

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

ABOU BAKR BELKAID UNIVERSITY - TLEMCEN
FACULTY OF ARTS, HUMAN AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

AN EXPLORATION INTO THE STRATEGIES USED FOR
ESSAY WRITING ACROSS THREE LANGUAGES:
THE CASE OF EFL UNIVERSITY STUDENTS

*Thesis submitted in candidacy
of the degree of
Doctorate in Applied Linguistics*

Submitted by:

Mrs. Hafida HAMZAOU - ELACHACHI

Supervised by:

Prof. Faiza BENSEMMANE

Board of Examiners

Prof. Mohamed MILIANI

:Chair (U. Oran)

Prof. Faiza BENSEMMANE

:Supervisor (U. Algiers)

Prof. Farouk BOUHADIBA

:External examiner (U. Mostaganem)

Prof. Farida ABDERAHIM

:External examiner (U. Constantine)

Dr. Boumediene BENMOUSSAT

:Internal examiner (U. Tlemcen)

2005 - 2006

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جامعة بوبكر بلقايد * تلمسان *
كلية الآداب والعلوم
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ABSTRACT

Many EFL university students show serious writing deficiencies not only in English but in Arabic and French as well. Then, based on research suggesting a link between strategy use and achievement in writing, this work attempts to discover the reasons for such underachievement in writing through an exploration into essay writing strategies used in English, Arabic and French by EFL students at the university of Tlemcen.

The results revealed students' use of similar essay writing strategies, whether successful or unsuccessful, across the three languages. They also showed that students from the 1st to the 4th year moved focus from cognitive to metacognitive strategies in writing. However, we recorded a low use and deficient knowledge or use of writing strategies namely metacognitive strategies. This was reflected in low writing achievement in the three languages. Our research findings then, suggest the importance of reassessing how we teach writing to our learners and adopting new approaches that emphasise learner cognitive and metacognitive development. This may be achieved by developing effective strategies besides skill teaching and encouraging reflection. This study includes the following parts:

Chapter one examines the research literature related to the present study.

Chapter two presents the educational background of subject students and the teaching of writing from the lower levels of education to university.

Chapter three provides a description of the research design and procedure.

In chapter four, the think-aloud data are analysed. Students' writing strategies (used in the three languages: Arabic, French and English) are recorded, classified and compared across the three languages, then across the four years of study.

Chapter five analyses other self-report data resulting from a student questionnaire and interview to verify the three research hypotheses and triangulate results. It also uses the grades obtained by students on their essays to examine the relationship between strategy use and achievement in writing. In addition, a teacher questionnaire investigates what teachers actually do in their writing classes and how they perceive students' writing processes.

Finally, chapter six considers the implications of the present research findings suggesting the design of a strategy-based writing approach to instruction that would emphasise the development of students' strategic competence besides consolidation of their linguistic knowledge.

To conclude, the present work is aimed to give insights into students' writing processes in the three languages in order to understand their writing behaviour, and to help them to become more effective writers since learning to write presents a major challenge to these students embarking on English studies.

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LIST OF ABBREVIATIONS

BEF: Brevet d'Enseignement Fondamental

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Language

FL1: First Foreign Language, it also refers to French for subject students

FL2: Second Foreign Language, it also refers to English for subject students

L1: First Language, it also refers to Arabic for subject students

L2/ SL: Second Language

MT: Mother Tongue

N.E.: Narrative Essay

WE: Written Expression

X grades: Mean grades

GENERAL INTRODUCTION

There is a general dissatisfaction expressed by many language teachers about the performance of Algerian pupils and students from school to university. Teachers often complain that learners do not receive an adequate preparation in the language and thinking skills necessary for their academic success before they come to university. In effect, the majority of new students display serious deficiencies in essential thinking and language skills: they do not know how to solve problems effectively, argue convincingly, reason impartially, read understandably, speak coherently or write meaningfully.

Students enrolled at the English Department of the University of Tlemcen are a case in point. Despite their relatively long exposure to English prior to university entrance (at least 5 years), they exhibit serious writing deficiencies at the levels of word, sentence, paragraph and overall text structure and this typically affects the coherence of their production. This situation is worrying all the more as many teachers in the Foreign Language Department also report that the writing deficiency exhibited by students is not limited to English (FL2) but is recorded in Arabic (L1) and French writing (FL1) as well. Low achievement in such a vital skill in an academic context is indeed a major obstacle for students whatever the language they study. As far as our research is concerned, we attempted to explore the reasons for such underachievement in writing.

Several motives prompted this research work. As writing represents the main medium students use to answer examination questions and do assignments in the different subject areas, it seems worth investigating the source of learners' difficulties in composing. This study is important insofar as writing failure is more likely to result in educational failure, because lacking the means to communicate their knowledge, students will find it difficult to answer properly the questions they are assigned.

Moreover, since the English degree curriculum should prepare students to be future English teachers who need to master all the four skills, it is important that EFL students be competent writers who understand and master the writing conventions of the language to be able to transmit them to their pupils.

Then, it seems necessary to understand the challenges that our students must face as they embark on an essay writing task and uncover the strategies they use: what specific actions, behaviours, tactics or techniques do they employ to carry out the task and overcome their difficulties when writing? For this purpose, the present research work is not limited to the study of students' written products but goes farther and looks into the processes they are involved in, because we believe that learner writing deficiency is not solely due to lack of linguistic competence, but more importantly to lack of strategic competence in writing. In other words they seem to lack full and proficient use of writing strategies that may be due to deficiency in declarative knowledge (i.e., what they know about strategies), or in procedural knowledge (i.e., how they use strategies), or in both (Anderson 1983, 1985). These observations find evidence in research studies relating learner writing difficulties to general lack in strategic competence rather than lack in linguistic competence (Jones 1982, Jacobs 1982, Zamel 1982, Kasper 1997). Researchers claim that knowledge of strategies enhances learning and leads to more successful task completion. Other studies report that the writing strategies of each individual remain consistent and tend to transfer across languages (Gaskill 1986, Hall 1987, Arndt 1987, Montague 1995, Nasr and Samadi 1995). In addition, it is held that if inefficient writing strategies are used in L1, they are likely to be used in L2 (Burkhalter 1990). However, use of similar strategies across languages is not conclusive since we can record in the literature some

contradictory findings revealing a difference in the strategies used by L1 and L2 writers (Raimes 1985, 1987) driving towards the need for more research in this area. On the basis of these considerations four research questions were formulated for the present study:

- 1) What are the strategies used by EFL students to write a narrative essay in Arabic, French and English? And are these strategies similar or different across the three languages?
- 2) Do EFL students use the same writing strategies in Arabic, French and English across the four years of study?
- 3) What are the strategies used by the best graded students in Arabic, French and English? And is student achievement in writing related to strategy use?
- 4) What are the implications of this study for learning and teaching the writing skill to EFL learners?

Exploring these questions will hopefully throw light on the source of learners' writing difficulties and help us to determine a plan of action for the development of students' writing competence. These questions led to the formulation of the following research hypotheses:

- 1) There is a similarity between the strategies used to write a narrative essay in the three languages: Arabic (L1), French (FL1) and English (FL2).
- 2) There is a correlation between student strategy use in Arabic, French and English and year of study.
- 3) There is a correlation between student strategy use in Arabic, French and English and achievement in writing.

To support the above hypotheses a case study of sixteen EFL university students (four students from each year of study) was undertaken. Though this research method allowed only a small sampling, it offered the opportunity of looking at students' writing behaviour and processes in depth. And since we were more interested in detailed information about individual writers that would enhance our understanding of EFL students' writing strategy use than in general statements, we chose the case study research. The multiple approach was adopted both in the data collection method and in the analysis of these data. In effect, four research instruments were used: the think-aloud procedure, the questionnaire, the interview and the essay writing task to investigate students' writing strategies. Various analyses were, then, undertaken to treat these data: qualitative, quantitative and statistical for corroboration of findings. A teacher questionnaire was also administered to see what university teachers of writing actually did in their classrooms and how they perceived their students' writing processes. This was done in order to relate this information to students' strategy use. The present research is structured as follows:

The first chapter sets the theoretical background to this study. It first defines the writing skill, explains its complexity and reviews research into L1 and L2 writing necessary for the framework of this study. It also highlights the different teaching approaches to writing that the educational scene witnessed. Then, it deals with students' learning strategies. Deriving from the literature, key concepts are defined, major studies in the field examined, and important considerations highlighted with the aim of enhancing our understanding of learner writing strategies and formulating our research hypotheses.

Chapter two attempts to clarify the circumstances that shaped the writing behaviour of EFL students. For this purpose, it starts with a general description of the Algerian educational system from early schooling to university in order to provide a clearer picture of the learners' educational background, language proficiency and general skill development. It also presents the educational framework within which writing is taught. Then, it reports on the development of this skill across the different levels of education (Primary, Middle, Secondary Schools and University) by presenting and explaining the teaching approaches to writing, practices and activities in the three languages (L1, FL1 and FL2). This chapter closes with a statement of some important observations on the teaching and learning of writing.

Chapter three is entirely devoted to the presentation of the research design and procedure. It first states research questions and hypotheses before giving the profile of subject students who participated in the study. Then, it presents and explains the research methodology: research instruments are introduced and their choice justified, the corpus described, and the procedure of data analysis explained. In fact, this chapter is aimed to provide full information on the research design and procedure to enable possible replication of this empirical study.

Chapter four is concerned with the analysis of think-aloud data. It identifies students' writing strategies in Arabic, French and English, classifies them, and compares their use across the three languages and the four years of study.

Chapter five, analyses students' responses to the questionnaire and interview, and compares data to those obtained from the think-aloud procedure. This is done in order to triangulate and verify the findings reported in chapter four. In addition, students' scores obtained on the

narrative essays across the four levels of instruction, in the three languages are compared and analysed. This comparison has two purposes: first to examine the relationship between strategy use and writing performance in the three languages; and second, to discuss the strategies used by the best graded students. On the other hand, the teacher questionnaire has provided information on the content of the writing course in force, the teachers' perceptions of their students' writing processes and performance and their suggestions for change. Results are analysed and discussed in relation to students' strategy use, writing achievement and strategy instruction.

Implications of the study and recommendations for instruction are presented in chapter six. Particular emphasis is placed on the integration of strategy instruction into the teaching of the writing skill. The strategy-based approach to teaching is aimed to develop learner thinking and linguistic skills through his cognitive and metacognitive growth (O'Malley and Chamot 1990, McDonough 1995, Graham 1997, Miliani 1998, Anderson 2002). Thereafter, important issues in this pedagogic enterprise are highlighted: what strategies to teach, how to teach them, major principles in material development and sequencing of the strategic writing lesson. Other suggestions are made as to how students may be helped to become more effective writers through some developmental activities that can be used to increase learners reflection and raise their strategic awareness. The limitations of the strategy-based instruction are also highlighted. Finally, implications for future research into learner writing strategies are considered.

Lastly, it should be noted that this study has some limitations to the extent that this research work was carried out in a country where universities have limited resources. The investigator encountered difficulties in collecting think-aloud data lacking technological means such

as laboratories where students could have been recorded with a better quality of sound, or computer assisted recording.

CHAPTER ONE

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1.2.2 Why is Writing a Difficult Skill to Achieve?

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1.3.7 Writing Strategies

1.4 CONCLUSION

1.1 INTRODUCTION

This chapter is a review of literature which aims to provide information on the research questions introduced earlier. It reviews critically works on the topic, clarifies key concepts and explains important issues in the fields of second/ foreign language writing and learning strategies.

The first part of this chapter defines writing and explains the difficulty of learning this skill through a review of research into first (L1) and second (L2)/ foreign (FL) language writing. The major composition teaching theories that witnessed the modern language teaching era are also reviewed and discussed.

The second part is devoted to students' learning strategies in general and their writing strategies in particular, because a comprehensive presentation and explanation of the writing strategies used by learners can be done only in the general framework of learning strategies. Then, definitions, key concepts and important considerations in the topic are introduced through a review of the most important studies and their results in the fields of learning and writing strategies.

1.2 WRITING

1.2.1 What is Writing?

If we look for the general meaning of writing in the Oxford Advanced Learner's Dictionary (1996) for example, "writing" is explained as "*the activity of writing or the skill of producing linear sequences of graphemes in time*". Likewise, in the Cambridge Encyclopaedia of the English Language, writing is seen as a graphic system used for communication as defined in Crystal (1995:257):

Most obviously writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression.

We can see that the above definitions describe writing as a mechanical activity neglecting the most important part of it i.e. the mental processes in which the writer is engaged. In fact, it is this cognitive aspect which is highly emphasised nowadays namely in the educational context where writing is not merely seen as making letters or other symbols on paper but more importantly as elaborate cognitive processes usually comprising several stages such as: generating ideas, planning, writing, evaluating and re-writing, as pointed out in Flower and Hayes (1981:366):

Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organise during the act of composing.

In this context the term "writing" is usually used synonymously with "composing".

Writing is one of the four basic language skills, a productive one along with speaking, but one of the advantages of the writing activity is that it makes thoughts appear on a piece of paper or other and permits the

revision and restatements of these thoughts as explained in Harris (1993:12):

It is almost as if the act of writing makes thought visible and tangible; this in turn, provides the opportunity for revision and refinement because the thoughts are there on the page to be worked on.

Finally, it should be noted that 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. Therefore, it is important to grant greater attention and concern to the development of this skill by learners. But this skill often poses problems, as is explained below.

1.2.2 Why is Writing a Difficult Skill to Achieve?

The ability to speak fluently, persuasively, appropriately is an aim which is hoped to be achieved by most people in first, second, and foreign languages. However, the ability to write appropriately and effectively is something which evades many people in their native languages as well as in other languages in spite of the time devoted to the teaching and learning of this skill. Then why is writing found to be difficult to learn?

Writing has been defined as the activity of transforming thought into language. This makes it a difficult skill because it requires both mental and physical efforts on the part of the writer. In effect, Byrne (1988) explains that the difficulty in writing stems from three kinds of problems:

Psychological, caused by lack of interaction and feedback between the reader and the writer.

Cognitive, because the organisation framework of our ideas in written communication has to be mastered.

Linguistic, because in writing we have to express ourselves in a clearer and more grammatical manner than in speech, to compensate for the absence of certain features of spoken language such as gestures and facial expression.

Moreover, the writer has to handle many components at the same time: content, organisation, grammar, syntax, mechanics, word choice, purpose, audience and the writing process. And the combination of these components makes writing a sophisticated skill, as represented in figure (1.1) put forward by Raimes (1983:6). A number of educationalists and linguists state the difficulty of writing in one's native language requiring formal instruction and conscious mental effort. The matter seems to be more difficult for L2 / FL learners, as pointed out in Schoonen et al (2003:166):

Writing in one's mother tongue is a demanding task that calls upon several language abilities, as well as upon more general (meta)cognitive abilities. These constituent abilities are in a constant interplay. Writing in a second language is even more demanding, because several of these constituent abilities may be less well developed than in one's first language. For example, linguistic knowledge of the L2 may be limited, and the accessibility of this knowledge may be less rapid or automatic.

Likewise, Kroll (1990:140) explains the nature of difficulties encountered by the non-native writer:

For English as a second language (ESL) students, it seems fair to say that writing is particularly difficult. ESL students must learn to create written products that demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language, a Herculean task given the possibilities

for error. It is partially the multiplicity of skills involved which contributes to the overall difficulty of writing.

To sum up, writing is a difficult skill because it appeals for many competences at the same time, and it is even more demanding for L2 and FL learners as they are faced with a dual complexity: the difficult nature of the writing skill itself, and the difficulties inherent to the target language.



Figure 1.1: Producing a piece of writing.
Raimes (1983:6)

1.2.3 History of Research into Writing

Interest in writing is not new. Before Aristotle, theorists and teachers tried to analyse the process of producing discourse in order to formulate a set of rules that might help in guiding those learning languages, establishing the long tradition of rhetoric. At the beginning, rhetoric was concerned only with speech. As its name indicates "*rheto-rike*" in Greek means *public speaking*, and "*rhetor*" means *orator* or *public speaker*. In Aristotle times, speeches were no longer purely oral but were affected by writing and literacy, and persuasion in written form was a much later development of this discipline. In fact, Aristotle was the one to rise this analysis of the process of producing discourse to a theoretical and philosophical level to define rhetoric as "*the area of contingent human affairs*" whose mode of reasoning was "*probabilistic judgements rather than the pure logic of mathematics or science*" (Freedman et al. 1983:1). By this way, the study of rhetoric was established as a scientific discipline and gained interest among scholars in Greece and Rome during the classical period.

In the Middle Ages and Renaissance, rhetoric continued to be the centre of interest of researchers and within the school system. Its scope became enlarged to include not only the art of persuading but also the art of communicating, focusing more and more on written discourse. However, later on, rhetoric lost this prominent position when Petrus Ramus (1515-1572) appropriated invention (which had been considered as the first part of rhetorical process) for the study of logic or thinking. Before Ramus' narrowing of the scope of rhetoric the latter process was conceived to include "*not only the organisation of ideas and their expression in the best possible words but also the discovery of those ideas*" (Freedman et al. 1983:2). As a result, rhetoricians became interested only in the study of

aspects of style ignoring the process of discovering those expressed ideas leading to a limited conception of the process associated with the term "composition". Little by little the importance of this discipline started to decrease. By the nineteenth century, rhetoric had become composition and by the twentieth century, it was about to die out, only a limited tradition of teaching writing was maintained in schools in L1 and L2 situations emphasising "*correct usage, correct grammar, and correct spelling*" in addition to "*the topic sentence, the various methods of developing the paragraph ... and the holy trinity of unity, coherence, and emphasis*" (Corbett 1965:626). Young (1978) called this tradition "current-traditional rhetoric", which held Romantic conviction that the creative aspects of the process of composition were mysterious, inscrutable, and thus unteachable. What could be taught and discussed were only matters of style, organisation and usage.

There was a rebirth of interest in rhetoric in American English departments in the 1930s and 1940s due to the communication movement which rose at that time. Berlin (1987) explains that the 1940s witnessed a huge general education course which emphasised communication skills leading to the establishment of communication courses designed to provide "*a sense of cultural inheritance and citizenship*" (Berlin 1987:92).

A real change was to happen in the field of writing both in research and teaching during the 1960s, when those concerned with composition teaching became dissatisfied with the current-traditional paradigm and tried to look for new teaching techniques as well as a new explanation of the process. The problem was that American L1 students were at a loss for something to say. They often produced dull writing in response to the directions imposed upon them by their textbooks because they were lacking a way to generate meaning out of their own experience (Myers 1997).

