research instrument.

## **2.2 The Development of ELT Process in Algeria:**

Language teaching in Algeria has witnessed several changes in implementing diverse approaches and methods particularly in the English language. It moves from the classical method that is the Grammar Translation Method to the newly adopted approach; the Competency-Based Approach (CBA). This latter, fits the required needs of the learners with knowledge and the language skills, in which they will be able to cope with the target situation and solve problems.

So the basic concept that relates to CBA is the term competency. In this respect, Benmostefa (2014:132) identifies some main processes related to that term are summarized under the following points:

- 1- ‘Know-how-to-act’ process indicates the outcome of essential resources: capacities, skills, and knowledge.
- 2- ‘Know-how-to-learn’ process is related to strategic, intellectual, and knowledge of the capacity of the learner.
- 3- ‘Know-how-to-do’ process is attached to problem-solving situation.
- 4- Knowledge denotes all the data, facts, concepts, principles of a given situation.

### **2.2.1 ELT Situation in the Algerian Secondary Schools:**

In (2003), the reform movement of the educational system in Algeria introduced a set of objectives in order to develop the competencies of the learner. In this context, Khelifi (2013:42-43) mentions four objectives of the teaching/learning process of the English language in secondary school are summarized in the following:

#### **1- Linguistic Objectives :**

- Make the learner aware of the linguistic function of language; grammar, vocabulary, and pronunciation.
- Permit the learner to carry on his future studies and professional work.

**2- Methodological Objectives :**

- Expand the strategies of the learner, and develop his knowledge and promote autonomous learning.
- Permit the learner to use (ICTs) because of its significance in learning.

**3- Cultural Objectives :**

- Developing a cross-cultural understanding, when the learner gets exposed to different cultures and civilizations.
- Encouraging the learner to have a sense of curiosity and open-mindedness.

**4- Socio-Professional Objectives :**

- Enable the learner to act as an active contributor in his future carrer.

The following table provides textbooks that are used in the Algerian secondary schools within the three levels:

<b>Year</b>	<b>Textbook</b>	<b>Number of hours per week</b>
First Year	At the Crossroad	Three hours
Second Year	Getting Through	Three hours
Third Year	New Prospects	Three hours

**Table 2.1 Secondary English Teaxtbooks (Djebbari, 2014).**

Those textbooks are grouped under units, and these units are comprised under sequences named ‘Listening and Speaking’ and ‘Reading and Writing’.

**2.3 The Sample Population:**

The informants that were taken in this research were secondary school teachers and learners in the Wilaya of Tlemcen who were required to answer the reasearch instruments. Thus; the researcher has chosen a sample of three (3) teachers, and twenty (20) learners to represent the larger population. In fact, the informants had been selected randomly in this study for the sake of making the data more accurate and generalising the findings.

### **2.3.1 Teachers' Profile :**

The researcher had randomly chosen three Algerian EFL teachers (males and females) in one secondary school in Tlemcen. Two teachers hold a 'Licence' degree in English, and one of them hold a 'Master' degree. They are in charge of the three levels; first year, second year, and third year of both scientific and literary streams. Among those teachers, one of them is a substitute teacher. The two others are full time teachers with varying experience between four months and ten years.

The reasons behind choosing that sample stand from the idea that they may be considered as conscious of the obstacles happening in the teaching/learning process. Furthermore, they are supposed to be aware of the challenges to prepare their learners for third year, i.e., their baccalaureate exam in the next year, and to overcome their writing difficulties. Once more, those teachers rely on the CBA in their teaching.

### **2.3.2 Learners' Profile:**

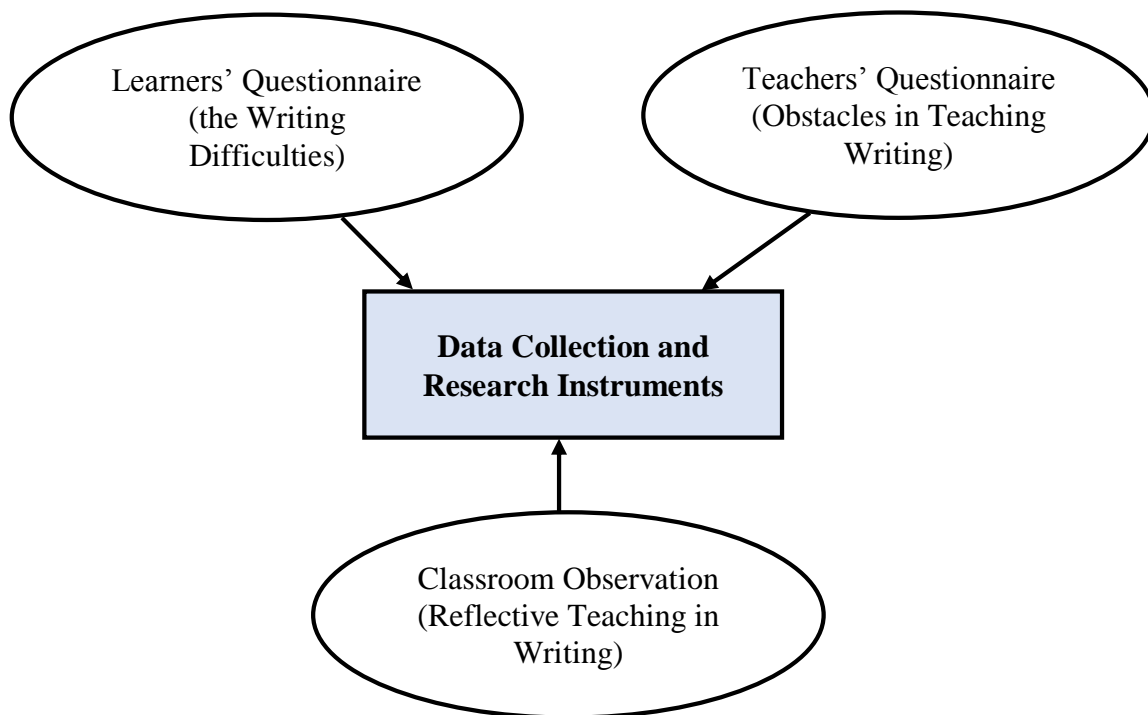
The researcher had picked twenty Algerian EFL learners (males and females) randomly chosen. They have studied English as a second foreign language for four years in the middle school, and one year in the secondary school. These participants are second year learners study in Besghir Lekhdar secondary school in Tlemcen. These learners share nearly the same social and cultural backgrounds.

The main purpose behind the choice of those EFL learners is that they are in literary streams (Literary and Foreign Languages, Literary and Philosophy). They may be aware of the importance of the English language in their future studies and even in their professional work, especially the next year they are required to have a baccalaureate exam, and they try to develop their writing ability.

### **2.4 The Research Instruments :**

The researcher has followed an exploratory case study in order to investigate reflective teaching in the Algerian secondary school, and how it is used to teach the writing skill in order to overcome the learning difficulties. The researcher used a triangulation technique of both qualitative and quantitative data in order to provide reliability and generalisability of the results. For that reason, a questionnaire for both teachers and learners, as well as a classroom observation were used as being clarified

in the figure 2.1. The following section will describe each research instrument in detail, and the reasons behind it.



**Figure2.1 Research Instruments and Data Collection.**

#### **2.4.1 The Questionnaires:**

It is a set of written questions; the researcher uses it for the sake of collecting data in a short period. In this context, Dornyei (2007:101) states that many researchers use the questionnaires because they are effortless as well as they are useful to collect a big number of data in a fast way. The questionnaire is very beneficial to obtain exact and accurate findings about the case study under exploration.

The researcher used three types of questions; close-ended, multiple-choice items and open-ended questions.

- **Close-ended questions:** the informants are asked to put a cross or a tick in one of the items, without making any comment. For exapmle: Do you provide activities around the topic, before giving the instruction of the writing task?

Yes

No

- **Multiple-choice items:** the respondents are required to choose one item or more since it involves a set of responses. For example: What kind of problems do you find when teaching the writing skill?