Consequently, researchers and educationalists turned to the classical tradition of rhetoric in addition to some contemporary disciplines (such as linguistics, psycholinguistics, speech act theory, cognitive psychology, sociolinguistics, and educational theory) hoping to formulate appropriate questions for, and methods of investigation into writing if not to achieve a new understanding of the process. Then, the new discipline of writing emerged. While conventional composition was concerned with the message, the product, the written composition, the analysis of style, the organisational patterns, and rules of usage, the new rhetoric, in contrast, shifted its focus to the writer looking into the process of writing and the development of writing abilities by that writer. The teaching of writing followed the same flow and incorporated invention techniques to help them discover and engage in a topic. Then, writing was to witness a new age in research and research methodology that focused on the process rather than the product of composition.

1.2.3.1 An Overview of research into L1 writing

Emig's (1971) pioneering research work on L1 writing was the first major study to respond to the shift in composition orientation from product to process and to investigate scientifically and systematically this process. She was concerned with eight twelfth-grade students engaged in different writing tasks and based her analysis on tape-recorded pre and post-writing interviews as well as on transcribed composing aloud sessions. With her study, Emig established what has become "*the primary research design for conducting research into the writing process*" (Krapels 1990:38).

Later, in 1979, Perl refined this methodology by exploring the composing behaviours of unskilled college freshmen (qtd. in McDonough 1995). Then, in her subsequent studies (1980, 1981) she instigated a revolution in attitudes to writing when she studied the composing processes

of under-prepared college students. Unlike the classical view of writing (that of planning followed by writing followed by revising followed by editing) Perl explained that writing was a recursive process i.e. the writer returns to various elements of the text already produced before going ahead to produce more text (compare figures 1.2 and 1.3).

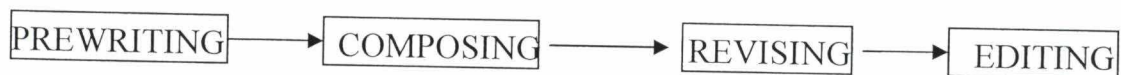


Figure 1.2: Classical view of writing

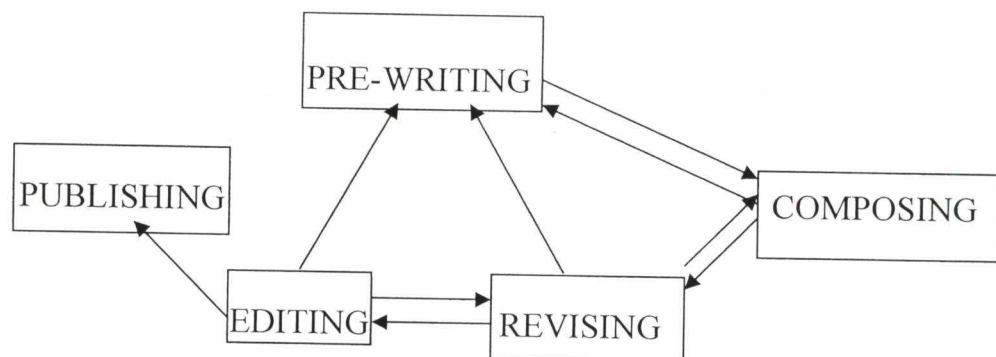


Figure 1.3: The process of writing as viewed by Perl and her successors.

Using the same mentalist approach, a composition teacher, L. Flower and a cognitive psychologist, J.R. Hayes (1980, 1981, and Hayes & Flower 1983) accumulated massively what they called “composing aloud protocols” i.e. transcripts of writing sessions where subjects were asked to record every thought that came to mind while writing. This led them to

develop a model of the writing process which they used to explain many puzzling features of the protocols obtained from writers. They also rejected linearity in writing and teaching. According to them writers plan, translate (i.e., write) and review (i.e., revise). These are integral parts of the writing process and are considered to be:

Hierarchically structured, each consisting of sub-processes: planning, for example comprises goal setting and organising.

Independently organised, that is each contributes to the writing process and may occur in any order with respect to the others. So, one can write without planning, and review without writing, but this would give a different result.

Interacting with two other important sources of information: *the task environment* and the writer's *long-term memory*. The interaction is seen to be constant, multi-directional and rendering writing difficult.

Though interesting as they may be, the ideas on the psychology of writing presented by Perl, Flower and Hayes, were strongly criticised on methodological grounds. Cooper and Holzmann (1983:285) argue that "*models of cognitive processes cannot, in principle, be valid as literal description*" i.e. it is impossible to use a model of an unobservable internal cognitive process as a description of an observable piece of behaviour. They also criticised the think-aloud protocol used.

The above studies are pioneering works in the field of L1 writing. They revolutionised the view on writing and are necessary to mention as they have paved the way to research into L2 writing.

1.2.3.2 A survey of research into L2 writing

The above mentioned research works on L1 writers changed the situation in the L1 composition classroom, but the L2 classroom still needed a new composition theory to replace the traditional one that could no longer answer students' needs. L2 composition specialists called for transferring L1 process research findings into the L2 classroom. Zamel (1976) and Raimes (1979, qtd. in Krapels 1990), for example, recommended treating L2 writing as a process, and asked teachers to be less interested in surface-level errors and achievement of correctness (refer to section 1.2.5.3 for the description of the process approach). They encouraged their colleagues to take benefit from L1 composition theory, practice and research, and to apply L1 effective techniques to the L2 composition classroom as explained in Krapels (1990:37):

L2 composition teaching has generally not been based on theoretically derived insights gained from L2 composition research, because until the 1980s there was not much L2 research to draw upon in building theory or planning classes.

Indeed, research into the L2 writing process started only in the 1980s. One of the first studies in this field was conducted by Chelala (1981, qtd. in Friedlander 1990) who used a case study approach to investigate composing and coherence. Her subjects were two Spanish-speaking 'professionals' who composed aloud four times and were interviewed twice. In this study, Chelala identified effective writing behaviours as well as ineffective ones.

In another early L2 writing process study on rhetorical concerns and composing, Jones (1982, qtd. in Krapels 1990) used two L2 writers, a 'good' one and a 'poor' one to compare between effectiveness and ineffectiveness in writing. He found that the 'poor' writer focused on the

text at the expense of ideas, while the 'good' one allowed his ideas to generate the text. Jones' results showed that writing strategies affected writer's rhetorical structures, and that general lack of competence in composing rather than a lack in L2 linguistic competence created difficulty in L2 writing.

Jacobs (1982, qtd. in Krapels 1990) also pointed out to the fact that factors beyond linguistic competence determined the quality of students' writing when she studied the writings of eleven graduate students (six native and five non-native speakers of English). In addition, her study revealed no significant differences between L1 and L2 subjects.

Like Jones and Jacobs, Zamel (1982) too, found that competence in the composing process was more important than linguistic competence in the ability to write proficiently in English. She used retrospective accounts of writing processes through interviews of eight university-level 'proficient' L2 writers, in addition to students' multiple drafts for the production of an essay. Zamel found that the writing processes of her L2 subjects were similar to those of the subjects described in L1 studies, and therefore, reinforced the call for the application of L1 process-oriented writing in the L2 classroom. In a subsequent study of the writing of six advanced L2 students, Zamel (1983) gave more support to the idea that L2 writers compose like L1 writers. She also noticed that the skilled writers revised more and spent more time on their essays than the unskilled writers. Moreover, they concerned themselves with ideas first, revised at the discourse level, showed recursiveness in their writing process, and saved editing till the end of the process (the same writing strategies were found to be used by skilled L1 writers as revealed by the studies of Pianko(1979) and Sommers (1980)). On the other hand, Zamel's unskilled L2 writers revised less and spent less time writing than the skilled writers. They

focused on small bits of the essay and edited from the beginning to the end of the process like unskilled L1 writers in Sommers' study (1980).

In a case study to gain insight into her students' composing process, Pfingstag (1984) noticed that her subject (a native Spanish speaker of intermediate level) improved composing strategies thanks to her using the think-aloud protocol. Consequently, she called for the use of this model not only as a research tool but as a pedagogical tool as well. This recommendation was supported by Raimes (1987) later on.

Another study which showed that factors beyond linguistic competence impeded the student's composing process was that of Hildenbrand (1985, qtd. in Krapels 1990). He found that while the subject's preferred writing mode was creative, personal writing, she was expected to write in the academic mode. This led to a hindrance in her writing process.

Likewise, while looking for the role of topic on students' writing performance, Kennedy (1994) found that three variables had an impact on the subject students' writing performance: age, gender and the topic of the composition. She explains:

The statistics revealed that the younger the students were when they were first exposed to English, the more they improved; females improved more than males; and students who wrote their final exam compositions on 'Discrimination'... showed more improvement than students who wrote their final exam compositions on 'Impressions of America'.

Kennedy (1994:10)

She stresses the importance of the topic on students' writing performance. She also found that writing on a familiar topic was more difficult and demanding than writing on a less familiar one because:

automatized or routinized cognitive processes cannot be consciously examined without disrupting performance; they respond automatically to environmental cues.

(Kennedy 1994:13)

Seeking further factors that might constrain L2 writers, Jones (1985:112, qtd. in Jones and Tetroe 1987) reported that “*monitoring does not lead to improved writing*” and held that on the contrary, it was a factor constraining the L2 writing process. He also insisted on the usefulness of L1 process-oriented composition pedagogy in the L2 classroom.

Another study providing support for process-oriented teaching of L2 writing was undertaken by Rorschach (1986, qtd. in Krapels 1990) who working on the essays of three advanced L2 writers found that reader awareness (the reader being the teacher) led writers to focus on correctness rather than content. This put into question the composition teaching that focused on form, a conclusion that provided support to Jones’ (1985) speculation about the relationship between instruction and overusing the monitor.

The studies of Hildenbrand (1985), Jones (1985), and Rorschach (1986) suggest that certain L2 traditional instructional approaches (the product-oriented ones) might not develop the composing competence intended for L2 writers. For this reason, Jones (1985:114) proposes to consider L1 teaching approaches stating:

It is worth noting that many of the proposals for improving first language composition are also effective in helping second language learners develop acquired linguistic competence.

Then, subsequent research such as that of Diaz (1985,1986, qtd. in Krapels 1990) and Uzra (1987) highlighted the benefits of applying L1 process-oriented composition teaching to L2 learners. These studies claim that what

has proved effective in L1 classrooms is also effective in L2 classrooms. This opinion was to change with subsequent studies as will be reported below.

Raimes (1985b) offered more information on unskilled L2 writers. She observed very little planning before or during writing, a behaviour previously observed among unskilled L1 and L2 writers (Perl 1978, qtd. in Krapels 1990, and Zamel 1983). She also observed differences between her subjects and L1 unskilled writers of preceding studies. While previous research (e.g. Zamel, 1982, 1983, and Jacobs, 1982) pointed out to similarities in the writing behaviours of L1 and L2 writers, her subjects paid less attention to revising and editing than she had expected and they seemed to re-read their work to let an idea germinate. Raimes (1987) still found differences when she compared her L2 subjects to the L1 subjects of Pianko (1979) and especially Perl (1978). This led her to conclude that L1 and L2 writers share some similarities but also differ in some behaviours. Raimes (1987:458) explains that L2 writers differ from L1 writers in that they *"did not appear inhibited by attempts to edit and correct their work"*. Consequently, she suggests the adaptation rather than the whole adoption of L1 writing instruction. Likewise in a more recent study based on a needs analysis of L2 students, Myers (1997) holds that L2 composition teaching should be different from L1 because of the different needs of L1 and L2 students. Myers (1997:3) explains that while L1 composition teaching *"de-emphasizes a focus on grammar and correctness as obstructive to students' efforts to write"*, L2 students need *"to develop some degree of automaticity in the use of articles, verb tenses, subject/verb agreement, spelling, and other 'surface' features"*. Therefore, her suggestion is not to let down completely the process approach to teach writing in the L2 classroom, but to adapt it and incorporate those features which answer the needs of L2

students. In the same fashion Grabe (2001) explains that L2 writers have some lacks as compared to L1 writers which necessitate a different type of writing instruction focusing more on the English structure and vocabulary and providing more practice in writing the type of English prose that would benefit them most in the English university environments.

Raimes' (1987 and 1985a, qtd. in Krapels 1990) findings also indicate that the act of writing in L2 is somehow different from that of writing in L1 and that there may be a relationship between the two processes leaving the care of examining this relationship to further research. In fact, this distinction between L1 and L2 composition theories is further asserted by other specialists in L2 learning such as Johns (1986) and Santos (1992) on psycholinguistic, cognitive, pragmatic, and ideological grounds, and more researchers are becoming interested in studying and comparing L1 and L2 writing processes.

1.2.3.3 Do writing skills transfer from L1 to L2?

In her longitudinal study, Edelsky (1982) used 26 young children (first, second, and third graders) enrolled in a bilingual programme. She found that knowledge of L1 writing "*forms the basis of new hypotheses rather than interferes with writing in another language*". In other words, what L2 writers know about writing in their L1 is used when writing in L2. Likewise Hudelson (1988) found that L2 writers applied the knowledge about writing gained in L1 to write in L2. He also found that the ability to write in L1 facilitated the child's writing in L2. Carson (1990) and Burkhalter (1990) come to the same conclusion, but Burkhalter goes further and explains that L2/FL learners' weakness in language skills is related to a poor acquisition of the same skills in L1.

In another study which examined L1 use in L2 writing processes, Martin-Betancourt (1986, qtd. in Krapels 1990) found that the L2 writing process was similar to the L1 process with the exception of two writing behaviours:

- 1) Using more than one language
- 2) Translating

Yet, she added that her subjects' writing processes involved solving linguistic problems and that L1 use in L2 writing added to these problems. Lay (1982:406), on the other hand, when examining the use of both L1 and L2 in the writing processes of four adult Chinese students, found that:

- 1) When there were more native language switches in L2/ FL essay writing (compared to the same essay without native language switches), the essays in this case were of better quality in terms of ideas, organization, and details.
- 2) Certain topics included more native language switches than others.

Lay also specifies three situations where L1 use is found to be predominant in L2 writing:

- 1) Novice L2 writers use more L1; as they would acquire more English such L1 use would lessen.
- 2) Certain topics call for the use of L1 more than others (topics related to L1 experience).
- 3) L1 helps topic search on unfamiliar topics.

Jones and Tetroe (1987) studied the L1 and L2 planning behaviours of six Spanish-speaking L2 writers preparing for graduate studies. They noticed that the use of L1 in L2 writing varied largely among their subjects

and that the writing performance of their subjects decreased when writing in L2. Thus, they proposed that composing in L2 used a “*cognitive capacity that would be used for other tasks, such as monitoring and revising the plan in first language composing*” (p.53). In addition, they found that lack of L2 vocabulary resulted in L1 use in writing and that “*the quality, though not the quantity, of planning transfers from L1 to L2*” (p.56).

Other studies such as those of Gaskill (1986, qtd. in McDonough 1995), Hall (1987, qtd. in Krapels 1990), Arndt (1987), and Montague (1995) suggest that “*the composing strategies of each individual writer were found to remain consistent across languages*” (Arndt, 1987:257). However, the studies by Lay (1982), Burtoff (1983, qtd. in Krapels 1990), and Johnson (1985) all indicate that certain topics elicit more L1 use in L2 composing than other topics do. Cumming (1987) relates the frequency of use of L1 when composing in L2 and writer’s expertise. He found that inexperienced writers consistently used L1 to generate ideas, and expert ones used L1 for both generating content and checking style. He, then, concluded that his expert writers did most of their thinking in L1.

Researching the role of L1 use in planning and generating content, Cumming (1987) and Friedlander (1990) found that using topic-related language to plan content resulted in better planning and better compositions. Moreover, translating did not constrain writers, either in time or quality, as they produced L2 texts when the topic area knowledge was in L1. Likewise, Jones’ and Tetroe’s (1987) subjects were more successful in writing in L2 when at least some of their planning had been in L1. The quality of those plans was better. Yet, Friedlander’s study should be treated with some caution as he acknowledged it himself:

- 1) There may be an effect of culture or previous educational history which is idiosyncratic to those Chinese subjects.
- 2) The type of argument demanded in each topic was slightly different (compare/ contrast versus describe).
- 3) The task required both a plan and the text to be written in L1 or L2, and this may itself have conflicted with these writers' normal practice.

In a more recent study on the transfer of literacy skills from L1 to L2, Roberts (1994) explains that some skills are found to transfer from L1 to L2, such as:

...activation of semantic and syntactic knowledge; recognition of some rhetorical devices and knowledge of text structure; learning to use cues to predict meaning (all languages are redundant); awareness of the variety of purposes for reading and writing.

Roberts (1994:3)

She adds that some strategies are also transferred such as “*experimenting, hypothesising, creating, constructing meaning...*”, and she concludes that “*literacy skills related to decoding tasks of reading and writing do indeed transfer*”(p.3).

In addition, Roberts found that when a language skill was taught in L1, then in L2, students were more successful in this skill than when taught directly in L2. Likewise, when investigating the impact of L1 (Arabic) writing and listening skills learning on learning the same skills in L2 (English), Nasr and Samadi (1995) found that learning these skills in L2 was largely enhanced by the strategy-based instruction in the same skills received in L1 and that these strategies were found to transfer from L1 to L2. For instance, learners could easily understand and use a writing

strategy learned in L1, such as planning, in L2 writing. This transfer was independent of language proficiency. In the light of these studies, we conclude that knowledge acquired in L1 will assist L2 learning in different ways: knowledge gained in L1 will help retrieval of information in the generation of content when writing in L2, moreover L2 learners will tend to transfer the writing abilities and strategies acquired in L1.

All the above findings in writing research, which showed that switches to L1 aided L2 writers, put into question the traditional teaching of writing that insisted on the training of L2 writers to think and write as completely as possible in L2. But at the same time, researchers are rather cautious about inciting students to use too much translation from L1 to L2 while writing because doing so can constrain text production by limiting what writers are able to retain. The amount of information learners can retain in short-term memory is quite limited and decay of information is quite rapid. In his work, Friedlander (1990:111) gives instances when the use of L1 in L2 writing can be advantageous:

...whereas beginning learners of English need to operate in their second language as much as possible to develop their acquisition of English, more advanced users of English have developed their proficiency to such a level that their native language does not interfere with their writing in English; such writers should be able to improve aspects of their writing if they use their first language to retrieve and write down topic-area information and then translate their first language notes into English.