Mixed ability classes

Negative attitudes of the learner

Inappropriate writing activities

- **Open-ended question:** provides qualitative data and requires a long answer. The informants express themselves freely. Such as in; What do you suggest to your EFL learners in order to overcome their writing difficulties?

#### **2.4.1.1 Teachers' Questionnaire:**

The first case study in this research was Algerian secondary school EFL teachers. Thus, a questionnaire (See appendix A) was addressed to them randomly chosen by the researcher through one secondary school in the Wilaya of Tlemcen. The questionnaire was distributed to three teachers. Hence, teachers' questionnaire contained eight questions:

- **Question One:** seeks to know about the teachers' experience in teaching English.
- **Question Two:** aims to know if the teachers are aware that their learners face deficiencies in writing.
- **Question Three:** tries to realize if the teachers provide some pre-writing activities.
- **Question Four:** points out if teachers observe their learners while writing.
- **Question Five:** attempts to show the different problems faced by teachers in teaching writing.
- **Question Six:** tries to investigate the various difficulties that EFL learners face in their written production.
- **Question Seven:** intends to provide some suggestions given by teachers to their learners to overcome their writing deficiencies.
- **Question Eight:** asks the teachers the way they reflect in their classroom in order to teach writing.

#### **2.4.1.2 Learners' Questionnaire:**

It is the second research tool, which consisted of a collection of questions that are given to twenty learners in Besghir Lekhdar secondary school in Tlemcen during the academic year (2014-2015). The purpose of this questionnaire (**See Appendix B**) is to provide a view of the learners' deficiencies in writing in English. As a result, the researcher used a questionnaire comprised of seven questions:

- **Question One:** aims to know if the learners are motivated to write in English.
- **Question Two:** asks to show if the learners find difficulties while writing in the target language.
- **Question Three:** attempts to know if the learners have a sense of awareness after finishing writing.
- **Question Four:** tries to explore the various types of writing deficiencies among the EFL learners.
- **Question Five:** attempts at revealing about the level of the learners in writing.
- **Question Six:** seeks information about the nature of the topics provided for writing.
- **Question Seven:** asks the learners to provide some suggestions to overcome their writing difficulties.

Each question depends on its purpose and tightly related with the subject under investigation, as well as it is strongly associated with the research questions and research hypotheses suggested by the researcher stated earlier.

#### **2.4.2 Classroom Observation:**

It is considered as a tool that permits the researcher to realize of what is happening in the classroom practice related to the behaviour and the interaction of both teachers and learners (**See Appendix C**). In this lines of thoughts,

*Observation is fundamentally different from questioning because it provides direct information rather than self-report accounts, and thus it is one of three basic data sources for empirical research.*

Dornyei (2007:178)

## *Chapter Two: Situation Analysis and Data Interpretation*

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For this case, the researcher relied on classroom observation rating scale in order to investigate if Algerian EFL teachers follow reflective teaching in their classroom practice and secondary school EFL learners are aware of their difficulties and interact positively. It serves as a source of data that can not be grasped by other research instrument like reflective teaching, and the teachers' behaviour.

Thus, classroom observation was undertaken in two literary classrooms in Besghir Lekhdar secondary school over three sessions. The first classroom is second year Literary and Foreign Languages containing of five boys and twenty girls. The second classroom is Literary and Philosophy consisting of seven boys and thirteen girls. The same teacher teaches both classes.

### **2.5. Data Analysis and Interpretation:**

The data that have been collected by the researcher who used a set of varying research instruments will be analysed quantitatively and qualitatively.

*We gain better understanding of complex phenomenon by converging numeric trends from qualitative data and specific details from qualitative data. Word scan be used to add meaning to numbers and numbers can be used to add precision to words.*

Dornyei (2007:45)

Although, quantitative data analysis based on the use of statistical techniques in order to describe and analyze the information. It includes tabulations, frequencies, graphic representations, and percentages. On the other hand, qualitative data analysis based on textual techniques, and it reflects the researcher way to provide sufficient data.

#### **2.5.1 Teachers' Questionnaire Results Analysis:**

The researcher was randomly chosen three secondary school teachers. The results were analysed both quantitatively and qualitatively. Each question was analysed separately.

**Question One:** Teachers' Experience in Teaching English.

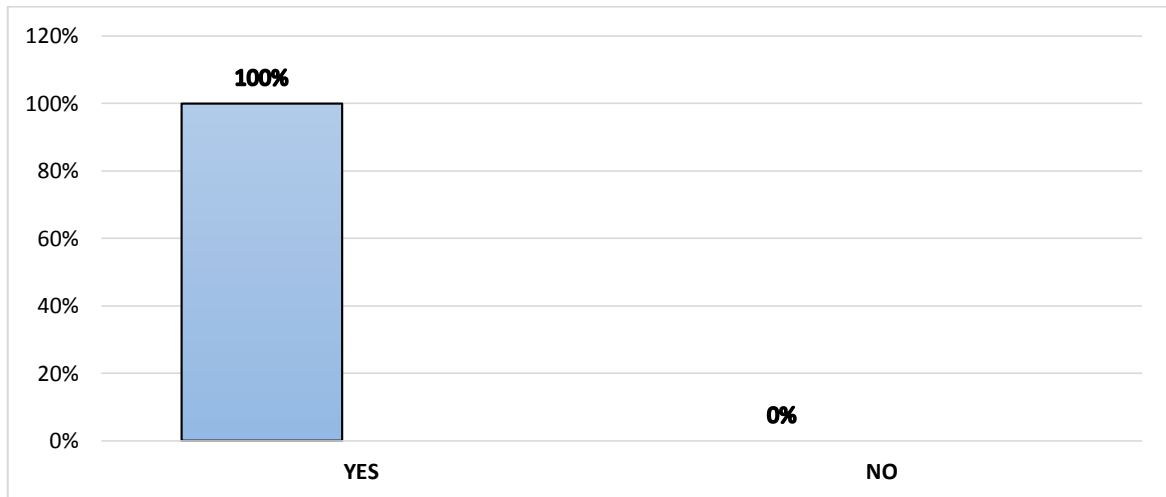
Two of the respondents of that questionnaire are 'Licence' holder who have taught English for a long time in secondary school. Only one of them is a 'Master'



degree holder, and newly recruited in Besghir Lekhdar secondary school who has taught just four months.

**Question Two:** Teachers' Awareness about Learners' Deficiencies in Writing

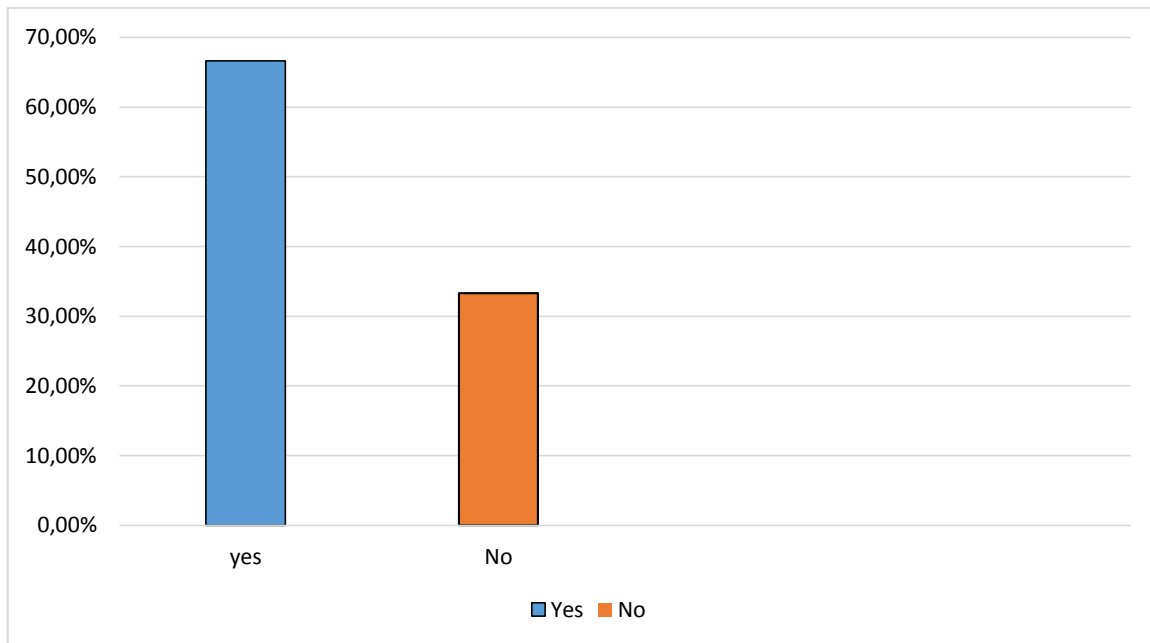
The purpose of this question was to see if Algerian EFL teachers of English understand that their learners face difficulties in writing. Therefore, the results showed that all the teachers involved in that case 100% believe that their learners are really face deficiencies in writing (see figure2.2)



**Figure 2.2 Teachers' Awareness about Learners Deficiencies in Writing**

**Question Three:** Teachers' use of Activities before the Writing Task.

The aim of this question was to know if teachers provide activities around the topic, before giving the instruction of writing. The results represented in figure 2.3 shows that the majority of teachers 66.66% provide activities that are similar to the writing task. However, only one teacher did not provide any activity before writing, and the instruction is given directly to learners.



**Figure 2.3 Teachers' use of Activities before the Writing Task.**

**Question Four: Teachers' Reliance on Observation**

The reason behind asking that question was to know if teachers reflect by observing their learners' written productions. Thus, observation helps the teachers to have control about the mistakes provided by their learners. On one hand, about 66.66% of teachers observe their learners written productions. On the other hand, 33.33% of teachers do not do that. (See table 2.2)

	<b>Percentages</b>
Yes	66.66%
No	33.33%

**Table 2.2 Teachers' Reliance on Observation.**

**Question Five: Teaching Obstacles of the Writing Skill**

This question aims to explore what kind of obstacles Algerian EFL teachers face when teaching the writing skill. The following figure 2.4 revealed that the two most frequent obstacles that teachers face are mixed ability classes with 75% and in the same rank 75% negative attitudes of the learners towards the writing skill.

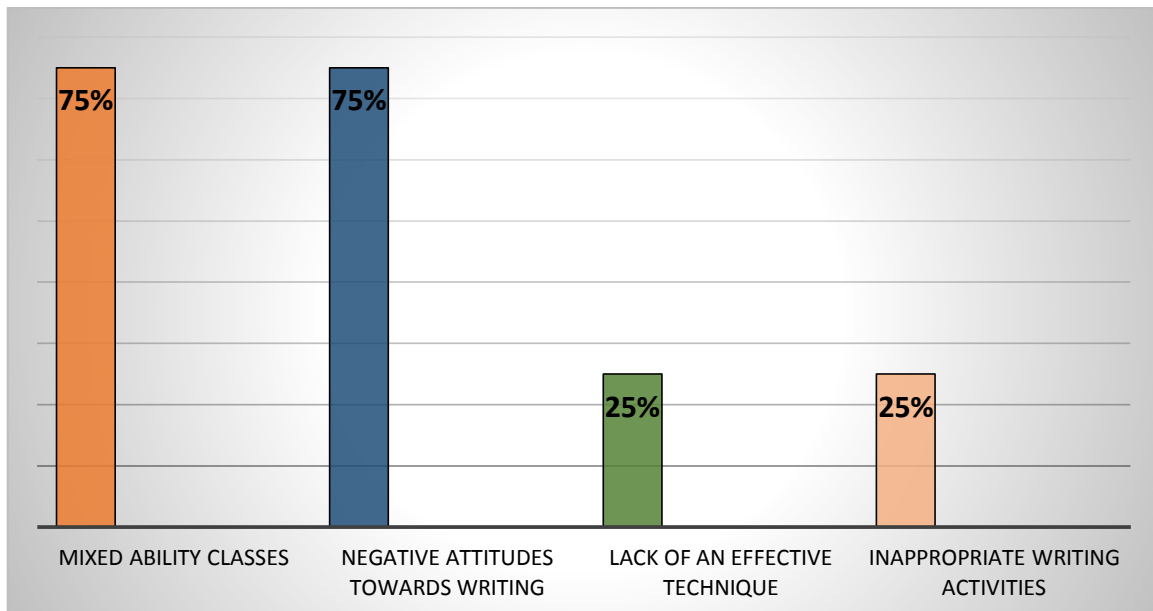


Figure 2.4 Teaching Obstacles of the Writing Skill

**Question Six: Teachers' Perceptions of Learners' Deficiencies**

This question was designed to see if teachers perceive their learners' deficiencies in writing, and what kind of difficulties they met. Thus, 50% was given to language transfer from L1, lack of cohesion, as well as inappropriate sentence structure. The teachers mentioned that their learners did not follow the appropriate outline when writing 33.33%. Furthermore, about 33.33% of the teachers agreed that there was no link between ideas and nearly 16.66% suggested that their learners use unsuitable vocabulary. (See figure 2.5).

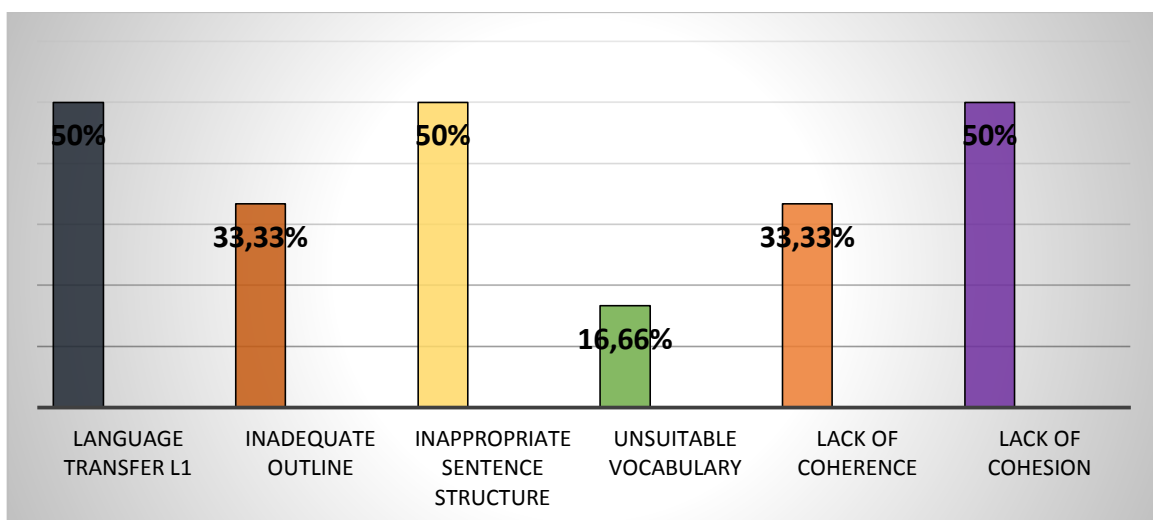


Figure 2.5 Teachers' Perceptions of Learners' Deficiencies

**Question seven:** Teachers' Suggestions to Learners in Writing Difficulties

Although, this question aims to see what teachers can suggest to their learners to overcome their writing deficiencies. Consequently, Algerian teachers of English were required to clear up their suggestions and propositions that are stated under the following points:

- 1- Motivating the learners by creating a situation where the teacher provides wall charts and guided words.
- 2- Giving the learners enough help by providing vocabulary in relation to the topic suggested for writing, and the learners try to expand their ideas.
- 3- Devoting more time to the writing practice
- 4- Giving interesting and easy topics to write
- 5- Focusing on formal reading, and selecting appropriate vocabulary

**Question Eight:** Teachers' Views for Implementing Reflective Teaching in the EFL Classroom to Teach Writing

Actually, this question was asked to investigate whether reflective teaching occurred in the EFL classroom or not, as well as how it is implemented in teaching the writing skill. In fact, one teacher stated that before the writing stage, the teacher should elicit words that are related to the topic of writing, and then asking the learners to express their ideas orally. Afterthat, the teacher chooses the most suitable ideas, and writes them on the board as hints for his learners.