Research into L2 writing brought insightful results that were beneficial for composition teaching. However, among the studies reviewed we notice many contradictory results. Krapels (1990) attributes these contradictions to the limited number of subjects in the case studies

(between four and six) as well as the tasks used. But in general, research results seem to lead to the following major conclusions:

- 1) Composing competence is more important in L2 writing than language competence.
- 2) Composing processes in L1 are transferable, or reflected in L2 writing.
- 3) Contradictory results concern the comparison of the strategies used by L1 and L2 writers. Some studies found similarity between them (e.g. Zamel 1982, 1983, Jacobs 1982, Arndt 1987, Montague 1995), while others recorded differences between writers (Raimes 1985a, 1985b, 1987).
- 4) Using L1 when writing in L2 frequently concerns vocabulary and enables L2 writer to carry out the composing process. Many researchers state that this strategy may be helpful but under certain conditions.
- 5) While early research was for the adoption of L1 process-oriented teaching in the L2 composition classroom, subsequent studies called for an adaptation of the process-oriented instruction because of the difference of L1 and L2 learners' needs.
- 6) Some external and internal factors have an impact on L2 writing performance such as topic, age, and gender.

1.2.4 Writing And Culture

Culture is commonly defined as a set of rules and patterns shared by a given community. Specialists claim that every language is rooted in the culture of its speaking community. Thereafter, discourse and writing are believed to be embedded in culture. Many studies point to the fact that

written texts and the ways they are used vary according to cultural groups, and that the conventions and uses of writing among a certain cultural group are learned in schools. It is also stressed that L1 linguistic and cultural features influence L2 acquisition as explained by Connor (1996:113):

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

Since writing is embedded in culture, one might expect to find evidence of cultural barriers or difficulty to cross such barriers in students' data. Galvan's (1985) study of the English writing processes of graduate students born and schooled in Spanish Latin America, attributed their poor performance in English to their uncertainty and oscillation between their L1 thought patterns and culture, and the thought patterns and culture associated with L2. Similarly, Plata (1995) found in his investigation that while Hispanic college students in the USA had the potential to achieve academically in a college setting, their writing performance remained inferior to that of English speaking students. He reported that one possible cause of this deficiency was the culture bounds. In fact, L1 cultural features may cause hindrance in L2 writing because, as Kaplan (1983:150) states:

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

This cultural phenomenon led to the emergence of a new field of research in L2 acquisition. The new discipline identifies problems in composition encountered by L2 writers and tries to explain them through

reference to the rhetorical strategies of their L1. *Contrastive rhetoric* was first initiated by the American applied linguist Robert Kaplan who claimed that '*language and writing are cultural phenomena*'. The following review of research works highlight some important findings in this field as far as English writing is concerned.

A case-study realised by James (1984) of a single PhD Student from a Latin American country studying in the UK showed a wide difference between the writer's beliefs about the meaning of details of his text and his native reader's beliefs, and between his conception of the nature and purpose of the academic argument he was presenting and the academic context in which he was presenting it.

In another study Reid (1990) tried to examine the impact of the topic task on the writer's response in the assessment process and to investigate and interpret differences between and among native speakers of four language backgrounds (Arabic, Chinese, Spanish, and English) writing in English. He found that quantitative differences existed between the two topic types proposed and also differences among the responses of the four language backgrounds studied.

In his study, Halimah (1991, qtd. in McDonough 1995) observed that Arabic students learning to write for ESP maintained a rhetorical duality i.e., a mixture of Arabic and English expository styles, when he compared their writing on the same topics in English and in Arabic. Likewise, Nasr and Samadi (1995) found that their Arab students used Arabic structures in English writings. Ostler (1987) also compared English essays written by Saudi Arabian students with ten English paragraphs selected at random from books. He found that the essays written by Saudi Arabians have a significantly higher number of co-ordinated sentences than the English passages. Moreover, the essays by Arabic-speaking students which

contained more discourse units (supporting ideas) than the English passages, frequently began with a subordinate, universal statement, and ended with some type of formulaic or proverbial statement. These studies provide evidence of cultural barriers when writing in L2/ FL, which may explain the rhetorical and some grammatical errors found in non-native writing.

It should be noted that the traditional approach to rhetoric did not focus on reasons for cultural differences in writing, but recent research work has shed some light on the role of culture and its inculcation through schooling instruction. Folman and Sarig (1990) conducted a quantitative study trying to find out whether and to what extent rhetorical structures preferred by native Hebrew speakers differed from those preferred by native English speakers when constructing meaning in reading and writing in their native languages. In effect, they found differences in rhetorical patterns used by the two groups of subjects. Then, when comparing American English with Israeli writing instruction, they found that in spite of some similarities between the two systems concerning norms for written expression, the rhetorical differences found were caused by:

- 1) different thought patterns
- 2) *“professed and implemented syllabuses of language arts and educational linguistics of each of the instructional systems, the formal agents of each of the cultures” (p.73).*

In the same way, Liebman (1992) investigated L2 students' instructional backgrounds in L1 through questionnaires administered to 54 Arabic speakers and 35 Japanese speakers. The results indicated that writing instruction in Japan emphasised the more expressive function of writing; therefore, these students adapted more to journal writing.

However, Arab students reported a positive experience with “transactional writing” related to argumentative writing at which they excelled according to Liebman.

Contrastive rhetoric has brought new insights to L2 acquisition and thus L2 writing and has highlighted the fact that there are some native cultural features related to writing. These features may be transferred to L2/ FL writing and sometimes create difficulties. Research claims that these writing patterns related to culture are beneficial to L2/ FL learners if taught at schools, and insists that teachers of students coming from different speaking communities should be aware of their learners’ prior experience i.e. the differences of their instructional backgrounds, in order to use appropriate teaching approaches. Liebman (1992:157) highlights this point stating:

If ESL writing teachers want their students to succeed in a variety of academic writing tasks, they must become aware not only of these different forms but also of differences in instructional background. It is not enough to determine what will be expected of ESL students in the university and then give them models of what we want them to produce. We must also determine what these students’ prior experiences are. Students from different backgrounds will require different approaches.

1.2.5 A Survey of Teaching Approaches to Writing

To teach writing effectively in a second or foreign language, professionals need an awareness and an understanding of existing approaches and principles of composition teaching. Thus, the importance of surveying the history of the teaching approaches of writing in the L2 classroom.

After the Second World War till the end of last century, the field of L2 writing has witnessed a succession of approaches and orientations which knew widespread recognition, then, faded away without really disappearing. In broad terms, L2 composition teaching, during the second half of the twentieth century (the modern era of L2 teaching), went through four main streams: *controlled/ guided composition*, *current-traditional rhetoric*, *the process approach*, and *English for academic purposes*.

1.2.5.1 Controlled/ Guided Composition

This approach is rooted in Charles Fries' Oral Approach, the precursor of the audiolingual method of L2 teaching. He believed that "language is speech" (from structural linguistics) and that "learning is habit formation" (from behaviourist psychology). Therefore, in Teaching and Learning English as a Second Language (1945, qtd. in Silva 1990), Fries considered writing as a secondary concern and saw it mainly as a reinforcement for oral habits.

The controlled composition approach focuses essentially on formal accuracy and correctness of employing rigidly controlled programmes of systematic habit formation in order not to fall in errors caused by L1 interference; moreover, it reinforces L2 behaviour. Writing is considered by those specialists in favour of this approach, like Rivers (1968:241), as "*the handmaid of the other skills*" (listening, speaking, and reading) "*which must not take precedence as a major skill to be developed*"; in fact, it must be "*considered as a service activity rather than an end in itself*" (p.258). Thereafter, the writer is simply a manipulator of previously learned language structures, and the teacher will be a proof reader i.e. not interested in the quality of ideas or expressions of his students' writing, but solely in formal linguistic features.

It should be noted that this approach is neither concerned with audience nor with purpose, and in spite of the large opposition it faced by the end of the sixties and the beginning of the seventies, it is still practised, nowadays, in some L2 classes.

1.2.5.2 Current-Traditional Rhetoric/ The Model-Based Approach

In the mid-sixties, educationalists felt that their L2 learners needed more than building grammatical sentences. They needed to produce extended written discourse. In fact, teachers were looking for a new way to teach writing that would bridge between controlled and free writing. Consequently, the current-traditional rhetoric was the new approach undertaken to teach writing. It was mainly concerned with the logical construction and arrangement of discourse forms. Silva (1990:14) reports that the major interests of this approach are:

1)The paragraph with *“its elements (topic sentences, support sentences, concluding sentences, and transitions)”* as well as *“the various options for its development (illustration, exemplification, comparison, contrast, partition, classification, definitions, causal analysis, and so on)”*.

2)The essay development where attention is given to *“larger structural entities (introduction, body, and conclusion) and organizational patterns or modes (normally narration, description, exposition, and argumentation)”*.

In the classroom, students' attention is brought on form, having the above writing instructions in mind. The following example illustrates how this approach works: students are provided with a model text, then asked to read it, analyse it, and apply the structures gained to a parallel piece of original writing.

To sum up, the current-traditional approach views writing as a work of arrangement of fitting sentences and paragraphs into prescribed patterns. The writer is given a form that he is asked to fill in with provided or self-generated content. Yet, this approach has been criticised because its practice may lead to the production of unfamiliar patterns of expressions. Moreover, the content is an academic one, while the only reader, who is the teacher, cannot be representative of the community of educated native speakers. Nevertheless, the current-traditional approach continues having an influence in the field of composition teaching.

1.2.5.3 The Process Approach

The two approaches to L2 writing presented above were found to neglect the development of thought or its expression because the controlled composition did not allow to achieve this goal; and the current-traditional rhetoric was too linear and prescriptive, which discouraged creative thinking and writing. This is why specialists looked into L1 composition research for new ideas to apply into the L2 classroom, convinced like Zamel (1982:203) that L2 writers “*who are ready to compose and express their ideas use strategies similar to those of native speakers of English*” (see section 1.2.3.3). By the beginning of the eighties L1 research brought a new writing theory after the revolutionary studies of Perl (1980,1981) and Flower and Hayes (1980, 1981, 1983) (refer to section 1.2.3.1). Writing was no more regarded as a linear act but as a complex thinking recursive and creative process. Thereafter, the composing process was seen as a “*non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning*” (Zamel 1983:165).

Translated into the classroom context, this approach focuses on the process a writer engages in when constructing meaning with the teacher's help, not control, to develop the appropriate strategies:

- *To start writing*, such as finding topics, generating ideas and information, and focusing and planning structure and procedure.
- *To draft*, once the rough draft has been created, it is polished into subsequent drafts with the assistance of peers and teacher conferencing.
- *To revise*, such as adding, deleting, modifying and rearranging ideas.
- *To edit*, that is attending to vocabulary, sentence structure, grammar and mechanics.

Emphasis is placed on the importance of a series of drafts in the writing process. This approach makes the writer the centre of attention, while it considers the text as "*a secondary derivative concern, whose form is a function of its content and purpose*" (Silva 1990:16). Finally, there is no particular context for implicit writing in this approach; this is left to the responsibility of the writer according to the situation.

Although the process approach knew a wide echo in the fields of L1 and L2 teaching, it was criticised when practised in the L2 classroom for many reasons. Horowitz (1986a) claimed that there were as many different writing processes as there were academic writing tasks, and that the process-oriented approach failed to prepare students for essay examination: for example, the multiple-draft practice of this process conflicted with the single-draft writing necessary in an examination. According to Horowitz, what is lacking in the process approach is the concept of writing tasks specific to the needs of students. Caudery (1995) held the same ideas suggesting that if the process approach be adopted in the teaching of

writing in the L2 classroom, it should be adapted for the L2 student, because L1 and L2 students have different needs (see section 1.2.3.2). Similarly, when speaking about her personal experience, Montague (1995) explained that the process oriented approach she used with her young pupils did not prepare them for state tests because process was not measured, only final product was examined. Myers (1997:1) too, spoke about the inability of the process approach to answer the needs of L2 students stating:

While invention techniques, drafting and revision do lead to more thoughtful work by both L1 and L2 writers, I find that the university ESL population I teach is not one lacking in habits observation, critical thought, or substance to express. Most of them are placed in ESL composition classes because they do not have enough control of English vocabulary or syntax to write fluidly, not because they cannot generate meaning.

In sum, the process approach focuses on creative writing inciting students to generate meaning without great attention paid to the product. These principles do not generally answer all the needs of students mainly L2/ FL students who also require consolidation of their L2/ FL knowledge and need to write mainly in an academic context.

1.2.5.4 English for Academic Purposes (EAP)

When the process approach failed to answer the needs of all learners, an alternative approach was proposed that of the English for academic purposes. This approach emphasises academic discourse genres as well as the range and nature of academic writing tasks in order to familiarise the student with the academic context and “*ensure that student writing falls within ...(the) range... of acceptable writing behaviors dictated by the academic community*”. Horowitz (1986b:789).

The methodology of instruction proposed by this approach aims at recreating the conditions under which actual university writing tasks are realised with a close examination and analysis of academic discourse, formats, and writing task specifications. The source materials appropriate for a given topic or question are also selected and intensively studied to evaluate, screen, synthesise, and organise the relevant data from these sources (Silva, 1990).

To summarise, this approach orients the writer toward academic success meeting students' requirements. Focus is no more on the writer, as in the process approach, but on the reader who is a member of the academic community looking for academic discourse and clear and stable views of what is appropriate. Finally, the text represents a conventional response to a particular task type that falls into a recognisable genre. It should be mentioned that within the scope of EAP we may find different approaches' appellations among which:

-*The task-based approach*, where the learner's attention is focused on meaning, i.e. task completion, not language.

-*The genre approach*, which takes into account the different academic discourse communities.

However, this approach, too, became questionable because of its emphasis on writing in various disciplines mainly in scientific and technical fields, whereas emphasis on rhetoric and general principles of inquiry was considered to be more appropriate (Spack 1988, Braine 1988, and Johns 1988).

1.2.5.5 Conclusion

This survey of the main composition teaching approaches to L2 throughout the 20th century, enables us to note that during this period the

writing classroom has been engaged in a continual cycle of five steps in which an approach was:

- 1- conceptualised and formulated in a rather limited fashion;
- 2- enthusiastically promoted;
- 3- accepted uncritically;
- 4- rejected prematurely;
- 5- and a shiny new (but not always much improved) approach took its place. (Silva, 1990)

Indeed, it can be observed from the above account that the L2 classroom has witnessed a series of approaches to teach writing. All of them could answer some of the needs of L2 learners but not all their needs; this is why practitioners, unsatisfied with one approach have turned to another, taking into consideration some neglected parts of a first approach but ignoring others.

The conclusion that can be drawn from this experience is that to construct a reliable L2 writing teaching approach one needs to have a broader, more comprehensive view of what is involved in L2 writing i.e. take into account at least four important parameters: *the writer*, *the reader*, *the text*, and *the context*, as well as their interaction. Then, research can be undertaken to support or reject these theories and provide appropriate approaches to L2 writing instruction. Only then can credible research on the effectiveness of these approaches in the L2 classroom be conducted. But while waiting for these approaches to be constructed, the matter is within the hands of the L2 composition teacher. He has to analyse the learning situation of his students as well as their needs, to be eclectic and choose from the suitable approach/ approaches what can fit his particular

situation and can answer his learners' needs. He then can devise an appropriate writing instruction accordingly.

After presentation of the learning/ teaching of writing and the related research, it is appropriate to consider the cognitive processes in which a writer engages. The second part of this chapter defines learning strategies (as writing strategies are learning strategies), explains their use, and discusses research in this field to enhance our understanding of writing strategies.

1.3 LEARNING STRATEGIES

1.3.1 What Are Learning Strategies?

One cannot refer to writing strategies without defining learning strategies in their broader sense. This term is actually enjoying a vogue in the field of language learning with a variety of definitions and implications.

In their broader sense, learning strategies have been defined by Weinstein and Mayer (1986:315) as "*behaviors and thoughts that a learner engages in during learning*" which are "*intended to influence the learner's encoding process*". Later Mayers (1988:11) refines his definition of learning strategies as "*behaviours of a learner intended to influence how the learner processes information*". These definitions from educational literature show that learning strategies are embedded in cognitive science, with the main assumptions that human beings process information in order to learn. In fact, any learning, regardless of the content and context, involves learning strategies i.e. they are used in learning mathematics, science, history, languages and other subjects both in classroom settings and more informal learning environments.

Concerning language learning strategies, they have been defined and shaped differently through time. Tarone (1977:67) defines them as “*an attempt to develop linguistic and sociolinguistic competence in the target language... to incorporate these into one’s interlanguage¹ competence*”, while Rubin (1987:22) explains language learning strategies as “*strategies which contribute to the development of the language system which the learner constructs and affect learning directly*”. Later, O’Malley and Chamot (1990:1) defined language learning strategies as “*the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information*”. And, Oxford (1993:18) provides specific examples of language learning strategies stating that:

...language learning strategies (are) specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

From the above definitions we note a change over time: from the early emphasis on the product of language learning strategies (linguistic or sociolinguistic competence) to a more important focus on the process and the characteristics of language learning strategies within the framework of cognitive theory, which relates language to cognition and views language learning strategies as cognitive skills. The latter are mental processes which writers make use of in language learning such as inference, generalising, memorising.

Finally, a more detailed definition that includes all the aspects of language learning strategies raised by research is provided by Wenden (1987:7) who explains that language learning strategies can refer to three interrelated phenomena. She states that first they refer to “*language*

learning behaviours learners actually engage in to learn and regulate the learning of a second language". Second, they refer to "*what learners know about the strategies they use i.e. their strategic knowledge*". Third, language learning strategies also refer to:

what learners know about aspects of their language learning other than the strategies they use, e.g. what personal factors facilitate L2 learning; general principles to follow to learn a second language successfully; what is easy or difficult about learning a specific language; how well or poorly they can use the language.

In sum, language learning strategies are involved in the four major language skills: listening, reading, speaking, and writing. In the practice of each skill learners use a set of strategies to solve their problems and carry out the learning task successfully. In the following sections, research on learning strategies will be examined and the characteristics and importance of these strategies discussed.

1.3.2. Research On Learning Strategies

Before dealing with the characteristics, typology and influential factors relating to learning strategies, it seems appropriate to start with a review of research in this field. Our record begins with those pioneering works in the identification, description, classification, and characterisation of learning strategies, and closes with recent research interested in strategy use and training and their effect on learner language performance.