On the other hand, the second teacher did not answer this question. Another female teacher maintained that while the pre-writing stage, she prepared her learners by asking them orally and warming up their knowledge with questions around the topic. Then, she gave the instruction of the writing task. In the post writing stage, she corrected collectively on the board and provided some writing activities similar to the one provided in the classroom as a homework.

**2.5.2 Learners' Questionnaire Results Analysis:**

This questionnaire was randomly administered to twenty learners literary streams in Besghir Lekhdar secondary school in Tlemcen. Before asking those EFL learners any question that concern the study under investigation, the researcher put one question to identify the learners' age and gender. The finding clarified that

learners' age vary between 16 and 19 years old. This case contained 09 males and 11 females.

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Males	09	45%
Females	11	55%
Total	20	100%

**Table 2.3 Learners' Gender**

**Question One: Learners Attitudes towards Writing in English**

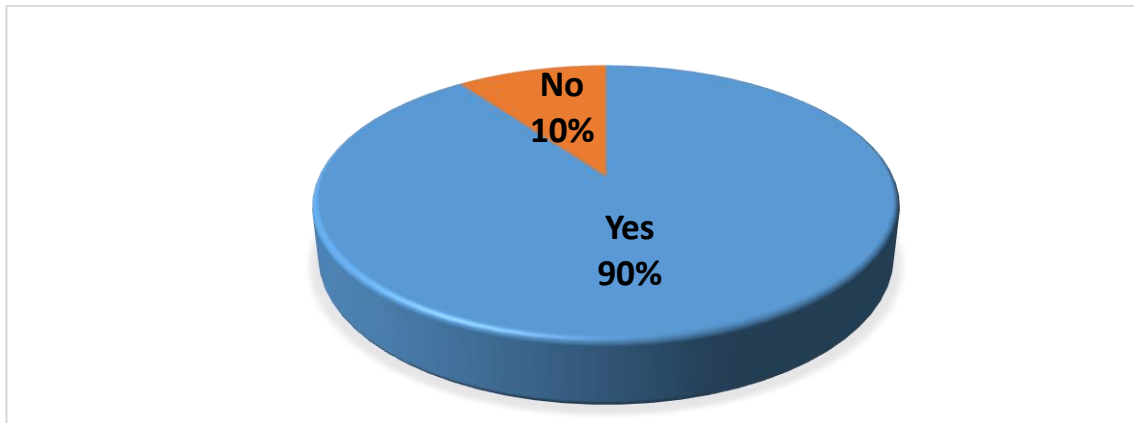
This question aimed to identify the attitudes of second year EFL learners literary streams towards writing in the English language. 70% expressed positive attitudes towards writing in English. However, 30% (See table 2.4) showed negative responses towards the English language.

	<b>Number of Learners</b>	<b>Percentage</b>
Yes	14	70%
No	06	30%
Total	20	100%

**Table 2.4 Learners Attitudes towards Writing in English**

**Question Two: Learners' Difficulties in Writing**

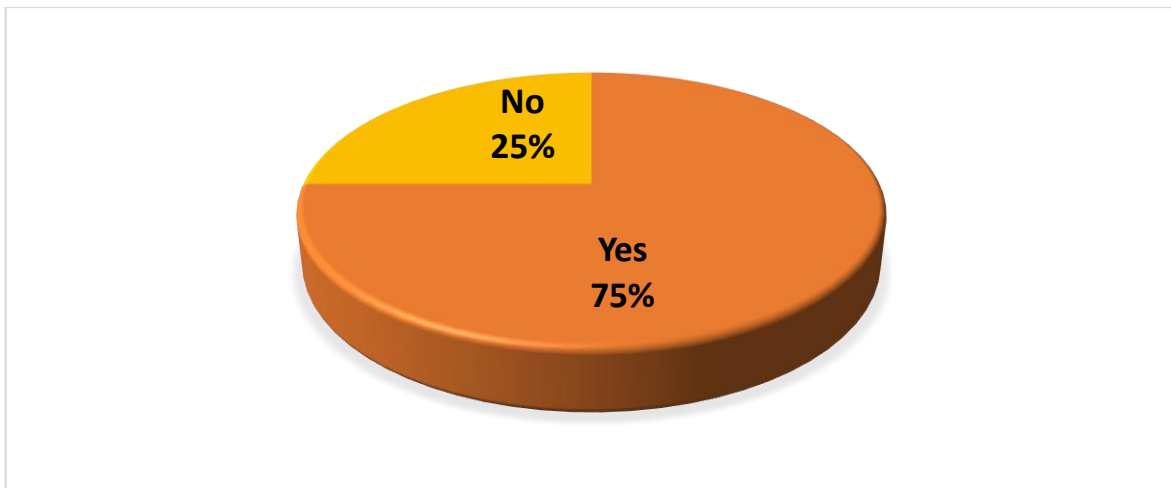
The figure 2.6 below shows the findings obtained by the researcher while inquiring the learners' views concerning the deficiencies they face while writing in the target language. The results clearly clarified that the majority of learners 90% stated that they face deficiencies towards writing in English. Others, just few 10% displayed that they have no obstacles when writing.



**Figure 2.6 Learners' Difficulties in Writing**

**Question Three:** Learners' Proofreading their Writings

According to the results showed in the figure 2.7, about 75% claimed that they proofread their written productions. While other learners about 25% assumed that they do not proofread their own compositions after finishing writing it. The strong reason behind asking that question was to see if the learners are enough aware about what their written products contain in relation to the instruction provided by the teacher.



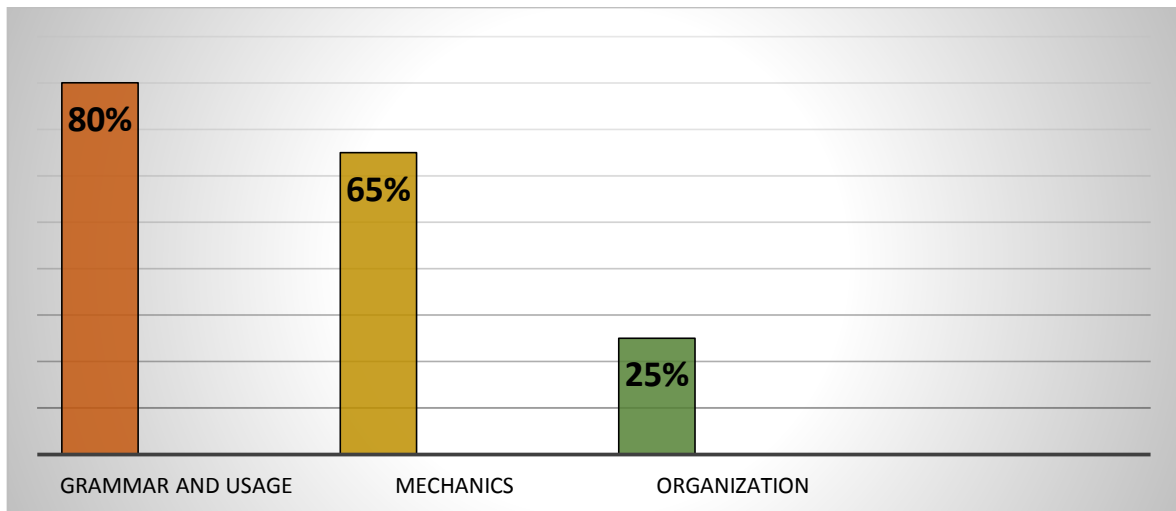
**Figure 2.7 Learners' Proofreading their Writing**