Research on learning strategies started as early as 1966 when Aaron Carton first published his study The Method of Inference in Foreign Language Study (qtd. in Rubin 1987). His work revealed that learners vary in their disposition as well as their ability to make valid, rational, and reasonable inferences. In a subsequent work, Carton (1971, qtd. in Rubin 1987) discussed in detail inferencing as a strategy used by L2 learners. The

same year Rubin initiated research concerned with the strategies of successful learners and reported her results in a paper in 1975. She assumed that if such strategies could be identified, they would be made available to less successful learners. Later, in 1981 Rubin classified strategies in terms of processes that may contribute directly to learning (i.e. clarification/ verification, monitoring, memorisation, guessing/ inductive inferencing, deductive reasoning, and practice) and those strategies that may contribute indirectly to learning (i.e. creating opportunity to practice and use of production tricks).

Stern (1975, qtd. in O'Malley & Chamot, 1990) listed ten strategies necessary to achieve L2 competency. And Wong-Fillmore (1976, qtd. in Rubin, 1987) identified social strategies used by successful language learners. Tarone (1977, 1981), for her part, studied the communication strategies of L2 learners, and identified several communication strategies which learners use to remain in a conversation (e.g. word coinage, mime, circumlocution, appeal for assistance, approximation, silence or hesitation, questioning, repetition, approximating the speaker's message, and explicit indication of comprehension).

In a concern for identifying the characteristics of effective learners, Naiman et al. (1978) focused on personality traits, cognitive styles and strategies that were critical to successful language learning. They modified Stern's list of the good language learners' strategies reducing it to five general strategies and related techniques. So, the good language learners according to Naiman et al. (1978):

- 1- actively involve themselves in language learning process by identifying and seeking preferred learning environments and exploring them,

- 2- develop an awareness of language as a system,
- 3- develop an awareness of language as a means of communication and interaction,
- 4- accept and cope with the affective demands of L2,
- 5- extend and revise L2 system by inferencing and monitoring.

Hosenfeld (1977), in her turn, reported on the reading strategies of successful and unsuccessful L2 learners using the think-aloud protocol. Then, in a paper published in 1979, she reported on one of the first attempts to train learners using the efficient reading strategies recorded.

In their studies, Cohen and Apeh (1980,1981) were concerned with the strategies used by students for the learning of vocabulary. They identified them and discriminated between facilitating and debilitating strategies to learn vocabulary.

To sum up, it can be said that the research of the seventies contributed to the understanding of language learning through the identification of learning strategies and their classification as elements contributing directly to language learning (cognitive strategies), and those contributing indirectly to language learning (communication and social strategies).

In the same line of thought, studies in cognitive psychology² concerned with understanding the nature of human intelligence and how people think, helped enormously in the understanding of language learning strategies, formulating them in an information processing theoretical model. This model contains an executive or metacognitive function in addition to an operative or cognitive processing function. *Metacognitive strategies* involve thinking about the learning process (planning for learning, monitoring of comprehension or production while it is taking

place, and self-evaluation after the learning activity has been completed), whereas *cognitive strategies* are more directly related to individual learning tasks and involve direct manipulation or transformation of the learning materials. The third type of learning strategies highlighted in the literature on cognitive psychology is *social/ affective strategies* such as asking questions for clarification and co-operative learning, which involves peer interaction to achieve a common goal in learning (see section 1.3.4). In this field, the works of Wenden (1982, qtd. in Wenden 1987, and 1986) were significant for the understanding of learning strategies and the explanation of the importance of metacognitive knowledge in L2 learning. Likewise, the significance of the study of Chamot and O'Malley (1987) was recognised because it presented the first clear contrast between cognitive and metacognitive strategies.

In another study, Oxford (1990) described a scheme for learning strategy use based on virtually all the previous work and used it in developing the strategy inventory for language learning³. She used this wide-ranging inventory in a large-scale factor analytic study discovering a difference in the strategies used by males and females, an issue never explored before. However, her study was criticised by O'Malley and Chamot (1990) for the consequent removal of the various strategies, so grouped, from their original theoretical and empirical justifications. Her listing "*fails to prioritize which strategies are more important to learning, and generates sub-categories that appear to overlap*" (O'Malley and Chamot 1990:103).

Another area to which contributed cognitive psychology studies was to determine the effects of strategy training on different kinds of tasks and learners (L1 learners). Results of these works generally revealed that strategy training was effective in improving the performance of students on

a wide range of reading comprehension and problem solving tasks (Brown et al. 1983, Chipman, Segal and Glaser 1985). In the same fashion, O'Malley et al. (1985, 1987, 1990) compared the improvement on the language tasks in 3 groups of students and related this to strategy training:

- The first group received training in metacognitive, cognitive, and social/ affective strategies.
- The second group received training in cognitive and social/ affective strategies only.
- The third group acted as a control group i.e. directed to whatever they normally would do with the material (without strategy training).

The results showed that the combination of the three types of strategies in training led to an improvement of the performance of L1 learners i.e. a significant improvement of the first group followed by the second. These results justify the findings of Tawinat (2000) who, in his study, determined two factors for Algerian university students' underachievement in their studies:

- 1- Deficiency in language skills (in L1, FL1, and FL2)
- 2- Lack of strategic competence (as he recorded an absence of use of cognitive strategies to acquire knowledge and metacognitive strategies to transfer the knowledge acquired to other tasks/ fields of knowledge)

In effect, many studies have highlighted the importance of learning strategies to educational achievement. When looking for the correlation between metacognitive knowledge and writing performance, Kasper (1997) found that metacognitive strategy training had a positive effect on students' writing performance. She, consequently, suggested to introduce the instruction designed to strengthen students' metacognitive models early in

students' writing instruction. Likewise, Juan and Silveira (1998), in a product-focused approach to text summarisation, found that the fact of receiving clear instruction strategies of how to summarise a text helped intermediate students enhance their writing ability and perform quite similarly to students with an advanced level in English. Urquhart (2005:1) also reported that teaching writing strategies such as re-drafting and pre-writing strategies had "*a positive effect on writing achievement and correlate to higher scores*". In the same way, the study of Nasr and Samadi(1995) revealed that the strategy-based instruction in listening and writing they used with fifth grader pupils helped them enhance their abilities in these two skills. Such research findings that showed a positive effect of strategy training on learning led scholars to recommend the teaching of learning strategies in a series of recent articles (e.g. Lessard-Clouston 1997, Miliani 1998, Hismanoglu 2000, Ngeow & Kong 2001, Anderson 2002, Crandall et al. 2002) because:

using language learning strategies and language learning strategy training in the L2/ FL class not only encourages learners in their language learning but also helps teachers reflect on and improve their teaching.

Lessard-Clouston (1997:6)

O'Malley and Chamot (1990) also report a study undertaken by Chamot, Kupper and Impink-Hernandez (1988) which asked whether and how foreign language instructors would incorporate learning strategy training in their classrooms. Observations showed that the teachers were able to incorporate the learning strategy training, but did so in a number of different ways and with rather varied acceptance from the students. Yet, the results would have been more reliable if the locus of this experimentation was a real class with regular teachers, not 'experts' or researchers. This

study also illustrated the difficulty of taking a set of ideas from research and getting teachers to implement it.

In conclusion, a great deal of research has showed that language learning strategies training was beneficial for L1/L2/FL learners highlighting the importance of investigating and studying learner strategies. Also, researchers claim that though bringing change into the classroom and applying research findings may prove to be difficult, course designers and teachers should overcome this apprehension and benefit from research to incorporate strategy training in language teaching.

1.3.3 The Characteristics of Learning Strategies

When reviewing the literature on learning strategies, one notes that the terminology is not always uniform. The reader encounters the terms “learner strategies” with Wenden and Rubin (1987), or “learning strategies” with O’Malley and Chamot (1990,1994), or “language learning strategies” with Oxford (1990, 1996), but all these terms refer to the same processes used by learners in their learning tasks. Lessard-Clouston (1997:2) reports that researchers agree all learning strategies share at least the four following characteristics:

- 1- Learning strategies are *learner generated* i.e. they are steps taken by language learners.
- 2- Learning strategies *enhance language learning* and help develop language competence as reflected in the learner’s skills in listening, speaking, reading or writing the L1/L2.
- 3- Learning strategies may be *visible* (behaviors, steps, techniques, etc.) such as asking a question, or *invisible* (thoughts, mental processes) such as making a mental comparison.

- 4- Learning strategies involve *information and memory* (vocabulary, knowledge, grammar rules, etc.).

When going through the language learning literature, it appears clearly that a number of further aspects of Learning strategies are less uniformly agreed on. When discussing Learning strategies, some researchers such as Wenden and Rubin (1987) and Oxford (1990) note a desire for control and autonomy of learning on the part of the learner through learning strategies. Cohen (1990) puts it clearly that only conscious strategies are learning strategies, and that the learner is involved in strategy choice. While, Bialystok (1990) explains that consciousness is not a necessity and speaks about four other features of learning strategies:

- 1- ***Strategies are effective:*** *they are related to solutions in specific ways, and they are productive in solving the problem for reasons which theorists can articulate.*
- 2- ***Strategies are systematic:*** *learners do not create or stumble upon the best strategy for solving a problem but uncover the strategy from their knowledge of the problem and employ it systematically.*
- 3- ***Strategies are finite:*** *a limited number of strategies can be identified.*
- 4- ***Strategies are not idiosyncratic creations of learners.***

Bialystok (1990:12)

From another angle, that is a teacher-oriented one, Oxford (1990:9) lists other key features to characterise learning strategies. She states that they:

- 1- *allow learners to become more self-directed.*
- 2- *expand the role of language teachers.*
- 3- *are problem oriented*
- 4- *involve many aspects not just the cognitive.*
- 5- *are influenced by a variety of factors*
- 6- *can be taught*
- 7- *are flexible.*

The above cited characteristics are among the major ones recognised and reported in the literature on learning strategies.

1.3.4 Typology of Learning Strategies

A number of classifications of learning strategies are proposed in the literature. Oxford (1994) speaks of almost two dozen L2 strategy classification systems based on different criteria and that can be put into five groups as follows:

- 1- Systems related to successful language learners (e.g. Rubin, 1975).
- 2- Systems based on psychological functions (e.g. O'Malley and Chamot, 1990).
- 3- Linguistically based systems dealing with guessing, language monitoring, formal and functional practice (e.g. Bialystok, 1981; qtd. in Oxford, 1994) or with communication strategies like paraphrasing or borrowing (e.g. Tarone, 1981).
- 4- Systems related to separate language skills (e.g. Cohen, 1990b; qtd. in Oxford, 1994).
- 5- Systems based on different styles or types of learners (e.g. Sutter, 1989; qtd. in Oxford, 1994).

The existence of this difference in strategy classification indicates a lack of a consensus among researchers on a well accepted system for describing these strategies. Nevertheless, it seems that the typology based on psychological functions is the most widely adopted in research (see Rubin 1987, Oxford 1990, Stern 1992, O'Malley and Chamot 1990, Graham 1997). To take an example, O'Malley and Chamot (1990) display a classification scheme that includes the full range of learning strategies identified in the literature and resulting from research in cognitive

psychology (based on interviews with experts and novices on psychological tasks, and from theoretical analyses of reading comprehension and problem solving). They list these learning strategies under three categories:

- 1- *Metacognitive strategies*: defined as “*higher order executive skills that may entail planning for, monitoring, or evaluating the success of learning activity*” (O’Malley and Chamot, 1990:44). In fact, they refer to knowledge about cognitive processes which may include application of thoughts about the cognitive operations of oneself or others, and regulation of cognition i.e. executive control of self-management through the processes cited above as planning, monitoring, and evaluating.
- 2- *Cognitive strategies*: they are often specific to distinct learning activities and “*operate directly on incoming information, manipulating it in ways that enhance learning*” (O’Malley and Chamot, 1990:44). These strategies “*involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task*” (O’Malley and Chamot, 1990:138).
- 3- *Social/ Affective strategies*: they refer to a broad set of strategies involving “*either interaction with another person or ideational control over affect*” (O’Malley and Chamot, 1990:45). These strategies can be applicable to a large variety of tasks.

In the following table, O’Malley and Chamot (1990:46) describe the different learning strategies that can be put under the three types of strategies mentioned above.

Generic strategy classification	Representative strategies	Definitions
Metacognitive strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organisation of either written or spoken discourse.
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.
Cognitive strategies	Rehearsal	Repeating the names of objects or items to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to insure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using known Linguistic information to facilitate a new learning task.
Social/ affective strategies	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.
	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Table 1.1: Classification of learning strategies

1.3.5 The Importance of the Study of Learning Strategies

More than thirty years ago researchers became interested in the strategies learners use to acquire a language. They looked for the characteristics, frequency, importance and classification of these strategies. The resulting findings appeared to be very helpful for teachers.

In effect, teachers' awareness of their students' learning behaviours and strategies can help them understand how learners approach tasks and difficulties encountered during the process of language learning, detect the effective and defective processes, and then adapt their instruction to their students' needs and teach them some beneficial strategies revealed by research to overcome their linguistic problems and learn more effectively. As pointed out by Chamot (1987:81) "*students could benefit from training in additional strategies that they might not think of using on their own, and that might be more effective for learning*". In the same fashion, other researchers such as Oxford (1994), Graham (1997), Anderson (2002), Crandall et al (2002) and O'Malley and Chamot (1990) insist on the importance of training students to use learning strategies, which can help them become better language learners. Besides "*Intervention by the teacher could help less able students profit from the strategies used by more able students*" Chamot (1987:81). The communication strategies (those tricks used to allow the learner to remain in the conversation), revealed by research, are also important to achieve the aim of communicative approaches. They are used in the development of the learner's communicative competence. Through communication strategies, the learner could not only apply the grammatical rules of a language in order to form grammatically correct sentences but also know when and where to use these sentences and with whom (Oxford 1990).

Another benefit that can be drawn from the study of learning strategies is that when gaining insights into the learning process and the strategies used by learners, practitioners can train learners to use those strategies promoting their autonomy; because nowadays, learner autonomy is seen to be very effective for language learning and for continuing learning even after the end of formal instruction. If one considers the rapid change in science and technology in our modern world, it seems imperative that people be equipped with the skills and strategies necessary to continue learning on their own. Therefore, it is both useful and important to study learner strategies and transmit the effective ones to students as explained in Wenden (1987b:8):

One of the leading educational goals of the research on learner strategies is an autonomous language learner. It is intended that insights derived from the research guide the development of learner training activities so that learners become not only more efficient at learning and using their second language but also more capable of self-directing these endeavors.

1.3.6 Factors Influencing Strategy Choice and Use

Research has identified many factors that can influence learners in their choice and use of strategies. These factors are related either to the learner (motivation, attitudes and beliefs, age, gender, learning style and cultural background) or to the learning situation (type of task and teacher expectations).

Motivation is believed to have a profound effect on the strategies learners choose because of the crucial role it plays in L2/FL learning. As stated by Lile (2002) motivation is the “backbone” of any classroom. Before speaking about the effect of motivation on strategy use it is useful to start with defining what is motivation and its orientations. Gardner

(1985:147) explains that motivation is “*the effort, want (desire), and affect associated with learning a second language*”. Gardner has related the ‘want’ to the goals learners seek to achieve through language learning and has devoted much of his work (along with other researchers interested in motivation in L2/FL learning) to this aspect referred to as the orientation of learners’ motivation. In their early work, Gardner and Lambert (1959) have suggested that motivation can take either an *integrative* or *instrumental* orientation. The former is the desire to achieve proficiency in the target language to identify with and take part in the target community; thereafter, the learner shows interest not only in the target language but in the culture as well. On the other hand, instrumental motivation is the desire to achieve proficiency in the target language for utilitarian reasons such as career enhancement or educational goals. Then, a major issue in research on L2 learners’ motivation was to look at the relationship between these two orientations and achievement in L2 / FL learning. In their early studies Gardner and Lambert (1959) held that an integrative motivation was more important to language achievement being an internal and enduring part of the learner’s personality, whereas instrumentally motivated learners were more likely to be influenced by external factors such as rewards, and therefore their motivation would be less constant. But later, other studies showed the importance of instrumental orientation for L2 learning (Lukmani 1972, Gardner and Lambert 1972) leading to the suggestion that the two kinds of orientation were positive for language learning provided that learners be highly motivated as pointed out in Gardner and MacIntyre (1995:208):

...it is not so much the orientation that promotes achievement but rather the motivation. If an integrative or instrumental orientation is not linked with heightened

motivation to learn the second language, it is difficult to see how either could promote proficiency.

In addition, it should be highlighted that the two orientations do not exclude each other: learners may be both instrumentally and integratively motivated. However, the matter of learners' orientation may be less important for teachers than determining which factors may increase or decrease the motivation of their students and how to lead the latter to active engagement in learning. Working in this sense Keller (1983) identifies four determinants of motivation which seem pertinent to the question of how students approach learning.

- 1) The degree of interest students have in the learning situation.
- 2) The perceived relevance of the learning activities to their needs and aspirations.
- 3) Expectations and attributions regarding success or failure.
- 4) Outcomes i.e. rewards or punishment deemed to result from the learning experience.

The above factors are believed to have a great influence on students' level of motivation, and the latter will shape the choice and use of strategies in learning or accomplishing a task. Indeed, it is widely held that learner motivation has a significant impact on his strategy use as pointed out in Dornyei (2003:21)

Learning strategies are techniques that students apply of their own free will to enhance the effectiveness of their learning. In this sense, strategy use –by definition– constitutes instances of motivated learning behaviour.

Oxford (1990:13), on her part, explains that motivation affects the range and set of strategies used by learners stating that "More highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners". Moreover, it is held that the purpose for which students are learning a language determines the type of strategies they will

use. For example, those learning a language for personal communication will use different strategies than those learning a language to fulfil a graduation requirement. In this respect, Oxford (1990:13) points out that *“motivation is related to language learning purpose, which is another key to strategy use”*.

When considering motivation, one should not neglect the effect of learners' attitudes on it. The attitudes and beliefs a student has towards the target language, its culture, and the learning situation in general will affect the learner's level of motivation, and therefore, his strategy use and choice. Oxford (1994) reports that learner negative attitudes and beliefs are often found to cause poor strategy use or lack of strategic concordance.

The relationship between age and strategy use has also been examined. Chesterfield and Chesterfield (1985) noticed a natural development sequence to the emergence of certain learning strategies. Other studies looked into the relationship between learners' age, their L2 proficiency level and their use of strategies. Results indicated that students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students (Grenfell and Harris 1993,1994).

Gender, on the other hand, has recently received great attention. Oxford and Nyikos (1989) noted that gender had an important impact on strategy choice and use. In their study they found that females showed greater strategy use than males for general study strategies, formal-rule related practice and conversation input elicitation strategies, while males showed no greater strategy use than females on any factor. Similarly, Coates (1986) observed that women seemed to ask more questions than men. Likewise, in a case study of seven male and seven female EFL university students, Hamzaoui (forthcoming) reported that in English essay

writing (FL2) females showed greater use of writing strategies used to generate sentences than males (cognitive and affective strategies), whereas males showed a greater concern to essay pre-writing strategies (metacognitive strategies). Graham (1997), for her part, noted a more careful, planned approach to language learning on the part of female students. All these findings indicate that gender is an influential factor in the choice and use of learning strategies.

Other learner characteristics were found to be significant for learners' choice and use of strategies. Learning style, i.e. general approach to language learning, is claimed to determine the types of strategies used by learners. Analytic-style students, for example, were found to prefer strategies like contrastive analysis, rule learning and dissecting words and phrases, whereas holistic/ global-style students use strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words using paraphrasing and gesturing (Oxford 1994).

The cultural background of learners, was also reported to influence the choice and use of strategies. Hispanics, for example, were observed to use more social strategies than did some other ethnic groups (Oxford 1990), while Asian students seemed to prefer rote memorization to other forms of memorization (O'Malley et al 1985, qtd. in O'Malley and Chamot 1990).

To move to strategy choice and to the influential factors related to the learning environment, we can cite the learning task. In effect, findings indicate that different task types lead students to choose different strategies according to task requirements. For example, learners would not use the same strategies for writing a composition as for listening to a recorded conversation, each task requiring a different set of strategies. In writing learners will use strategies like planning, self-monitoring, substitution and

revision. Speaking, on the other hand, demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring and self-evaluation. In listening, strategies such as elaboration, inferencing, selective attention and self-monitoring will be used, while in reading, learners will rather use reading aloud, guessing, and summarising.

Finally, teacher expectations revealed by classroom teaching and testing methods will have a profound effect on the type of strategies that learners will develop. For example, a teacher may induce his students to discrete-point grammar learning, and lead them to develop some specific strategies such as analysis and reasoning which are less helpful for communication than more global strategies.

1.3.7 Writing Strategies

In the sixties, cognitive psychology renewed interest in the study of human thinking in general and the mental processes of language learners in particular. Then, researchers became interested in the mental path students undertook to learn or realise a language task. Along this line, writing was one of the language skills examined as early as the seventies. Researchers were interested in the common steps and strategies undertaken by successful writers. They highlighted a number of them with different appellations, but generally those steps were grouped under five stages, each comprising several strategies (Frederick 1987):

- 1- *The pre-writing stage*: it is considered to be the most important stage where students brainstorm to select a topic, generate ideas either individually or in groups, gather information, determine the most appropriate purpose and style and develop an outline or a tentative plan.

- 2- *The drafting or actual writing stage*: the student starts writing a tentative product that will require evaluation and revision later on.
- 3- *The revision stage*: this stage and the previous one begin nearly at the same time because as they write, students revise and evaluate in order to make changes if necessary in both form and content. Sommers (1982) sees revision as “*a process of making changes throughout the writing of a draft, changes that work to make the draft congruent with a writer’s changing intentions*”.
- 4- *The editing stage*: when the draft of a writing task is realised, students review the document in the light of decisions made during the pre-writing stage. Form and structure are given more importance than content (in the process approach, this step could be realised either in groups, or with the teacher’s assistance).
- 5- *The publishing or presentation stage*: the student presents a final version of his written text to the intended audience.

Research on writing, in the beginning of the eighties, revealed that the process of writing is not a linear one involving five successive stages, but a recursive one in which the writer returns to various elements of his written product before going ahead to produce more text (Perl 1980,1981). In other words, the writer goes through the first four stages cited above several times before he presents or publishes his final product (see figures 1.2 & 1.3 in section 1.2.3.1).

As mentioned earlier, one of the paramount interests of L2 composition researchers was to compare the writing strategies used by successful writers and those used by unsuccessful ones in order to draw a list of successful writing strategies for the sake of helping unskilled writers. Jones (1982, qtd. in Krapels 1990) compared one ‘good’ L2 writer to a

'poor' one. He found that the 'poor' writer was concerned with the text at the expense of ideas, whereas the 'good' writer allowed her ideas to generate the text. He concluded that the 'poor' writer had never learned how to compose; therefore, lacked writing strategies. And this general lack of composing competence, rather than specific lack in L2 linguistic competence, was the source of her difficulty in L2 writing. Consequently, it was established that writing strategies affect writer's rhetorical structure.

In the study of Kasper (1997) designed to assess the link between the metacognitive knowledge (i.e. awareness and control over one's cognitive activities including learning activities) and the writing performance of L2 students, she found a positive correlation between the two. Moreover, strategy knowledge increased as students advanced in linguistic proficiency. She explained that "*as students gain experience with a given task, we would expect them to learn to use strategies that lead to more efficient task completion*" (p.13). Thereafter, the assumption was held that knowledge of strategies enhances learning and leads to more successful task completion. A finding raised earlier by Brown (1980).

Composition researchers became more and more interested in learners' behaviours during a writing task and used some research tools such as think-aloud protocols, interviews and questionnaires in order to unveil the mental processes of learners when writing. Thanks to these instruments, researchers described the different writing stages permitting the discovery of the different strategies used in each stage and allowing an evaluation of learner strategy use to be exploited for the improvement of his writing performance.

The pre-writing stage was described by Raimes (1987: 451), when he engaged his students in the think-aloud procedure, as follows (most studies agree on this description):

They (students) read the question often a few times, and with occasional rephrasing, then immediately rehearsed for writing. After a few associations, and after occasionally writing down a few notes, they said something about having "to begin with an introduction", and then began to write. They began writing without much prior consideration, even on complex issues.

Concerning planning, it is agreed to happen sporadically during text generation, as Raimes (1987) comments that it tends to refer to learned prescriptions about essay form. Planning is seen to help the writer get back on course during the complex recursive process of writing.

Finally, revision, the concern of many studies for its importance in the writing process, was found to be rather synonymous with editing and proofreading for the majority of learners whether novice writers or advanced ones (Applebee et al. 1986, Yoder 1993, Lehr 1995). The findings indicated that surface level changes predominated over meaning changes in revision and that students rarely made global changes such as starting over, rewriting most of the text, adding or deleting parts of the text, or adding or deleting ideas.

Regarding the end product, McDonough (1995:68) explains that when the think-aloud protocols were compared to the actual final copy of the learner's written text in many studies it was found that the final script was *"less comprehensible than it would have been if material actually rehearsed by the writer had indeed been included"*. Then, he concludes that *"writers in an L2 apparently do not always discriminate between what they have set down on paper and what they have only thought or talked about"*.

Another question which rose the interest of composition researchers, was whether different writing tasks appealed for different strategies used as pointed out in McDonough (1995:67):

It would be interesting to know if different task specifications encourage different attentional foci during the writing process on revising and altering the text, on the conception of the reader's possible interpretation, on planning or rehearsal, on text production.

Such information would be of great interest for practitioners to put forward adequate programmes and syllabuses which would ensure the development of all the sub-components of the writing process and thus help students ameliorate their compositions. This is why, students engaged on a wide range of writing tasks were studied. Jones and Tetroe's (1987) study was concerned with students who produced conventional *narrative* and *argumentative* compositions as well as *writing suitable texts to fit specified endings*. They found that in the conventional tasks of narration and argumentation writers did very little planning; while, those engaged in the ending-sentence tasks planned more. They concluded that the ending-sentence tasks promoted planning activity by providing writers with specific goals to plan for. In another research work, Matsuhashi (1987b) was interested in "revising the plan and altering the text". She gave her subject two essays to realise:

-*A generalising essay*: where the writer made revisions which affected the meaning of the essay during a long time and came back to completed sentences.

-*A reporting essay*: where the writer completed most meaning-related revisions within the current sentence using much less time.

Matsuhashi concluded that the writer used different revision strategies for the two discourse types. Caccamise (1987), for her part, reported two experiments in her work that set preliminary evidence for the organisation of the idea generation process. In the two experiments her tasks varied in three parameters: familiarity (familiar/ unfamiliar), specificity

(specific/general), and audience (adult/ child) of the topics. Her results indicated that the first two variables had little or no impact on idea generation; whereas, the child-audience situation marked a difference. The difference recorded was not in the number of ideas generated when compared to the adult-audience situation, but in the lack of organisation of ideas and lack of elaboration. The reason is that students were so concerned with appropriateness of materials for child-audience that they repeated more ideas, and it took them twice as long to generate new ideas. Basing his analysis on students' product, Reid (1990) too found a difference in the compositions realised for two different tasks (used on the test of written English): a statement of comparison contrast and a verbalisation of graph material. The differences recorded were of overall length, pronominal reference, word length, and word category.

What is clear from the above research findings is that learners use a number of strategies while writing. These strategies are found to differ in terms of mode of discourse, audience, or simply the task itself. However, it is premature to state the extent to which the writing process including strategies change according to the type of writing task proposed, because the range of tasks used in research is still not wide enough. Therefore, more research is needed in this area.

1.4 CONCLUSION

Many educationalists agree that writing is a sophisticated and complex skill difficult to acquire by native speakers and even more by second/ foreign language learners. By the seventies, research renewed interest in rhetoric and writing, the latter was no more seen as a linear activity of planning, writing and revising, but as a complex recursive process where students developed a competence of using some strategies to overcome their problems. This competence was seen to be more important than linguistic competence. Henceforth, language learning research became interested in those strategies used by learners to carry out the learning and writing tasks successfully and go beyond language difficulties. Many studies were devoted to strategy listing and classification with the aim of detecting those strategies used by good language learners and skilled writers in order to help the poor or unskilled ones. As a result, many scholars called for the importance of training learners to use good language learner's/ writer's strategies in the framework of promoting unskilled learners/ writers into skilled ones. However, subsequent research showed that other factors such as age, gender and motivation, may influence the use and choice of learner strategies and affect the effectiveness of the latter. This lead to highlight the importance of considering these factors in a strategy training enterprise.

Research has also looked into the impact of L1 on L2/ FL writing where some evidence of L1 writing behaviours transfer was found. However, conflicting results emerged as to what extent L1 writing strategies were transferred to L2/FL writing and whether the use of these strategies into L2/FL writing was beneficial or not (refer to section 1.2.3.3).

This chapter has also shown that research into writing affected the composition classroom through a display of the different teaching

approaches to writing that witnessed the contemporary language classroom and which accompanied the development in L1 and L2 writing research (section 1.2.5).

To focus our attention on the Algerian learner, the next chapter will examine the development of the writing skill in the Algerian education in three languages: Arabic, French and English.

NOTES

¹ The interlanguage is the language produced by L2 and FL learners who are in the process of learning a language.

² Cognitive psychology is a branch of psychology which deals with the study and learning of systems of knowledge, particularly those processes involved in thought, perception, comprehension, memory and learning.

³ Oxford's (1990:17) taxonomy of language learning strategies is as follows:

DIRECT STRATEGIES		INDIRECT STRATEGIES	
Memory strategies	-Creating mental linkages -Applying images and sounds -Reviewing well -Employing action	Metacognitive strategies	-Centring your learning -Arranging and planning your learning -Evaluating your learning
Cognitive strategies	-Practising -Receiving and sending messages -Analysing and reasoning -creating structure for input and output	Affective strategies	-Lowering your anxiety. -Encouraging yourself. -Taking your emotional temperature.
Compensation strategies	-Guessing intelligently -Overcoming limitations in speaking and writing	Social strategies	-Asking questions. -Cooperating with others. -Empathizing with others.

CHAPTER TWO

THE WRITING SKILL IN THE ALGERIAN EDUCATIONAL SYSTEM: ANALYSIS OF THE CURRENT SITUATION

2.1 INTRODUCTION

2.2 THE ALGERIAN EDUCATIONAL SYSTEM

2.2.1 General Description

2.2.2 Pre-University Education

2.2.3 Higher Education: a Description of Studies in EFL

2.3 DEVELOPMENT OF THE WRITING SKILL THROUGHOUT THE DIFFERENT LEVELS OF EDUCATION

2.3.1 Writing in the Primary School

2.3.2 Writing in the Middle School

2.3.3 Writing in the Secondary School

2.3.4 Writing at University

2.3.5 Reflections and Observations on the Teaching of Writing

2.4 CONCLUSION

2.1 INTRODUCTION

As stated in the general introduction, this research work aims at investigating the writing strategies used by EFL university students. For this purpose, it is useful to present the educational context in which our targeted students develop starting from a general description of the Algerian educational system to a more specific one dealing with the instruction received by our learners from the lower levels of education (Primary, Middle and Secondary Schools) to the higher one (University).

This general situation analysis is followed by an exploration into the teaching and learning of the writing skill throughout the different levels of instruction. Teaching approaches, practices and activities used in the three languages (Arabic, French and English) are displayed. Finally, we point to some important observations concerning the teaching of writing at all levels of instruction. This brief situation analysis is aimed to provide the reader with a clearer picture of the conditions that have shaped the educational growth, language development and writing skill acquisition of our EFL students.

2.2 THE ALGERIAN EDUCATIONAL SYSTEM

A general consideration of the Algerian educational system will help clarify the circumstances that have moulded the EFL student's educational background, language proficiency and skill development. The present report opens with a general description and historical record of Algerian education before a description of the different levels of instruction. These are divided into two levels: pre-university and University/ higher education. The first level consists of two stages: the Fundamental School which extends over 9 years (comprising the Primary and Middle Schools) and the Secondary School extending over 3 years.

2.2.1 General Description

After independence, the Algerian school system was in a very difficult situation since the majority of the teaching staff and school administration were French who left Algeria at independence. Since then, education has become one of the major concerns of national development. Initially, the authorities opted for "quantity" as a priority rather than "quality" to answer the needs of the country by providing the needed specialists to fill in vacancies in the different sectors. They, therefore designed a new system of education which promoted "Algerianisation" and "democratisation" in Primary, Middle and Secondary Schools. Though this educational policy helped provide the country with a good number of specialists needed to start the Algerian economy, it gave rise to less qualified people namely in teaching that was to affect a few generations' educational growth.

Along the line of educational "democratisation", the government launched the Fundamental School in the seventies which ensured a compulsory schooling of nine years for all Algerian children starting school

at the age of six. The purpose of the Fundamental School was to develop within the child the material and spiritual elements of socialism by teaching him economics and social sciences based on Arab-Islamic sources and values. However, this system is more likely to hinder the child's normal educational process. The reason is that the huge amount of knowledge given at this stage as well as the study of empirical sciences which require a certain maturity and reasoning go beyond the child's abilities who rather needs at this stage to acquire the basic skills of a language. After the Fundamental School, pupils who pass the final exam (BEF, Brevet d'Enseignement Fondamental) are oriented to Secondary Schools leading them to University, the final stage of Algerian education accessible only to "Baccalaureat" holders.

The Algerian school has gone through a number of reforms which first affected the language used for instruction. After independence, French was still used as the language of instruction in schools. Henceforth, the Algerian government engaged in a huge process of "Arabisation" as early as the seventies. The objective of this process was to spread the use of Standard Arabic gradually replacing French (the coloniser's language) in all domains, starting from education. This policy of maximising the use of Standard Arabic began in the lower levels of education in the seventies to be extended to higher education in the eighties. However, it should be noted that this process was launched without effective preparation: lack of teacher training, teaching materials, and resources for learners, all were factors which hindered the acquisition of Standard Arabic as well as all other subjects taught in Arabic. Furthermore, the Algerian arabised students found and are still finding difficulties to specialise in some scientific fields such as medical studies still taught in French and up till now, there is no

real infrastructure at University level to provide scientific programmes in Arabic (Kenay, 2000).

In addition, the predominance of instruction through Standard Arabic and the low subject matter coefficient as well as limited teaching time and resources allocated to French and English language teaching (respectively first and second foreign languages) led the younger generations (those born in the late seventies) to encounter real learning problems in both foreign languages. This is clearly felt at University level, where the majority of new entrants display serious deficiencies in both speaking and writing. Miliani (2001:14) explains that the language problems our learners face are namely due to the neglect of the Algerian socio-linguistic reality in language planning, stating that:

Language (foreign and national planning), as well as teaching have always responded to considerations or policies imbued with partisanship far from the sociolinguistic reality of the country.

2.2.2 Pre-University Education

As noted earlier, the Algerian pre-university educational system consists of three levels: the Primary School (lasting 6 years), the Middle School (lasting 3 years), and the secondary school (lasting 3 years). The first nine years are called Fundamental/ Basic education, starting from the age of six. It is aimed to ensure the standard norm of nine-year schooling for the vast majority of Algerian pupils. The last three years are called secondary education. Standard Arabic is the first language learned by pupils at school. This language is used as the medium for teaching all subjects (i.e. mathematics, natural sciences, physics, chemistry, history, geography, Islamic sciences, philosophy) in the course of pre-university years. French, the first foreign language (FL₁) is not introduced till the 4th year of Fundamental education, when the pupil is supposed to have

mastered the basic elements of Arabic. In 1993-94 there was an experimental attempt to teach English as an FL₁ in the 4th year in place of French. However, this experiment was confined to few regions, and ended in failure because neither the sociolinguistic background nor the human or material resources were available for the success of this enterprise. In general, all Algerian pupils start learning English as a second foreign language (FL₂) in the Middle School from the 8th year (8AF) of Fundamental education to the last year of the Secondary School (3AS). This gives a total of five years of English before University.

It should be noted that from October 2003, a new educational reform was applied. According to this reform, the Primary School extends over five years and the Middle School over four years. French is taught from the second year of the Primary School and English is introduced in the curriculum from the 6th year of Fundamental education (The first year of the Middle school). When the pupil leaves high school at eighteen, he will have learned English for seven years in the new system. Yet, it should be highlighted that the subjects of this study were concerned with the old educational system, this is why a description of this system is provided below.

Table 2.1 presents the different subjects studied in the Fundamental School and the number of hours allocated to each. At the end of a nine-year Fundamental schooling period, pupils sit for the BEF examination and the scores obtained for this exam added to those obtained during the 9th year of study (9AF) will allow them to pass to secondary education. The latter lasts three years and is based on orientation towards different options/streams according to the results obtained in the Fundamental School. Secondary education aims to prepare pupils for the Baccalaureat examination held at the end of 3AS which is the requirement for University

entrance. There are two types of Secondary Schools: technical Secondary Schools which prepare pupils for University technical studies such as electronics, computing, civil engineering; and general Secondary Schools which prepare pupils for all other disciplines, including English. Table 2.2 displays the different options in the general Secondary Schools, the subjects taught in each option as well as the number of hours per week devoted to each subject. It should be pointed out that the majority of EFL students come from “Lettres et sciences humaines” stream (i.e. letters and human sciences), and “Lettres et langues étrangères” (i.e. letters and foreign languages) as shown on table 2.3 which provides an example of the option and the number of students from each option enrolled in the English section of our University during the academic year 2002-03.