**Question Four:** Learners' Difficulties Types

As shown in figure 2.8 below, a great number of pupils 80% have difficulties when using grammar rules and its usage such as the use of tenses, adverbs, and sentence structure. Furthermore, 65% of the respondents secondly opted for

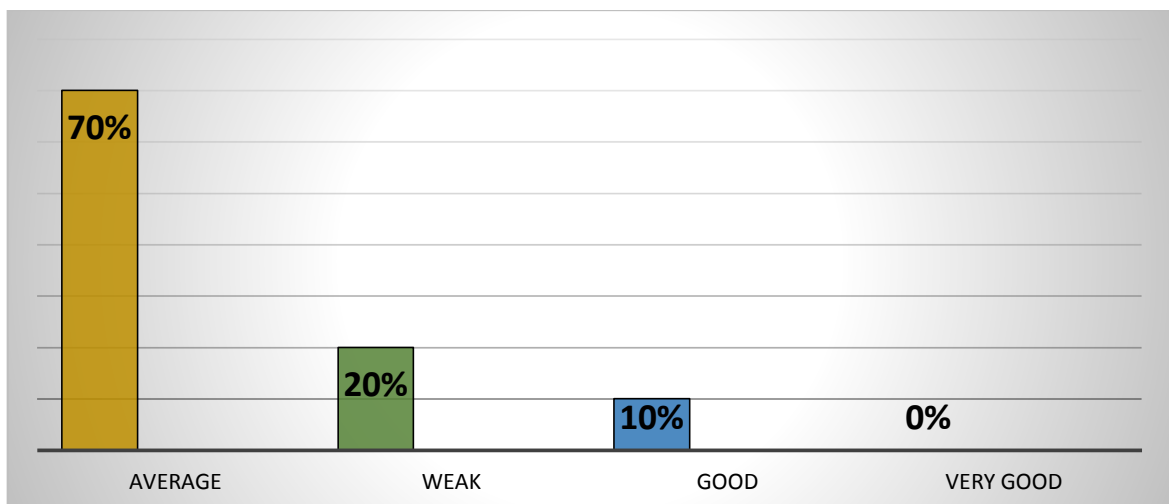
## *Chapter Two: Situation Analysis and Data Interpretation*

'mechanics' in selecting inappropriate outline, topic sentences inside their compositions and showing a strong difficulty in finding appropriate support sentences. At last, some of the learners 25% selected 'organization' as a third common type of difficulty that they face while writing.



**Figure 2.8 Learners' Difficulties Types**

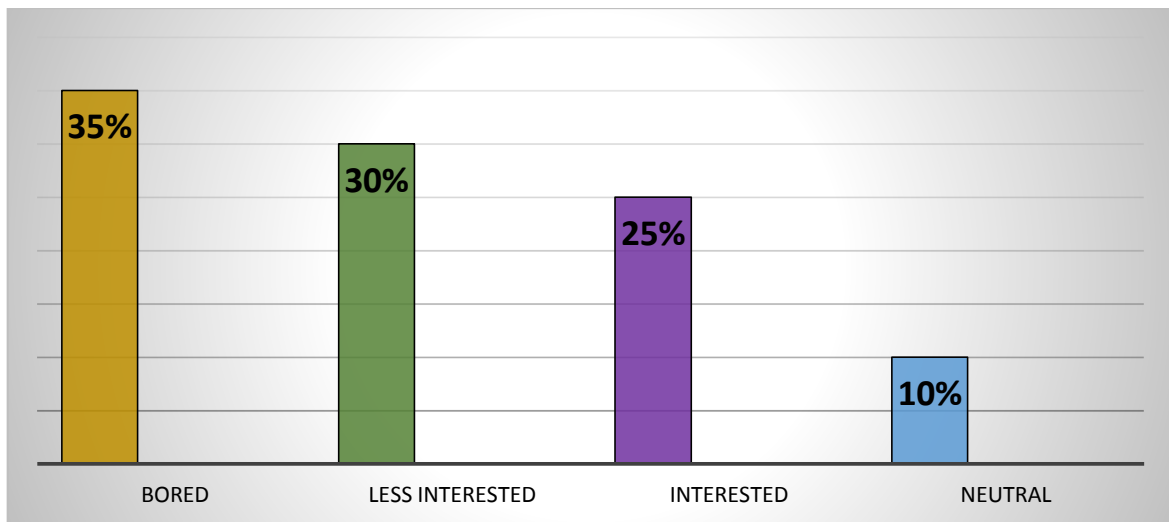
### **Question Five: Pupils' Opinions about their Level in Writing**



**Figure 2.9 Pupils' Opinions about their Level in Writing**

Discussion among pupils about their opinions concerning their level in writing in the target language is crucial since it helps them to realize their weaknesses, and to assess their competence to write in English. So figure 2.9 indicates that the majority of learners 70% are aware that their level is approximately average. However, 20% of pupils displayed a weak level in writing, and only 10% of the whole case study were shown a good level. A very good level did not be stated by no learner.

**Question Six:** Pupils' Views about the Writing Topics



**Figure 2.10 Pupils' Views about the Writing Topics**

The aim of the researcher to ask pupils that question was to see whether EFL teachers provide to their learners interesting topics or not. The results are reported in figure 2.10. It shows that 35% of learners are bored from the topics provided for writing. Not far, others nearly the same 30% are less interested in those topics suggested for writing. In the contrary, 25% of the learners are interested to write in the topics given by the teacher. 10% classified themselves as neutral.

**Question Seven:** Pupils' Suggestions to overcome their Writing Difficulties

EFL learners have suggested many propositions and solutions to overcome their deficiencies to write in English. Below, the main suggestions are stated as the following :

- 1- Changing the methodology provided by the teacher when teaching writing
- 2- The teacher must give much focus in teaching grammar rules
- 3- Providing interesting topics that suit the interest of the learner as well as his level
- 4- Training EFL teachers to teach the writing skill
- 5- The use of ICTs inside the classroom
- 6- Devoting much time to practise the writing skill
- 7- Learning the spelling of new words and mastering well the phonetics



### **2.5.3 Classroom Observation Results Analysis:**

The classroom observation used in this exploratory case study took place in Besghir Lekhdar secondary school in Tlemcen. However, the researcher conducted this observation in two second year literary streams (Literary and Foreign Languages and Literary and Philosophy) in two separate sessions. The goal of this instrument was to obtain information about how teachers teach and provide instruction in the writing skill and how reflection is used in EFL classroom. It was divided into three parts: one for learners' behaviour, and the second for teachers' behaviour, and the third took part for the classroom setting.

During the first session, the researcher observed that EFL learners were bored to study. There was a lot of noise, and pupils' motivation did not exist at all. No interaction was involved between the teacher and his pupils. The teacher did not try to warm-up his learners in order to trigger their knowledge. Nearly four pupils show interest and motivation to learn. Few others rarely participate. The teacher motivated his learner to work in pairs but it was useless since they started speaking with each other. The participation of some of the pupils was in the mother tongue and sometimes in French. Though, it was not prohibited by the teacher.

The researcher observed the behaviour of the teacher as well. The first insight, it was realized that the teacher acted as a controller, but he did not insist on his learners to gather information from other skills such as reading, speaking and listening. He did not rely on the use of ICTs in teaching writing. Furthermore, after providing the instruction of the writing task, the teacher did not observe all the pupils. Though, he examined few learners' written production who seemed excellent and correct their mistakes. On the other hand, the teacher did not encourage his learners to do proofreading. The rest of the pupils did not be asked to do a trial at least.

The third part of classroom observation was devoted to the classroom setting. Both classes of literary streams were over crowded about 42 to 45 learners inside one classroom. Additionally, it was useless to make the pupils do pair works. There was no ICTs found in one of the classes. The pupils are not well organized in their sittings where girls found in front places and boys at the back.

## **2.6 Data Discussion and Interpretation of the Results:**

The data of learners' questionnaire, teachers' questionnaire as well as classroom observation have been analysed qualitatively and quantitatively. So this part will discuss and interpret all the main findings of the above mentioned research instruments.

### **2.6.1 Teachers' Questionnaire:**

The main results provided from teachers' questionnaire revealed that, most of the teacher obstacles in teaching the writing skill are strongly related to mixed ability classes where the learners vary with their competence in perceiving the instruction of writing, and at the same time crowded classes with no control to assess the pupils' level of writing. Another reason is the negative attitudes of the learners towards the writing skill in English. On the other hand, Algerian EFL teachers realize well that their learners face deficiencies in their compositions, but those teachers lack effective techniques in order to teach writing. However, there is a need to train EFL teacher in order to help their learners overcome their difficulties in writing.

In addition to that, the teacher plays an important role inside the classroom wall. He acts as a facilitator so he has to provide activities similar to the writing task in order to get his learners motivated to write in English. However, that activities did not suit the level of the learners, who are not even encouraged to take responsibility of their learning and to be autonomous learners.

Nonetheless, it is noted that EFL teachers provide observation inside the classroom in order to control all their learners while the writing stage, but when they notice the weaknesses of their pupils, they do not reflect on their way of teaching, and they do not focus on those weaknesses in order to meet the pupils' needs and interests.

### **2.6.2 Learners' Questionnaire:**

After analysing the learners' questionnaire, it could be noted that EFL learners show a strong deficiency in the writing skill because they do not master the grammar rules of the target language, and the usage of those rules. In addition to the organization and the structure of their writing such as the outline as well as they lack

in how to use mechanics. In addition to that, the teacher does not play his role to teach his pupils aspects related to the writing skill concerning the form and the content.

In fact, the teacher realizes what his pupils need in their writing, but at the same time he does not seem to be aware of the importance of reflection to overcome those obstacles. In addition, EFL learners are not motivated to learn English. They need a complete change in the methodology of the teacher when teaching the writing skill, and reflecting on their writing deficiencies of both form and content. EFL learners need interesting topics suitable to their levels.

### **2.6.3 Classroom Observation:**

During classroom observation, the researcher controlled everything found in the EFL classroom. It is interesting to note that the teachers' behaviour affects the learners and their behaviour. Approximately all Algerian secondary school EFL learners were not positively motivated. They did not pay any attention to the presence of the teacher, or to the lesson. They displayed a lack of autonomy in their learning, and they did not disturb themselves to ask questions or writing after the instruction of their teacher. Those learners interact only in their mother tongue, and the teacher did not prohibit such a thing.

It was clearly stated that EFL secondary school teacher follow the principles of the CBA, but blindly pursue what is provided in the textbook, without innovation or any use of ICT's, and without any conscious that this approach does not work with the weaknesses found in the learners not in the approach. Besides that, observation occurred, but without reflecting on the writing deficiencies of the learners. The teacher did not consider every engagement and participation in the classroom since no interaction was involved. Those EFL teachers did not have any rationale about what reflective teaching can mean.

**2.7 Conclusion:**

This chapter is devoted to describe ELT situation in Algeria in general and ELT development in the Algerian secondary schools in particular. After collecting data through the use of several research instruments in different sources such as teachers' questionnaire, pupils' questionnaire, as well as classroom observation. The researcher analysed those data quantitatively and qualitatively, and interpret them in order to come up with a reliable conclusions. Accordingly, the researcher will provide in the following chapter some techniques to rise learners' awareness through reflection in order to achieve valuable goals.

# *Chapter Three*

**CHAPTER THREE : SUGGESTIONS AND  
RECOMMENDATIONS**

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### **3.1 Introduction :**

The current chapter highlights solutions to the situation studied. Based on the results revealed in the previous chapter. These suggestions and recommendations would perhaps guide Algerian EFL secondary school teachers to teach the writing skill adequately in a reflective way. It also helps EFL learners to overcome their writing difficulties.

### **3.2 Reflection as a Way in Teaching Writing:**

Developing learners' competence in language classroom especially in the writing skill is based on what reflective teachers provide in their classroom practice. In this way, the process of reflection offers a strong will to teachers in order to learn from their previous practice, and their own experience. EFL teachers in the Algerian secondary schools need to be directed, and pushed around suitable writing activities and courses through stimulating reflective teaching.

The process of reflection is almost focused on the methods of TED, the activities, as well as the topics selected for the writing tasks that are designed in the syllabus. Furthermore, reflective teachers need to evaluate their learners' feedback, and analyse their written productions. Arikan (2006:05) provides some tasks ought to be used by TED in Turkey are stated under the following notes :

- 1- Academic Readings:** reflective practitioners fit out their learners with relevant books, and academic handouts, in order to develop their competence with information that are more effective. In this way, EFL learners will be able to look for the quality of their written productions.
- 2- Peer Reviewing:** learners are exposed to exchange their written productions between each other. Reflective teacher needs to show a grading criteria, so that the learners follow when trying to comment on their papers. After peer reviewing, the teacher reflects on the written products, as well as on the comments provided by the learners, as a kind of feedback.
- 3- Discussions and Pair Work:** after the instruction of the written task, the teacher discusses with his pupils the nature and the relevant of the instruction. Later, it gives him the opportunity to reflect on the difficulties by collecting and noting all the obstacles.

**4- Journals Writing:** reflective teachers have to rise a sense of awareness that their learners have to take down remarks, questions, comments inside their journals writing, and share it with their teachers. EFL learners are more aware with their weaknesses since the observation of the teacher is not enough.

Mixed ability classes are almost found in all Algerian schools. So, the role of the teacher is to create a successful methodology that could help EFL learners to overcome their difficulties in all skills of language, and more precisely the writing skill. The teacher makes his pupils involved in reading in details texts that have specific aims and tasks, with more comprehension and retention, i.e., intensive reading, and at that level these pupils acquire the basic patterns of language, as well as they need to master the rules ; grammar, mechanics, organization. In that way, their writing would be effective.

### **3.3 Reflection and Pedagogical Implications in the Writing Skill:**

Nowadays, teachers tend to direct their teaching process in the right path that goes hand in hand with the approach that they follow. What is more, reflective teacher always tries to provide and implement creativity in the teaching/learning process. He offers a kind of change without neglecting his educational aims and objectives. So the teacher reflects well and innovates in order to cope with the difficulties of his learners.

#### **3.3.1 Innovation in the Teaching Process:**

The teaching process is often a dynamic activity, and the teacher on his part have to progress and evolve. This evolution has a strong relation with the use of ICT's in order to be applied in education as a result of innovation. In this context, Baiche (2008:41) suggests that innovation has been much more the concern of reflective teachers in recent years, especially in foreing language teaching. The widespread of the globalisation process, and the overuse of computer assisted learning by the introduction of the internet show that a rather selective approaches, methods, techniques, and creative strategies have been referred to as web-based instruction and e-learning. Baiche (2008) shows that they have a strong influence in EFL teaching and learning. It provides creativity and reflective teachers supply some changes to go far from routinic teaching practices, as well as stimulating pupils' learning.



Pradoxically, innovation in the teaching process is not always seen in the positive way. Other teachers do not accept it, simply because they do not like to face obstacles behind using technology. They feel so comfortable with their old practices. Things that are stored in their minds are repeated during their whole careers.

### **3.3.2 Innovation in the Learning Process:**

The majority of EFL learners are aware of the importance of the English language, and they may show a willingness to learn about it, because of its status and demands of the society resulting from the use of computers, the use of the internet, and much more the social networks. This would not be in no language, but only in English. In addition to that, the status of that language is clearly stated in the Algerian educational system and in the English syllabus as well. ICT's in promoting the learning process, especially in English has a strong influence on the pupils in secondary school education.

However, creativity and innovation have no place to be used at the level of secondary schools in Algeria, in order to make learners benefit from electronic learning. Otherwise, Algerian secondary classrooms are overcrowded. ICT provides the opportunity for teachers to use “*...some authentic material and make their learners hear native speakers of English*” Baiche (2008:48). Expatriate teachers help learners to get exposed to the target language, and make them aware of the standard form of the English language. Due to security and financial reasons, expatriate teachers could not come.