Subjects	1 st stage			2 nd stage			3 rd stage		
	number of hours per week			number of hours per week			number of hours per week		
	1AF	2AF	3AF	4AF	5AF	6AF	7AF	8AF	9AF
Arabic	14	14	12	8.30	7	7	6	5	5
French	0	0	0	5	5	5	5	4	4
English	0	0	0	0	0	0	0	4	5
Mathematics	6	6	6	5	5	5	6	6	5
Islamic education	2	2	2	1.30	1.30	1.30	1	1	1
Civic education	0	0	1	0.30	0.30	0.30	1	1	1
History	0	0	0	0	0.30	0.30	1	1	1.30
Geography	0	0	0	0	0.30	0.30	1	1	1
Study of the environment	0	0	1	2	2.30	2.30	0	0	0
Natural sciences	0	0	0	0	0	0	3	3	3
Technological education	0	0	0	0	0	0	3	2	2
Art	2.30	2.30	2.30	2	2	2	1	1	1
Music	1	1	1	1	1	1	1	1	1
Sport	1.30	1.30	1.30	1.30	1.30	1.30	2	2	2
Total	27	27	27	27	27	27	31	32	32.30

Table 2.1: Distribution of school subjects and hours in the Fundamental School

SUBJECTS	1AS number of hours per week		2AS number of hours per week					3AS number of hours per week				
	L	S	LHS	LFL	IS	NS	ES	LHS	LFL	IS	NS	ES
Mathematics	3	5	2	2	2	5	6	2	2	2	5	7
Physics	2	6	2	1	1	5	5	0	0	0	5	6
Natural sciences	2	5	1	1	1	5	2	0	0	0	5	2
Arabic	6	4	6	4	4	3	3	7	4	4	3	3
French	4	3	4	4	4	3	3	3	4	3	3	3
English	3	2	3	4	3	3	3	3	4	3	3	3
Spanish	2	0	0	3	0	0	0	0	4	0	0	0
History & geography	4	3	4	4	4	3	3	4	4	4	2	2
Islamic sciences	2	2	2	2	4	2	2	0	0	4	0	0
philosophy	0	0	0	0	0	0	0	7	5	5	3	3
Art	1	1	1	1	1	1	1	0	0	0	0	0
Music	1	1	1	1	1	1	1	0	0	0	0	0
sport	2	2	2	2	2	2	2	2	2	2	2	2
Total	32	34	28	29	27	33	31	28	29	27	31	31

L: Letters

S: Sciences

LHS: Letters and Human Sciences

LFL: Letters and Foreign Languages

IS: Islamic Sciences

ES: Exact Sciences

NS: Natural Sciences

**Table 2.2: Distribution of school subjects and hours in the
Secondary School**

<i>Baccalaureat option</i>	<i>Number of students enrolled</i>
Letters and Human sciences	77
Letters and Islamic sciences	07
Letters and Foreign Languages	54
Natural Sciences	30
Total	168

Table 2.3: First year English students' entry profiles for the year 2002-2003

Finally, it should be noted that students learn English for at least five years before entering University. However, their knowledge of the English language and culture is in general inadequate due to many factors such as overloaded programmes, insufficient teaching time, little systematic language practice, fewer writing tasks, and a limited background knowledge as regards the foreign language culture.

2.2.3 Higher Education: a Description of Studies in EFL

In Algeria, English is a second foreign language. It is neither a medium of instruction, nor used in the government, or involved in any societal function. It is a foreign language in the sense that it is learned at school and at University for further studies, job requirements, visits abroad etc... Nowadays, the English language is witnessing an increased interest in Algeria for economic reasons. It is necessary for international exchanges, it is used in banks and other national enterprises such as NAFTAL (the Algerian oil company), as well as foreign companies like BECHTEL, ELPASO, or British Petroleum (international oil companies); it

is also used in computing, a field witnessing increasing advance these years.

At University level, those students who need to specialise in the English language, enrol in English departments for a "Licence de lettres Anglaises" i.e. a BA degree. This four-year degree normally allows students either to enter professional life and become a secondary school teacher of English, or upon an admission test to continue and undertake post-graduate studies. However, since the chances to find a teaching job have become very narrow, Licence holders have turned to a variety of other jobs such as banking, journalism, translation with foreign oil companies etc.

Before the 1980s, the time spent for a Licence was 3 years; the enrolled students were Baccalaureat holders with a minimum score of 12/20 in English and an overall average of 11/20 in the Baccalaureat examination. Priority was given to literature students i.e. students from "série lettres". The motives of English students at that time according to Bouhadiba (2000) were more integrative (refer to section 1.3.6 for the definition of integrative motivation) and cultural than vocational. They were the result of the environment in the city (American and English folksongs and films, the British council, the Afro-American institute). The faculty consisted of Algerian teachers and expatriates from UK, Australia, New Zealand, India and USA.

The situation started to change by the mid-eighties, and coincided with the 1986 crash in oil prices. At the same time the Ministry of National Education became involved in the design of new teaching methods based on the Communicative Approach. And by the beginning of the nineties the advent of computing in Algeria permitted a new system for the registration of University entrants (still in use). The Baccalaureat holders were oriented

to the English 'Licence' by computer on the basis of their scores obtained in the Baccalaureat exam, the choices they made, and the Baccalaureat option. The motives became more instrumental than integrative/ cultural i.e. to get a job (Bouhadiba 2000). Regarding the University teaching staff, it consisted of Algerian teachers trained locally. The amount of time to complete a 'Licence' changed also, it was extended to four years. The first year aims at consolidating the basis of the language already acquired in Secondary Schools. Therefore, the modules students are concerned with deal mainly with the teaching of the target language system and skills: grammar, written expression, listening comprehension, reading comprehension and oral expression, in addition to phonetics, linguistics, and the Arabic language and literature. The language based modules are taught until the second year only, except for listening comprehension and oral expression which are kept in the 3rd year. Content modules such as civilisation and literature are taught in the second, third and fourth years. The following table provides the distribution of hours per week and per year for the cited modules at each level (used in the Department of Foreign Languages of the University of Tlemcen).

YEAR	MODULES	NUMBER OF HOURS PER WEEK	NUMBER OF HOURS PER YEAR
FIRST	LISTENING COMPREHENSION & ORAL EXPRESSION	3H	90H
	WRITTEN EXPRESSION	3H	90H
	READING COMPREHENSION	1H 30min	45H
	GRAMMAR	3H	90H
	PHONETICS	1H 30min	45H
	INTRODUCTION TO LINGUISTICS	1H 30min	45H
	ARABIC	1H 30min	45H
TOTAL		15H	450H
SECOND	LISTENING COMPREHENSION & ORAL EXPRESSION	3H	90H
	WRITTEN EXPRESSION	3H	90H
	GRAMMAR	3H	90H
	PHONETICS	1H 30min	45H
	LINGUISTICS	1H 30min	45H
	BRITISH LITERATURE	1H 30min	45H
	BRITISH CIVILISATION	1H 30min	45H
	AMERICAN LITERATURE	1H 30min	45H
	AMERICAN CIVILISATION	1H 30min	45H
	ARABIC	1H 30min	45H
TOTAL		19H 30min	585H

Table 2.4: English 'Licence' curriculum modules

YEAR	MODULES	NUMBER OF HOURS PER WEEK	NUMBER OF HOURS PER YEAR
THIRD	LISTENING COMPREHENSION & ORAL EXPRESSION	1H 30min	45H
	PHONETICS	1H 30min	45H
	BRITISH LITERATURE	1H 30min	45H
	BRITISH CIVILISATION	1H 30min	45H
	AMERICAN LITERATURE	1H 30 min	45H
	AMERICAN CIVILISATION	1H 30 min	45H
	LINGUISTICS	1H 30 min	45H
	EDUCATIONAL PSYCHOLOGY	1H 30 min	45H
	ARABIC	1H 30 min	45H
TOTAL		13H 30min	405H
FOURTH	THIRD WORLD LITERATURE	1H 30 min	45H
	ENGLISH LITERATURE	1H 30 min	45H
	LINGUISTICS	1H 30 min	45H
	TEFL	1H 30 min	45H
	BRITISH & AMERICAN CIVILISATION	1H 30 min	45H
	EDUCATIONAL PSYCHOLOGY	1H 30 min	45H
TOTAL		9H	270H

Table 2.4: English 'Licence' curriculum subject and time distribution

It should be pointed out that in the fourth year, students are also required to choose between writing a long essay or attending teacher training sessions in a Secondary School.

Regarding EFL students' use of the three languages L1, FL₁, and FL₂ in the foreign language department of the University of Tlemcen, English is used in all their language and content based modules, except for

educational psychology which was a module taught in French until 2001-2002 when it started to be taught in English. Besides English and French, Arabic is taught as a separate module and concerns language and literature.

However, the Algerian English degree student is still found to be lacking in foreign language competence. Bouhadiba (2000 :104) explains that this is due to two factors:

1. *No adequate responsive educational or pedagogical programmes have been suggested this far. The BA curriculum dates back to the 1980s (perhaps prior to this date) and no substantial change has been brought about in spite of the drastic changes in the social-economic environment.*
2. *The teacher lacks qualified ELT professionalism despite new ELT methodologies and approaches that proliferate in the market. The teaching is often done hastily with no suitable teaching material or adequately trained instructors.*

Finally, it should be reminded that the Algerian learner of English can rarely have the opportunity to practise the language outside the classroom, namely after the closure of British and American centres at the beginning of the 1990s for employees' security. These centres used to help English language learners and provide them with useful learning materials. Moreover, newspapers and magazines published in English can rarely be found on the market. In fact, direct contact with the language does not exist except through networks via satellite television or the internet and through the written literature available in University libraries and some bookshops. Consequently, except for the possibility of mailing through the Internet, the Algerian learner of English has a unidirectional type of contact with the

foreign language which is not sufficiently motivating for him to learn English successfully.

2.3 DEVELOPMENT OF THE WRITING SKILL THROUGH THE DIFFERENT LEVELS OF EDUCATION

To understand the way Algerian EFL students write, it is important to consider how they have been taught writing in the three languages (Arabic, French and English), from their early years of schooling to their entrance to University. The following sections aim to report how the writing skill has been taught in Algeria throughout the different levels of instruction.

2.3.1 WRITING IN THE PRIMARY SCHOOL

The Primary School is the first institution which introduces and familiarises the child to instruction. It lasts six years starting from the age of six and constitutes the first two stages of the Fundamental School: the 1st, 2nd, and 3rd years being the first stage; and the 4th, 5th and 6th years being the second stage (see table 2.1).

Algerian pupils are first introduced to writing in Arabic (L1) at the Primary School. During the 1st year, learners are exposed to a number of written words and required to memorise their shape. Afterwards, they move to the study and writing of letters in isolation, then, within words. The construction of simple sentences comes later through oral exercises involving the description of pictures using scrambled words.

During the 2nd and 3rd years, written activities are still related to oral activities where pupils are provided with pictures with which they have to build a story. Thanks to the correction and guidance of the teacher this story is almost learned by heart. Thereafter, a written activity follows consisting of filling gaps with the appropriate vocabulary to construct the

oral story. The gaps are first replaced by words, then, by sentences as learners become more advanced.

It is not until the 4th year that pupils are introduced to paragraph writing of four lines containing an introduction, a development and a conclusion. At this level, teachers introduce some discourse markers such as connectors. The writing activity is teacher guided: he prepares pupils to write by eliciting ideas on a certain topic, writes them on the board, organises them with the pupils, asks the pupils to write a paragraph using the ideas raised and models a final piece of writing asking the participation of all pupils.

During the 5th and 6th years, learners still write paragraphs, but longer ones of six or seven lines based on oral activities or text reading. However, many texts appearing in the pupils' book are complex and beyond their understanding and create a serious problem for teachers. As Krashen (1985) explains, input¹ should be comprehensible to drive forward interlanguage development and change, pupils learn from meaningful materials and cannot learn from materials beyond their level of understanding. In addition, the texts chosen for the 5th and 6th year textbooks most of the time deal with difficult topics (such as "speech, its advantages and disadvantages") tending to demotivate pupils. As a matter of fact, many topics which used to interest learners a few years ago, have been withdrawn from the present reading and writing syllabuses. Speaking, reading and writing about the pupil's immediate environment (at the butcher's, the grocer's, the baker's), or about religious and cultural events such as "Ramadhan" (the fasting month), or "Almawlid annabawi" (The birth of the Prophet Mohammed) used to be more motivating according to many pupils. Thus, showing little interest in the present topics and lacking motivation to study them, pupils in general do not seek to excel in their

writing activities. Other factors have also contributed to pupils' lack of interest in composition and Primary School teachers' lack of involvement:

- 1- Lack of motivating materials to develop learners' written expression such as attractive pictures, interesting topics, comprehensible texts, and audio-lingual equipment.
- 2- Low frequency of writing activities allocated in the curriculum: pupils are asked to write a composition once a fortnight only which is regarded by teachers as insufficient to develop learners' writing skills and strategies.
- 3- Pupils are not sufficiently exposed to Standard Arabic, the language of instruction, to be able to produce richly written texts. Algerian Dialects being different from Standard Arabic linguistically (grammatically and phonologically), pupils must, therefore, learn almost a new language in the Primary School different from their mother tongue. Furthermore, many Primary School teachers do not use Standard Arabic to speak to their pupils in class because they want to be understood, which reduces exposure to Standard Arabic and opportunity to learn it (Tawinat, 2000).
- 4- Finally, it is important to insist on reading as a support to the development of the writing skill. In theory, a 45 minute session every week is devoted to book reading in years 4, 5 and 6. But, the majority of Primary Schools do not possess a library where pupils can borrow books to read. As a result, the reading session is rarely carried out by teachers for lack of material and interest in reading.

Concerning FL1 (French) at the Primary School, it is introduced in the 4th year and enjoys five hours weekly as compared to twenty hours weekly for Arabic (all subjects included). In the French sessions, pupils discover the Latin alphabet and its writing (quite different from Arabic because of the shaping of letters and direction of writing). Pupils practise the drawing of letters for a long time before moving to writing words. It will take them some time before they can internalise Latin phonemes and graphemes and understand the relationship between sounds and letters. By the end of the 4th year they will be able to construct orally and write simple sentences with the teacher's guidance. At the 5th and 6th levels, a reading comprehension session precedes the writing activity which is either a fill-in-the gaps exercise (where gaps are first replaced by words then by sentences at an advanced level) or answering questions to make up a dialogue or a paragraph. Therefore, throughout the three years, writing is a guided activity. By the end of the 6th year, pupils can write a paragraph of four or five lines. However, pupils will leave the Primary School (by the age of twelve or thirteen) unable to compose freely and write an error-free paragraph. Some of them will not be able even to write their names correctly in French. This writing deficiency can be linked to the following factors:

- 1- The reduced teaching time and the overloaded syllabus: pupils have not enough time to process all the new information and skills they are exposed to.
- 2- The 5th and 6th year textbooks offer difficult texts that are often beyond pupils' understanding, for example "La légende d'Icare" ; "Les gypaètes attaquent" "Le hareng saur", are titles of texts proposed in these books. Moreover, the topics chosen by the textbook designers are not exciting

and no colours are used for pictures to catch learners' attention and make the lesson attractive. Consequently, many pupils tend to lose interest in the French class sessions and to neglect both reading and writing.

3- Priority is given to oral expression over writing.

2.3.2 WRITING IN THE MIDDLE SCHOOL

The Middle School is the third and last stage of Fundamental Education. It lasts 3 years at the end of which the learner sits for the final institutional examination, the BEF exam. The results of this exam are added to the school year results with an average mark of 10/20 to allow entrance to the Secondary School. During this stage, the pupil carries on learning Arabic and French (FL₁) in addition to English (FL₂) which is introduced at year 8 of the Fundamental School (i.e. the 2nd year of the Middle School, see table 2.1 for the distribution of hours over the subjects which are learned at this level). In the Middle School, the writing skill is supposed to be further developed in the three languages, alongside the other three skills.

In Arabic, pupils write a paragraph not exceeding ten lines (containing an introduction, a development and a conclusion) at the end of each unit. They should write one composition every two weeks. The writing activity synthesises all that has been studied in the unit and starts with the reading and comprehension of a text. During the pre-writing session the teacher uses some pre-writing strategies such as brainstorming, writing ideas on the board, writing an outline and organising ideas into an outline. However, though pupils produce nearly twelve compositions a year, their writing performance is evaluated by many teachers to be average or below average since the majority of pupils produce compositions with

grammatical mistakes, sentence misconstructions, inappropriate vocabulary or simply incoherent paragraphs (Tawinat, 2000). On the other hand, pupils' oral expression is said to be better than their writing which may be a consequence of the priority given to speech over writing in the Fundamental School. Some factors have been found to be responsible for the pupils' low performance in writing in Arabic :

- 1- The results of Arabic syllabuses evaluation, undertaken by INRE (1999), indicate that textbook contents are outdated, de-motivating and non-realistic, in sum inadequate to meet pupils' level.
- 2- Lack of reading which is a basic skill closely related to the development of writing. Though a reading session is devoted, officially, to the practice of reading in the Primary School, this activity is rarely done due to a lack of books. Consequently, many pupils are not used to reading and do not like doing it outside the classroom.
- 3- Pupils are limited in their writings for two reasons: the selected topics and the length of their compositions. At the end of each unit, pupils are required to write a composition related to the theme studied and the texts read in that unit whether motivating or not, whether interesting or not. But pupils are not allowed to speak about their personal feelings, experience, or imagination. They are given a framework within which they have to write their composition. On the other hand, to facilitate the writing task for pupils and the correction task for teachers, pupils are asked to limit their compositions to one paragraph of eight to ten lines. This length limit prevents the writer from

expanding on his ideas and elaborating his composition. So, how can this handcuffed pupil produce rich, interesting, creative, original pieces of writing?

With regard to French, that was learned in the Primary School for three years, pupils reach the Middle School still unable to express themselves either orally or in writing. They can hardly answer teachers' questions in class and most of the time they use ill-constructed sentences containing grammatical mistakes. At the end of each textbook unit (there are about ten units for a whole year) pupils do one or more writing tasks. These tasks are graded in difficulty: they take the form of fill-in-the gaps exercises (cloze exercises) and answering comprehension questions related to a text. Then, answering questions to build up a paragraph and writing a paragraph according to a given model. During the 8th and 9th years (8AF, 9AF) pupils are required to produce paragraphs of six to eight lines on the different modes of discourse such as narrating a story, writing an interview or a report. These writing activities are preceded by a pre-writing session where teachers in collaboration with pupils try to establish the writing norms of the discourse type required then elicit ideas, provide the necessary vocabulary, draw a plan and organise ideas. Finally, each composition is followed by a correction session. However, teachers find difficulties to teach with the official textbooks containing many outdated texts with no illustrations, and therefore, unattractive for pupils. Moreover, no progression is felt to exist in the curriculum across the three years. Consequently, it is most unlikely that given these conditions pupils will acquire the writing skill successfully or be interested in writing at all.

English, the second foreign language (FL₂) is introduced for the first time in the 2nd year of the Middle School (the 8th year of the Fundamental School (8AF)). At this level, pupils have some knowledge of Latin

graphemes, and writing mechanics as a result of their learning of French. This is supposed to help them to learn English. However, foreign language learning is not always successful namely in remote rural and southern areas of Algeria due to a lack of teachers or teaching materials. The time devoted to the teaching of English weekly is four hours for 8AF and five hours for 9AF (see table 2.1). At the Middle School, pupils learn basic English structures and vocabulary. Writing is controlled through cloze exercises, scrambled sentences, matching sentences and completing dialogues. However, the Communicative Approach used to teach English prevails oral skills over writing.

It should be noted that pupils face some difficulties to learn English due to several factors. The programme is heavy with an average twenty units a year, and language forms and functions are presented in a linear fashion. Moreover, being constantly pressed by time constraints requiring them to complete the programmes and achieve the objectives, teachers of English tend to overlook their pupils' real abilities to understand and devote little time to the practice of the taught items. Their teaching task is even more complicated by the lack of some supporting materials such as pictures and audiotapes.

In conclusion, learners in the Fundamental School system are being introduced to so many skills and so much information at the same time (see table 2.1) namely in the Primary School, and their linguistic and cognitive capacities are so much overestimated that they cannot cope with learning. As a result, they accumulate deficiencies and lacunas, not only in their oral and writing performance in the three learned languages, but also in their performance of the other subjects such as Maths or Sciences.

2.3.3 WRITING IN THE SECONDARY SCHOOL

Secondary education lasts 3 years (1AS , 2AS , 3AS) during which pupils are prepared for the Baccalaureat examination; Arabic, French, and English are part of the curriculum regardless of pupils' streams i.e. literary, scientific, or technological.

However, learners coming from the Fundamental School and entering the Secondary School have not developed efficient thinking and linguistic skills that allow them to produce a good performance in writing. In Arabic, many pupils reach the Secondary School unable to write coherent paragraphs using adequate cohesive devices. Strikingly, these learners show a deficiency not only in their linguistic abilities but in their cognitive abilities as well (Tawinat, 2000). At the Secondary School level, the pupil is introduced to essay writing for the first time: he is exposed to a wide variety of types of writing such as reports, bibliographies and stories as well as different types of discourse such as explanation, discussion, synthesis and analysis. The frequency of writing sessions is one hour a week for literary stream pupils and one hour every fortnight for scientific stream pupils. Yet, many writing difficulties are encountered by the Secondary School learner. He is required to write long essays which consist of several paragraph, while he was used to write only a short paragraph. Moreover, he is asked to write creatively and expand on his ideas, while he was used to mechanical writing, always needing a model and already explained ideas in class to write a composition. So how can this pupil produce something that he has never been taught?

In French too, pupils are exposed to different types of writing (letters, fiction stories, reports, and summaries) and modes of discourse (description, argumentation, instruction, and exposition); pupils are required to write paragraphs or essays depending on the writing task.

Writing activities are dealt with at the end of each didactic unit. The latter is taught in a maximum of ten hours of which three hours are devoted to writing. The first hour is the pre-writing session which is based on the text read at the beginning of the unit where the teacher explains the characteristics of the type of writing as well as the mode of discourse required, introduces the necessary vocabulary, and gives guidance for some pre-writing strategies such as eliciting ideas and planning with the participation of pupils. Sometimes the pre-writing session takes the form of written exercises related to the text read. The following session is that of composing where attention is drawn to grammar and vocabulary, followed by draft correction and re-writing. Then, the last session is devoted to final correction after teacher's feedback to papers written at home. It is important to note that teachers of French also complain about the inadequacy of the textbook in use as well as the teaching materials. In effect, the results of an evaluation of syllabuses of French undertaken by INRE (1999:32) at the level of Secondary education reveal that contents are too technical inducing a non-lasting mechanical learning which demotivates pupils. In addition, the syllabuses' objectives are over ambitious for the pupils' real proficiency level. Moreover, in the whole curriculum, the French language is taught in a vacuum i.e. separately from the culture of its people, thus depriving the pupils from an important cultural background (see section 1.2.4). All these factors lead pupils to achieve poorly in writing because though writing is given greater emphasis in the Secondary School (to prepare pupils to sit for the Baccalaureat examination), pupils have not been given the opportunity to build a solid linguistic and cognitive basis on which to settle their writing skill. The matter is even more complicated by very ambitious syllabus objectives:

how can we expect a pupil who can hardly construct an error-free sentence to argue, prescribe, or synthesise?

English teaching in the Secondary School is aimed to consolidate the knowledge of linguistic items and skills acquired in the preceding years. In 1AS, the focus is on three main components: grammar, vocabulary and study skills such as how to keep notebooks, use a dictionary and cooperate with each other. The syllabus objectives are to build communicative efficiency in learners through meaningful purpose, spontaneous desire to communicate, correct grammar and reasonable fluency. In 2AS, the teacher focuses on the development of communication by teaching at the same time some communication strategies and language structures, whereas in 3AS, assuming that pupils have built up a range of necessary communicative skills, the teacher turns to systematic teaching of some discourse modes and language functions. However, due to the difficult aspects of some discourse types such as the expository or the argumentative, these are often skipped by teachers to limit writing activities to the usual production and reproduction, controlled and free composition including transferring a paragraph into a dialogue or expanding notes into a text. Yet, one striking observation about English language teaching in pre-university education, is the difference in skill focus. While emphasis is put on the development of oral skills in the Middle School, and the first and second year of Secondary education, the writing skill is given due attention only in the third year of the Secondary School which is not enough to prepare students for formal examination requirements. By the end of Secondary education, pupils are supposed to express themselves in fluent, accurate and meaningful English both orally and in writing. However, reality shows opposite results embodied namely in the disappointing low scores obtained by pupils in the Baccalaureat examination. In fact, many reasons can be

cited for students' low performance in writing and speech, among them: overloaded programmes and insufficient teaching time, divergence between classroom activities and examination requirements leading pupils to develop negative attitudes towards communicative activities and group work, and finally the over-ambitious syllabus objectives which do not go in line with pupils' real cognitive and linguistic capacities.

2.3.4 WRITING AT UNIVERSITY

The new Baccalaureat holders enrolled in the English department normally spend a period of four years study to graduate and obtain the English 'Licence' degree. During this period students are theoretically assisted and trained to become English teachers² in Fundamental and Secondary Schools or to carry on post graduate studies at University upon an admission test.

In the Department of Foreign Languages of the Faculty of Arts, Human and Social Sciences, at the University of Tlemcen, students are taught all the subjects in English. Arabic is used only to teach Arabic literature. It should be noted that French used to be the means of instruction for the module of educational psychology till 2001-2002, but this module is taught in English now (see section 2.2.3 for further details).

Many new entrants to University have serious deficiencies in English. In spite of their five years of pre-university English learning, most students have difficulties in both oral and written expression modules. In class, teachers report students' inability to construct appropriate error-free sentences. Likewise, when writing they seem to be unaware of the basics of writing such as the mechanics of writing (e.g. capitalisation, punctuation, indentation), grammar (e.g. subject-verb agreement, use of pronouns) and vocabulary (e.g. frequently using anglicised borrowings from French).

Their compositions are merely a list of ideas lacking cohesion and coherence. To have a clearer idea about the first year university student's writing proficiency level, Ourghi (2002) carried out a research work in the Foreign Language Department and analysed short texts written by new university students during the first two weeks of the academic year 1999-2000. He distinguished two proficiency levels: low-intermediate (nearly 80% of the new students) and high-intermediate (around 20% of the new students) describing each category as follows:

High-intermediate (developing) level	Low-intermediate (basic) level
Abilities: -accurate grasp and use of writing mechanics (fair accuracy in punctuation, spelling and capitalisation) - correct construction of different sentence patterns; ability to write a meaningful text and to convey clear ideas, despite the problem of inadequate vocabulary); - good knowledge of cohesive ties and discourse-organising connectors; - ability to expand short paragraphs into a whole text. Lacks: - lack of contextual knowledge (unawareness of readership); - insufficient composing strategies (drafting and revising); - a tendency to be prolific (free writing) without monitoring one's performance	Abilities: Production of short texts; division of texts into two paragraphs; convey ideas with clear difficulty. Lacks: - Lack of control of basic syntactic structures; inadequate knowledge of writing mechanics; limited vocabulary; - Unawareness of useful writing micro-skills and composing strategies.

**Table 2.5: Description of students' proficiency levels
(Ourghi 2002:42)**

At University level, writing is taught as a separate module during the 1st and 2nd years of graduation. The teaching time allocated to it is three hours a week (see table 2.4). The official curriculum draws the broad lines of the syllabus and its objectives: in the 1st year students are expected to

learn to write short text types respecting the rules and conventions of written English i.e. a correct use of grammatical rules and sentence patterns, appropriate use of vocabulary and good organisation of ideas. This is done through a focus on practice of the basics of the writing system, sentence construction and paragraph writing (topic sentence and supporting sentences). Another objective of the first year syllabus is to introduce students to some study skills such as outlining and note taking in addition to essay and *précis* writing.

In the 2nd year, the student is assumed to be able to master the sentence and paragraph structures and is once again exposed to essay writing introducing the different writing techniques and modes of discourse before being introduced to research methodology and creative writing.

In sum, the aim of the written expression course is to prepare EFL students for the class/ home assignments they are required to write, or the examination they are to take in the various modules of their curriculum without losing the objective of preparing a future English teacher. But though the official curriculum provides the guidelines of the writing course, it leaves the teacher free to make decisions concerning module goals, content, teaching materials and method used. As a result, the written expression course is taught through distinct principles, practices and different materials depending on the teacher's field of knowledge, competence, experience and own analysis of students' needs. This is why in the present work, we have designed a questionnaire addressed to teachers of written expression in the Department of Foreign Languages, University of Tlemcen (the context of our research) in order to have a clearer idea of the content of the written expression course addressed to subject students. This questionnaire is presented and analysed in chapter five.

2.3.5 Reflections and Observations on the Teaching of Writing

The preceding sections attempted to briefly examine writing instruction received by an EFL university student during his studies, which can be divided into three stages: the Fundamental School, the Secondary School and University. Though writing is taught in the three instructed languages: Arabic, French and English, this skill and the related strategies and cognitive processes are first acquired in Arabic. The research described in section 1.2.3.3, namely that reported by Gaskill (1986), Hall (1987), Arndt (1987), Montague (1995) and Nasr and Samadi (1995), indicates that learners transfer language skills acquired in L1 to L2 and FL learning. We, then, believe that what learners acquire regarding the writing skill and related strategies in L1 will be used to cope with learning to write in the foreign languages. Therefore, it is important that the teaching of writing in Arabic be well managed, cautiously carried out and effective.

The first principles of writing are acquired in the Fundamental School. As already mentioned in the Primary School, writing is based on oral expression activities i.e., pupils are introduced to the topic orally, they acquire the necessary vocabulary and language forms through repeated practice and learning by heart, then reproduce the text in writing. Though this practice provides the learner with the necessary tools to produce a piece of writing, it presents two dangers for future written production:

- First, that pupils will confuse between written and spoken discourse as explained in Kennedy (1994:14):

Topics which have been mentally organised and routinized for spoken discourse would not meet written discourse standards, since written discourse is not merely writing as one speaks.

Then, being used to transform oral discourse into writing, pupils will continue using colloquial and inappropriate expressions in their writings. This is noticeable in the essays written by the subjects in the present study namely in L1 and FL1.

- Second, from an information-processing perspective, the pupil's awareness of planning, controlling and organising information plays a central role in developing his writing ability, whereas automatized or routinized cognitive processes (such as those acquired from an oral expression practice) will not be consciously examined, and therefore, cannot allow development of the learner's writing performance.

We have also mentioned that in the Middle and Secondary Schools, most writing activities in the three languages are preceded by text reading, comprehension of the topic, presentation of the related vocabulary and language structures, and a display of the writing type and the discourse mode used. The pupil is thus familiarised with the type of material he is required to reproduce as well as the necessary lexis, syntax and discourse patterns needed to fulfil the writing task. Moreover, the teacher guides him throughout the different steps to write his composition i.e. pre-writing, writing, and post-writing activities, but is this a beneficial teaching method? The answer can be found in the evaluation of Arabic, French and English syllabuses used in Fundamental and Secondary education, carried out by INRE (1999) which reveals that the teaching methods used neither develop pupils' autonomy, as the teacher does most of the work, nor encourage their creativity and initiative. Indeed, though the preparation to the writing task described above represents short term benefits i.e., it guides and helps the learner carry out the writing task, it bears the long term drawbacks of forming an assisted writer, a conditioned one in the

behaviouristic sense needing a stimulus to respond. In other words, if provided with a model, ready made ideas and the necessary language, the learner can write a good composition, but if asked to produce a creative piece of writing, to express a personal view, analyse or criticise a situation without prior exposition to the topic, he will be short of words, unable to write the composition, or he will produce a poor piece of writing. As a result, the writing instruction received by our pupils was meant to form writers who depend on what is read or said, on the sorts of meanings they have been exposed to and therefore unlikely to be able to develop a personal manner of writing and an influential convincing style. Mortad (2000) explains that one of the reasons of pupils' failure in Algerian pre-university education is their lack of autonomy and teacher dependence. Indeed, our pupils will always expect the teacher to assume responsibility for clarifying writing goals, defining writing steps and monitoring progress. Yet, to improve as writers, pupils must learn to actively set, regulate and monitor their own progress towards those cognitive goals related to writing. Therefore, it is important that writing instruction encourages learners to develop an accurate metacognitive model as emphasised in Anderson (2002)³:

Rather than focus students' attention solely on learning the language, second language teachers can help students learn to think about what happens during the language learning process, which will lead them develop stronger learning skills.

However, most students sadly lack this metacognitive ability. Though pre-university teaching initiates pupils to the use of some writing strategies (cognitive strategies), it does not provide them with the necessary metacognitive strategies which allow them to reflect on their writing, monitor their progress, evaluate the outcome of their writing and transfer

the use of learned strategies to new tasks. This is why in its report, INRE (1999) recommends a change in the syllabuses used in pre-university education that would put "*the learner at the centre of any pedagogic undertaking*" and use "*the pedagogy of discovery based on problem solving and metacognition*"(p.51)⁴. In fact, lack of metacognitive strategies, makes learners unaware of the usefulness of the cognitive strategies learned, and unable to transfer their use to other similar tasks. For this reason researchers maintain that metacognitive strategies are more important for language learning than cognitive ones as pointed out in Graham (1997:42) who explains that the distinctions made between these two sets of strategies,

...are important partly because they give some indication of which strategies are the most crucial in determining the effectiveness of learning. It seems that metacognitive strategies, that allow students to plan, control, and evaluate their learning, have the most central role to play in this respect, rather than those that merely maximize interaction and input [cognitive strategies].

In effect, many research works have established a positive correlation between metacognitive knowledge and effective learning. Collins (1994) and Schoenfeld (1987) have demonstrated in their studies a positive relationship between metacognition and performance on tasks such as reading and mathematical problem solving. This link has also been established between metacognition and writing performance by Devine(1993) and Kasper (1997) who suggest that it is especially important to design activities which target and develop students' knowledge of efficient writing strategies. They also add that instruction designed to reinforce students' metacognition (i.e., train them to develop, monitor, and evaluate a plan of action that will help them successfully complete a

writing task) should be introduced earlier as an integral part of writing instruction.

Consequently, lacking higher order thinking skills, the Fundamental School pupil is unable to carry successfully a writing task without help and guidance either in Arabic or in the foreign languages. Indeed, research findings have revealed that poor acquisition of language skills in L1 lead to learners' weakness in the same skills in L2/ FL (Carson 1990, Burkhalter 1990). In fact, the matter is even more complicated with French and English as they are foreign languages in which the pupil is not as competent as he is in his first. Later, at the Secondary School, he continues writing on topics where he is required to use different discourse patterns and writing types without consciously setting writing goals and examining the process through which he goes to accomplish the writing task.

Higher education involves students in a continual problem-solving task, but for the learner who comes from the Secondary School unequipped with the necessary linguistic and cognitive skills, it is difficult to assume the role of a University student. Our learner, therefore, will reach an agreement with teachers satisfying both parts with teachers dictating lectures and him passively writing, feeling at ease with this type of instruction and finally pleased by the examination-oriented teaching. However, this practice will negate even more the student's cognitive abilities that will be reflected in his writings being unable of criticising, synthesising, analysing coherently a situation and ultimately undertaking research. Noticing this linguistic and cognitive deficiency on the part of students, University teachers will once again miss the point in their teaching by emphasising language forms and structures paying little attention to the metacognitive aspect. Indeed, without linguistic competence one cannot reach effectiveness in writing, but that students develop their metacognition to achieve writing

competence is as important. Thereafter, students should be taught to set their writing goals, and to develop effective strategies to reach these goals such as planning, monitoring and evaluating during the task of writing. Consequently, teachers and researchers have to work along new and similar lines in developing a learner-centred curriculum that will stress cognitive and metacognitive growth of learners and emphasise teaching of thinking through writing. This should be done from the early stages of education to transform the actually passive students much like drawers in which we stock information retrieved in its initial form on the exam day, into real active learners capable of knowledge transformation, critical in their writing, coherent in their argumentation and reasonable in their judgements.