### **3.4 The Use of Effective Techniques to improve the Teaching of the Writing Skill:**

EFL teachers almost use a set of techniques when teaching language skills. A number of techniques are found recently in different textbooks. However, TED examines well which techniques will suit better his class and the level of his learners, and his own teaching. Therefore, a variety of applicable techniques are suggested below.

### **3.4.1 By Using Pictures:**

Raimes (1983: 28-29) examines in a careful way how to use pictures in teaching the writing skill in classroom practice. The following ideas explain the point :

- Collective discussion with learners ; when the teacher posted textbook pictures on the black board.
- Opening debates between pupils, i.e., its major purpose is to supply a sort of information and communication between learners.
- Working in pairs ; where the teacher offers to each group a picture which is different from the other group. At the end, each member informs his peers about the copy they get.
- Language teachers do not always limit their pupils with the pictures of writing tasks. EFL learners also may share their own pictures that have personal meaning in order to express their ideas freely.
- EFL teachers do not make barriers for effective imagination of their learners. They have to open the door for them to think critically.

### **3.4.2 By using all Language skills:**

Another technique that yield the linguistic skills of the learners is reached through:

- **Brainstorming:** the teacher encourages working in pair, and the learner is free to express his ideas. The teacher does not correct the mistakes except if the learner is misunderstood. Therefore, the learners write down what has been stored without taking into consideration grammar rules, mechanics, and spelling.
- **Dictation:** the teacher selects a passage that suits the level of the pupils. He has to be in a position that can catch their attention. The passage should be read slowly. Then, the teacher re-reads it again and stresses the grammar and the vocabulary that are taught. The learners write down all the passage paying more attention to every word uttered by the teacher.
- **Note taking:** It is very important to teach young learners how to summarize and taking the most valuable information. The teacher reads the text loudly, and the learners at the same time are taking notes. Afterthat, the teacher gives

the original passage to compare it with the notes of his learners (Raimes, 1983).

### **3.4.3 By Teaching Practical Writing :**

Raimes (1983:83-84) provides a set of techniques in order to get EFL learners practicing the target language. These techniques are summarized below :

- **Letters:** are considered as the commonest written form that convey information and a sign of written communication as well. EFL teachers rely a lot on that technique. For example; a letter of invitation, order, apologize, thank, congratulations. Each of those letters are different in terms of stylistics and vocabulary used, function, and sentence structure.
- **Lists:** that kind of technique is not much more used by the Algerian EFL secondary school teachers. Although, it may have so many positive outcomes. The teacher makes his pupils order alphabetically a set of lexical words, grouping words into their appropriate category, classifying and so on.
- **Daily notes:** the teacher needs to show to his learners how to keep journals writing and daily notebook. He shows to them how to abbreviate words, and how to make their own writing personal.

### **3.5 Rising Learners' Awareness and Reflection:**

Reflective teachers have to rise a sense of awareness on the part of their learners. It develops these learners to be autonomous, and to have critical thinking. In this context, Hamzaoui (2006:278) states “*...increasing students' strategic awareness is as valuable as increasing their writing performance*”.

In other words, EFL learners have to follow strategies in order to achieve the writing task.

The main concern on this study is going to focus on learner's diary. Graham (1997) suggests that the teacher can integrate the diary in teaching the writing skill, since it leads to effective teaching and valuable learning (qtd.in Hamzaoui, 2006:278). The learner's diary as a pedagogical instrument is beneficial in improving the writing skill of the pupil because it develops their competence. Therefore, the

## *Chapter Three : Suggestions and Recommendations*

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diary keeps the learners feel free when writing and far from being anxious in expressing themselves.

In the same line of thoughts, strategic awareness and critical thinking, as well as reflection on the part of the pupil in using a diary have the following outcomes as stated by Nunan (1992:120):

- 1- The pupils can express their weaknesses and their deficiencies in the diary.
- 2- Autonomous learners use diaries, and thus taking responsibility of their learning.
- 3- The pupils gain confidence through sharing their ideas with their teachers.
- 4- Journal writing leads to a vivid discussion in the class.
- 5- Journal writing evolves interaction between the teacher and his learners (qtd.in Hanzaoui, 2006:280).

### **3.6 Reflection and Teachers' Perspectives:**

The quality of teaching, and reflection are rather identified by the perspectives of teachers. What is meant by teachers' perspective is that EFL teachers have to be aware of the writing activities and the value of the instruction they make, where they take part of it with their learners. Besides that, these teachers reflect on their teaching practice and experience (Jay, 2003).

Through a collaboration with colleagues, teachers may discuss and reflect on the writing activities they provide to their EFL learners, since it takes into consideration their level. Therefore, teachers may reach a quality in their teaching, which is based on their previous experience. They are considered as highly accomplished.

In the same line of thoughts, Benmostefa (2014:12) argues that in order to reach, and improve quality in education to EFL learners can only through providing suitable conditions, and adequate environment. Reflective teachers are leaders in the sense that they share their experiences and practices. These reflective teachers are regarded as experts in the field of foreign language education (Jay, 2003:22).

The value of experience of reflective teachers flourished in their ways of selecting the appropriate activities and written tasks in relation to how they adopt

## *Chapter Three : Suggestions and Recommendations*

reflection. All these, can be achieved in order to highlight the quality of their teaching, and without ignoring the learning of their pupils as well.

### **3.7 Teachers' Role in Correcting Pupils Writing :**

Teachers use different ways while correcting the written productions of their learners. In this section the researcher adds some appropriate techniques in order to correct the written products:

- **Selective Correction:** the teacher avoids the use of red pen everywhere in the pupils' papers. Though, he focuses on the form and the content. He does not stick on every detail, but only on what is important like verb tenses, punctuation, outline, appropriate expressions of formality. The pupils decide at which points the teacher has to focus. In this way, the correction will be selected to the most important thing (Harmer, 2004)
- **The Marking Scale:** the teacher focuses on coherence and cohesion, grammar, vocabulary, where he gives marks out of 5 for each category by signalling the mistakes and the errors. Showing the marking scale makes learners reflect well on which class they find difficulty.
- **Symbols of Correction :** the table below identifies some common mistakes provided by EFL learners while writing :

<b>Symbol</b>	<b>Meaning</b>	<b>Example</b>
S	Spelling Error	My Freind is genus
WO	Word Order Mistake	You deserve <b>very much</b> it.
C	Concord Mistake (subject/verb agreement)	The mice <b>is</b> eating the cheese.
X	Something is Missing	He said to <b>X</b> that he went out.
WW	Wrong Word	I go <b>on</b> out
G	Grammar Mistake	I am playing with <b>childs</b>
[ ]	Is Not Necessary	She had <b>too</b> the same dress.
? M	Unclear Meaning	<b>It</b> has a strong personality
P	Punctuation Mistake	Did you go.
T	Verb Tense Mistake	Today, I worked a lot.

**Table 3.1 Symbols of Correction (Harmer, 2004).**

- **Reformulation:** that technique shows to pupils how to overcome the difficulties and write something that is appropriate and correct in both the form and the content. Here, the pupils make a sort of comparison between what has been done before and after correcting the version without mistakes.

### **3.8 Training Pupils and Self-Correction:**

So many pupils are not usually aware of the correction symbols provided by their teachers. Although, they are not even conscious of their mistakes. Therefore, the teacher guides his learners to overcome their difficulties in writing. This can be through self –edit and self- correct.

Firstly, EFL teachers train their pupils to notice the mistakes in writing. For example, the teacher tries to write on the board incorrect sentences, and the pupils detect and underline the mistakes (Harmer, 2004) as here,

- I does not work hard
- She taked her to the hospital.
- He rites on the board.

Then, there will be no need for correction symbols if the learners do not recognize why they are put. The teacher asks the pupils to write on the board the symbols that are found on their paragraphs, and try to think what does it mean. Afterthat, the teacher takes a paragraph of one of his learners and copy it on the board. The pupils try to find out the mistakes and provide the symbols of correction next to each fault. The post stage requires a collective correction Harmer (2004:118). It is beneficial to EFL pupils at their level to recognize their errors and correct their mistakes. As well as being aware of self-editing and self-correcting.

### **3.9 Conclusion:**

The present chapter tries to provide some suggestions and recommendations in order to help EFL teachers apply reflection in teaching English in general and in the writing skill in particular. It gives opportunity to learners to overcome their writing difficulties and to be autonomous. It highlights some techniques in order to teach the writing skill. It also gives steps of correction on the part of both the teacher and the learner.

*General*

*Conclusion*

## *General Conclusion :*

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The English language imposes its status under the globalisation process. At that time, ELT has developed in order to permit EFL teachers to cope with the necessary changes that were contributed with the different approaches. As well as creating a suitable environment to EFL learners in order to develop their competencies at the same time with the skills of language; reading, listening, speaking and writing.

In order to reach these objectives, it is highly recognized that EFL pupils at secondary schools were not ready to express themselves in any of language skills, and more precisely in writing accurately and adequately. EFL teachers were so far to be reflective practitioners. They could not abandon their routine practices with reflective teaching.

Moreover, this research work was divided into three chapters. The first chapter was organized under two sections that dealt with the theoretical background of the writing skill as well as reflective teaching. The second chapter analysed the Algerian situation that were under investigation of the EFL classroom. The third chapter contributed to provide some suggestions and recommendations in order to reach the positive outcomes, and overcoming the weaknesses and the difficulties in the teaching/ learning process.

Therefore, the researcher conducted an exploratory case study by using the collected data through a set of research instruments; a questionnaire for teachers, a questionnaire for learners, and classroom observation. The hypotheses were not all be confirmed. The findings showed that second year literary pupils had a strong difficulty in the writing skill in both form and content. These pupils did not master the grammar rules, organization and the structure of writing i.e., outline, and mechanics. They were unable to have cohesion and coherence in their written productions. At the same time, Algerian EFL teachers were faced a set of obstacles in terms of mixed ability classes. They lacked effective techniques in order to teach writing. Indeed, they were unable to select appropriate activities. On the other hand, the results revealed that teachers observed their EFL pupils while writing, but they did not reflect on their weaknesses. In addition to that, those teachers did not consider every engagement and participation in the classroom. Innovation did not exist at all.



## *General Conclusion :*

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These EFL teachers still used their old practices; they did not accept any changes. Besides that Algerian EFL teachers were not aware of reflective teaching.

For some reasons, the researcher was neglected aspects rather important in that research. So it is beneficial to mention that this research work had limitations. In fact there were so many obstacles that could limit data such as, the topic itself that was under investigation, the research instruments and the informants as well. Actually, the topic concerning reflective teaching was so vague and the researcher tried to minimize those huge information and related it to the writing skill. Therefore, that research work could not govern all the aspects provided in reflective teaching. In addition to that, the generalisation of the results were not decidedly complemented, since the case study chosen by the researcher was small in comparison to the sample population. Classroom observation did not guarantee the validity and the truthfulness of the findings obtained, because the sessions provided for observing were not enough and what could happen in that class would not probably occur in other classes. Because of the negative consent of EFL teachers, it was impossible to add another research instrument such as testing to EFL learners.

Reflection to explore the learners' difficulties in the writing skill is still debatable, which can be based on some other principles that suit the pedagogic of teaching. However, what is the impact of reflective teaching on both teachers and learners? How can EFL teachers reflect on the instruction of writing? How teacher training would be based on the principle of reflection?

At the end, it is important to bear in mind that the process of reflection is effective especially if it follows the maxims of the educational reform, in order to construct those future generations, and to enhance the English language teaching.

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# *Appendices*

**Appendix A : Teachers' Questionnaire**

Dear teachers,

This research work tries to identify the problems that second year level literary streams encounter when writing in English at secondary school. Thus, I would be pleased if you answer the following questions.

1- How long have you been teaching English?

.....

2- Do your learners find difficulties in writing in English?

Yes

No

3- Do you provide activities around the topic, before giving the instruction of the writing task in order to facilitate it?

Yes

No

4- Do you observe the written production of your learners while writing in class?

Yes

No

5- What kind of obstacles do you find when teaching the writing skill?

- |  |                          |
|--|--------------------------|
| Innapropriate writing activities                   | <input type="checkbox"/> |
| Mixed ability classes                              | <input type="checkbox"/> |
| Negative attitudes of the learners towards writing | <input type="checkbox"/> |
| Lack of effective techniques to teach writing      | <input type="checkbox"/> |

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6- What are the mistakes that your EFL learners do in their written production?

- Language transfer from L1
- Inadequate outline
- Innappropriate sentence structure
- Unsuitable vocabulary
- Lack of coherence (no link between ideas)
- Lack of cohesion (no link between sentences)

7- What do you suggest to your EFL learners in order to overcome their writing difficulties?

.....

.....

.....

8- How do you reflect in order to achieve a positive teaching of the writing skill?

.....

.....

.....

**Thank you for your collaboration.**



**Appendix B : Learners' Questionnaire**

Dear pupils,

The following questionnaire aims at getting information about the difficulties that face the learners' writing production in English at secondary school. I would be grateful if you would answer the following questions.

1- Do you like writing in English?

Yes

No

2- Do you find difficulties when writing?

Yes

No

3- Do you proofread your written production when finishing writing it?

Yes

No

4- What kind of difficulties do you find when writing in English?

Level of competence

Grammar and usage (tenses, adverbs, sentence structure)

Mechanics (capital letters, spelling, punctuation)

Organization (outline, topic sentences, support sentences)

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5- In your opinion, what is your level in writing?

Weak	<input type="checkbox"/>
Average	<input type="checkbox"/>
Good	<input type="checkbox"/>
Very good	<input type="checkbox"/>

6- What do you think about the topics provided for writing?

Interested	<input type="checkbox"/>
Less interested	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Bored	<input type="checkbox"/>

7- What do you suggest to overcome your writing difficulties?

.....

.....

.....

**Thank you for your collaboration.**

## *Appendices :*

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### **Appendix C: Classroom Observation**

**Place: Besghir Lakhdar Secondary School, Tlemcen.**

**Class:**

**Date: /2015**

**Number of Pupils:**

**Course Title :**

<b>Statements for Observation</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Not Observed</b>
<b>The Pre-writing Stage</b>			
The teacher makes a warming up to trigger his learners' prior knowledge about the topic.			
The teacher motivates his pupils to work in pairs.			
The teacher supplies a set of techniques to help his learners generate ideas.			
The teacher insists on his learners to gather ideas from other skills; reading, speaking, listening.			
The teacher provides innovation by using audio-visual aids in teaching writing.			
The teacher adapts a collection of written tasks.			
<b>The while-writing Stage :</b>			
The teacher makes his pupils more aware in the organization of their ideas.			
The learners have a sense of awareness that their writing productions need cohesive items.			
The learners rely on translation from L1 to get new ideas.			

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The learners find difficulties in understanding the methodology provided by the teacher.			
The teacher pays attention to the participation and engagement of his EFL learners.			
The teacher insists on the correct form of the words, the structure of writing, punctuation...			
The teacher collects all the events that occur within the classroom diary (Journal writing).			
<b>The Post writing Stage :</b>			
The planning of the teacher gives a full division of each part of the lesson.			
The teacher observes all the pupils.			
The teacher examines the pupils' written productions, and reflects on their difficulties.			
The teacher designs the lesson that fits the specific needs of the pupils that are required in the target situation.			
The teacher understands well the level of his learners.			
The teacher shows the grading criteria in order to help his pupils assess their written work.			
The teacher asks his learners to do self-correction.			
The teacher asks his pupils to do peer-assessment.			

## *Appendices :*

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The teacher encourages his pupils to do proofreading.			
The teacher marks the pupils' work.			
The teacher uses a personal portfolio while teaching writing.			
While correcting the pupils' work, the teacher symbolizes all the errors, and mistakes by using a coding system.			
The teacher provides feedback successively.			