Though the EFL student's lack of composing competence due to lack of cognitive and metacognitive strategic knowledge represents an important reason for his writing difficulties, other factors adding to this writing deficiency can also be enumerated: teaching methodologies, instructional practices, teachers' competence, teaching/ learning environment and the socio-cultural environment, as will be reported below.

While pre-university language policy, before the eighties, was based on form-focused instruction, the policy applied to the Fundamental School in the eighties and nineties implemented a task-based approach to language teaching where learners were given tasks to do expecting that this would lead to language development. For example, comparing one another's car will drive forward the learning of comparative forms. This approach, called Communicative Language Teaching, is based on the belief that *language is communication* and that *meaning is primary*. However, the priority given to these two principles overshadows form. Thus being interested in communication, the pupil may neglect language forms and be satisfied with

the use of deviated forms since they transmit his message, but the danger is that these forms may be acquired and even fossilised. The drawback of this approach will namely be reflected in writing where pupils will produce pieces of writing full of mistakes and language misconstructions that may hinder comprehension. In fact, the low linguistic ability of our learners not only in the foreign languages but in Arabic as well may stem from this teaching approach which tries to build the learner's communicative competence neglecting their linguistic competence. In addition, while teaching emphasises the development of the pupil's fluency, the examination standards still favour accuracy over fluency. Thus, the pupil finds himself at a loss between these orders of priority. In sum, if the task-based approach is adopted in language teaching it should give due attention to language form to enable an appropriate interlanguage development. For this purpose Skehan (1998:4) highlights three important points to be considered when adopting the task-based approach:

- how tasks are selected to maximize the chances of a focus on form;
- how tasks are implemented through pre-and post-task activities, as well as task adaptation;
- how performance on tasks can best be conceptualised and evaluated.

In addition, the examination mode and principles should be in line with the teaching approach adopted, which is still an unclear objective.

Some studies also showed that certain instructional approaches meant to develop the composing competence rather hindered the development of learner writing process (Hildenbrand 1985, Jones 1985, Rorschach 1986, qtd. in Krapels 1990). The point in case is the composition length limits imposed on pupils. Till the 9AF the pupil produces a paragraph not exceeding ten lines whether in L1 or FL₁ in order

to facilitate the writing task for pupils and the marking task for teachers. However, this length limit prevents the learner from developing his ideas and using extended discourse. Moreover, this long established habit will be reflected in his writings at the Secondary School and mostly at University where he is more required to write an extended discourse. In this case, the student will be either short of words, unable to produce long reports, or will produce a long piece of writing carrying many repetitions and incoherent parts.

In this survey of the possible reasons for our learners' writing deficiencies, one should also mention the problem of mixed-ability classes that teachers face at all levels of education in Algeria. Administrators and educational authorities find it convenient to assume that all learners are the same and therefore consider that the units and sequences of the syllabus fit equally all learners regardless of their styles, preferences or abilities. In addition, given the large number of students in a classroom, the teacher will not be able to pay attention to each individual learner to answer his needs and remedy his lacks whether in writing or in any other language skill. Finally, teachers are not adequately prepared to teach mixed-ability classes and large classes. Few of them are taught how to implement an official syllabus or to use a course book or techniques to adapt materials to different groups of learners. The teacher is, then, left with almost no guidance to face these problems and is often led to improvise.

Finally, the Algerian socio-cultural background should also be mentioned as a factor of pupils' failure in writing for it offers no real opportunities to practise and develop intellectual and literacy activities in general and writing activities in particular. The pupil hardly writes outside the classroom activities. Even letter writing that was once widely done is now less practised with the appearance of some new technological

advances such as the telephone. As a result, letter and card writing are confined to few occasions like the New Year. Similarly, reading is rarely done by pupils since they quench their thirst for knowledge through other means such as the TV, ignoring the importance of this skill to develop their writing performance. Indeed, reading allows learners to acquire vocabulary, sentence structure, discourse construction and use of connectives, all necessary for writing. Unfortunately, both skills are rarely practised outside the classroom, and this happens only with pupils coming from educated families who encourage their children's positive attitudes towards reading and writing, whereas those learners whose parents are illiterate or almost illiterate do not enjoy the same guidance and encouragement towards the development of those language skills.

2.4 CONCLUSION

This chapter tries to provide a description and analysis of the teaching/learning situation in Algeria. This description has embraced the early school years of the learner till his admission to University to shed light on his educational background. In addition, an examination of the development of the writing skill throughout the different levels of education in the three languages Arabic, French and English has also been provided to understand the circumstances that have shaped the writing behaviour of the Algerian EFL student.

The examination of the teaching/learning situation of writing has revealed that the Fundamental School writer is always provided with a model, ideas and the necessary vocabulary to write a composition. Though this teaching procedure presents the short-term benefits of helping the pupil in his composition task, it trains a teacher-dependent writer always waiting for the teacher to clarify writing goals, define writing steps and evaluate progress. This type of instruction does not allow for the cognitive and metacognitive growth of the learner. Moreover, the limitation on the length of the compositions and on the ideas expressed, that are imposed on the pupil, are bound to be an obstacle to the development of his writing competence.

In sum, the main conclusions that can be drawn from this discussion is that pre-university education does not pay due attention to the development of learner metacognition and therefore, it seems to fail to produce a self-reliant effective writer, capable of criticising, analysing, synthesising and presenting coherent convincing arguments; in short a well prepared writer to cope with modern University education requirements. Furthermore, it is noticed that the educational system in Algeria, namely at

the Fundamental School level, rewards memorisation and rote-learning, whereas inquiry and reflection are neglected, avoided and sometimes even frowned upon. In fact, it is this lack of emphasis on thinking in schools which is at the source of learners' writing difficulties and affects the knowledge acquired in the other school subjects badly. Therefore, an urgent need for a reform of the whole educational system is required, which would emphasise the development of thinking skills in learners, as early as the Primary School.

NOTES

¹ The input is the language which a learner hears or receives and from which he or she can learn. The language a learner produces is by analogy sometimes called output.

² Due to a lack of teaching jobs, the graduate students have to pass an additional newly introduced regional professional examination with a national content in order to have access to available jobs. The examination is organised only in the wilayas where teaching posts are available.

³ No page was provided in the electronic source.

⁴ Il ne faut pas perdre de vue que l'apprenant est au centre de tout projet de formation. Il est donc conseillé de privilégier la pédagogie de la découverte fondée sur la résolution de problèmes et la métacognition.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURE

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3.1 INTRODUCTION

The purpose of this chapter is to deal with the implementation of the research project. The description of the research design and data collection procedures is crucial to the reader's understanding of findings and for the replication of the study. Then, the following sections will be devoted to a description of the procedures used to elicit data for this study.

First, the reader is reminded of the research problem, research questions and hypotheses in order to pave the way for the understanding of the design and methodology of this research. Then the profile of the students who participated in this study is drawn i.e. their number, age, and educational background.

Finally, the research design and procedure are described i.e. the type of data used, research instruments, what the subjects were asked to do, and what types of analyses were undertaken for data treatment. In addition justification for the choice of methods for data collection and analysis is also provided.

3.2 RESEARCH QUESTIONS AND HYPOTHESES

Writing is an essential skill for university students, mainly for language students preparing for an English BA degree (*Licence -és- lettres anglaises*), because their academic performance is evaluated by means of written assignments and examinations. However, students often complain about their difficulties when writing in English while teachers complain about receiving poor pieces of writing in terms of grammatical correctness, coherence, organisation, or style. Moreover, it has been observed by the faculty at the Foreign Language Department that this writing deficiency is also found in Arabic (L1) and French (FL1) - two languages used for teaching two modules of the English degree curriculum i.e. Arabic and educational psychology (see section 2.2.3). These observations indeed reveal that writing is quite problematic for EFL university students, and this situation has led us to ask the following research questions:

- 1) What are the strategies used by EFL students to write a narrative essay in Arabic, French and English? And are these strategies similar or different across the three languages?
- 2) Do EFL students use the same writing strategies in Arabic, French and English across the four years of study?
- 3) What are the strategies used by the best graded students in Arabic, French and English? And is student achievement in writing related to strategy use?
- 4) What are the implications of this study for learning and teaching the writing skill to EFL learners?

Since writing is not solely a linguistic production but a thinking process as well, we suggest to look into students' writing processes, as they embark on a writing task, in order to unveil the different thoughts,

strategies and behaviours these students use to fulfil their compositions and overcome their writing difficulties across three languages: Arabic, French and English. The above research questions have enabled us to formulate the following hypotheses:

- 1) There is a similarity between the strategies used to write a narrative essay in the three languages: Arabic (L1), French (FL1) and English (FL2).
- 2) There is a correlation between student strategy use in Arabic, French and English and year of study.
- 3) There is a correlation between student strategy use in Arabic, French and English and achievement in writing.

With these hypotheses in mind, we have aimed at the following objectives:

Firstly, identify the strategies used by EFL university students for essay writing in Arabic French and English and classify them.

Secondly, Compare the strategies used for essay writing in Arabic French and English to find out whether or not the same strategies are used across the three languages

Thirdly, investigate the relationship between three variables: the strategies used (a dependent variable), students' year of study (an independent variable) and the language used in essay writing (an independent variable).

Fourthly, we have also used another dependent variable: students' grades obtained on their essays, and recorded the strategies used by the best graded students in order to examine the relationship between the strategies used and achievement in writing in the three languages.

3.3 SUBJECTS

The sample of subjects taking part in this study is made of university students enrolled during the academic year 1999-2000, in the English degree course offered by the Foreign Language Department of the Faculty of Arts, Human and Social Sciences, at Abou Bakr Belkaid University in Tlemcen. The present work is a case study involving four students randomly selected from each level of instruction (i.e. 1st, 2nd, 3rd and 4th year). two male and two female students were taken from 1st, 3rd and 4th year levels, and one male and three female students from the 2nd year. Sixteen students in all participated in this study.

These students are in the 17 to 27 years old age group. Their mother tongue (MT) is the western variety of Algerian Arabic while their first language (L1) is Standard Arabic. It should be pointed out that the terms MT and L1 are often used interchangeably in the literature. But the linguistic situation of Algeria compels the researcher to discriminate between these two terms. MT is the term used for the language acquired at home (a spoken form of dialectal Arabic), and L1 is used for Standard Arabic that is the national language and the first language learned at school and used as a means of formal instruction. French and English are respectively the students' first and second foreign languages.

Before entering university, the subject students have learned English in Middle and Secondary Schools for five years, whereas French has been learned for nine years i.e. since the fourth year of the Primary School (for more details refer to section 2.2.2). Communicative Language Teaching is used for English and French instruction.

At university, students use English in language and content based modules, except for educational psychology which was taught in French until 2001-2002. This module is now taught in English. Then, the subjects

of this study at the 3rd and 4th years were taught this module in French. Arabic is taught as a separate module and concerns language and literature. Regarding students' proficiency level in English, it is estimated as follows:

1st year students: low intermediate

2nd year students: intermediate to high intermediate

3rd year students: high intermediate to advanced

4th year students: advanced

Yet, it should be noted that in this study we will refer to students' "year of study", not "level of proficiency".

3.4. RESEARCH METHOD AND DESIGN

This section is devoted to a description of research methods and tools used in this study. In doing so, we will discuss the advantages and disadvantages of each research instrument, and justify our choice of procedures for data elicitation.

The present research work is a **case study** involving sixteen EFL students at the University of Tlemcen. Four students were randomly selected from each year of the English 'Licence' degree. The case study as a research methodology is defined by Adelman and Kemmis (1976:140, qtd. in Nunan 1992) as a study where "One selects an instance from the class of objects and phenomena one is investigating and investigates the way this instance functions in context". In this respect, the case study is regarded by some researchers as being a limited type of ethnographic research¹ (Bartlett et al., 1982). However, Nunan (1992) argues that though the case study can be similar to ethnography in "its philosophy, methods and concern for studying phenomena in context" (p.75), it is different in three main aspects:

- 1- The case study is generally more limited in scope than an ethnography.

- 2- Ethnography is essentially concerned with the cultural context and cultural interpretation of the phenomena under investigation.
- 3- Unlike ethnography which utilises only qualitative field methods, the case study can use quantitative and statistical methods as well.

However, some researchers claim that the major barrier to doing case studies lies in the extent to which a research finding can be generalised beyond the case studied (e.g. Barlett et al., 1982). Consequently, the study of one single case or a small number of cases cannot pretend to be representative of other cases. But at the same time it can be argued that this research methodology provides a detailed study of a few cases that can help enhance our understanding of the issues raised by other cases as Nunan (1992: 89) rightly remarked:

... one can learn a great deal about one's own students in general through a detailed study of one particular student, in the same way as insights into language classrooms in general can be derived from the intensive analysis of a single classroom.

Moreover, case studies provide a database of materials which may be reinterpreted by other researchers, or which may be exploited in a comparative analysis thereby increasing potential for generalizability. Finally, as pointed out earlier the case study generally uses a range of methods for collecting and analysing data and is not limited to a single procedure. This allows a variety in sampling and triangulation of results which is an important methodological aspect of the present research.

Thus, being interested in detailed data on students' writing behaviour, we have opted for case study research. The aim has been to investigate in depth the writing strategies used by individual learners in order to gain insights into the use of writing strategies of larger groups of students.

3.4.1 Instruments

Research instruments in the field of language learning strategies are diverse and various, yet the most widely used ones are the self-report tools. The data obtained from these instruments are accounts provided by the informants themselves that were either written or verbal. Many researchers used self-report tools in the study of learning strategies (e.g. O'Malley & Chamot 1990, Graham 1997) for they are valuable for unveiling learners' cognitive processes and consequent behaviour, although the data are largely shaped by the informant perceptions and beliefs.

The self-report research instruments are generally put under two categories according to the temporal relationship between performance of the task and reporting on the strategies used:

Introspective research instruments: the term introspection is defined by Nunan (1992:115) as,

the process of observing and reflecting on one's thoughts, feelings, motives, reasoning, processes and mental states with a view to determining the ways in which these processes and states determine our behaviour.

This term will be used to cover the techniques wherein data collection is concomitant with the mental events being investigated. The advantage of this data collection approach is that strategies occurring only fleetingly in short-term memory can be identified and reported. This approach is most suitable for receptive tasks or for writing, but it would be difficult to use in reporting on strategies used in speaking. The techniques concerned are think-aloud procedures (verbal reports) and diaries (written reports). In the present study the think-aloud procedure has been used.

Retrospective research instruments: retrospective data are collected some time after the investigated event has taken place. Faerch and Kasper (1987) distinguish between two types of retrospection:

- *Immediate retrospection* i.e., reporting on the processes undertaken in a task that was just completed. This type of retrospection is widely used in research on speaking strategies.
- *Delayed retrospection* i.e., reporting the strategies/ processes used in a task long after it has been performed.

The tools used in retrospection are questionnaires, interviews or diaries that can be administered either right after the completion of the task (immediate retrospection), or a long time after the accomplishment of the task (delayed retrospection) according to the type of information required. Concerning the form of retrospective data, it can be either written as when responding to a questionnaire, or verbal as when answering an interview. In this research we have used delayed retrospection utilising two instruments: the questionnaire and the interview.

The literature on research methodology highlights the importance of multiplying data sources using different types of instruments in order to diversify information sources and analyse the problem from different angles as pointed out by Weir and Roberts (1994: 137):

A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources collected by different methods and by different people (i.e. 'triangulation'). It is now widely held that multiple methods should be used in all investigations.

For this reason, besides the self-report tools, we have used another elicitation technique: a production task. This is commonly used in applied linguistics studies to investigate language learning. It consists in using a stimulus such as a picture, a diagram, a test or any other type of task to obtain data from learners. We used essay writing tasks in the present study.

Then, using a multiple approach to data elicitation can help the researcher to have different insights into the problem and may lead him to develop different conclusions, mainly in a field of research like learning strategies where it is difficult to unveil what learners are thinking about when doing a task. On this point, O'Malley and Chamot (1990:95) remark:

Because different types of data collection procedures may lead to different conclusions about the character and use of learning strategies, some investigators have used multiple approaches to data collection.

In sum, to investigate EFL students' writing strategies, we utilised four instruments: *essay writing* (production task), the *think-aloud procedure* (simultaneous introspection), *questionnaires* and an *interview* (delayed retrospection). Each of these instruments is described below.

3.4.1.1 Essay Writing Tasks

Sixteen students were asked to write in class three essays on the same topic (see appendix 1) using different languages (Arabic (L₁), French (FL₁), and English (FL₂)). The essays were not to exceed 150 words, and had to be written within a period of time of 30 minutes. It should be pointed out that some students went beyond time and length limits. Essay writing was chosen as a task because it is a free type of writing and an elaborated one which may unveil a large number of strategies used by writers and essay writing is typically used to answer test questions in all the modules of the degree curriculum. The mode of discourse chosen for the three topics was narration because students were observed to have a great deal to say when narrating, and therefore, expected to reveal much information about their writing strategies.

After fulfilment of the writing task, the essays were graded by university teachers. It should be noted that these essays were also used to help in the transcription of the think-aloud protocols.

The aim behind using the essay writing task was to elicit students' use of writing strategies in the three languages (Arabic, French and English). We recorded them while they were writing their essays and thinking aloud at the same time. In addition, these essays were also marked to see how well students narrated in the three languages and assess their performance.

3.4.1.2 The Think-aloud Procedure

Think-aloud techniques are instances in which subjects complete a task or solve a problem while speaking about their thought processes at the same time. In other words, they let their thoughts flow verbally in a stream of consciousness fashion without trying to control, direct, or observe them. In writing, this experiment consists in giving a task to the subject, then ask him to verbalise all his thoughts while writing. This verbal report is recorded on a tape, then transcribed, and represents the data used by the researcher to gain insights into the learner's thoughts and writing strategies used. This technique is believed to be closer than retrospective techniques to report mental actions because it is done simultaneously rather than thinking back on actions performed at some prior time (Nunan, 1992).

However, though think-aloud techniques seem to offer almost direct access to learners' thought processes, they have been criticised for presenting a number of problems that call into question their validity and reliability:

Firstly, the framework of thinking-aloud assumes that any information we process goes first into short-term memory before some of it is transferred to long-term memory. It is believed that during this first phase thought can be verbalised. But in tasks which we have learned to perform automatically, short-term memory will be bypassed and therefore thought processes inaccessible to verbal report (Graham, 1997). The

criticism addressed to think-aloud techniques is that thought processes cannot all be verbally reported since most of them are automatic and unconscious. Therefore, resulting protocols are likely to be incomplete and of limited value.

Secondly, it is questionable whether the verbalisation process accurately reflects the cognitive operations underlying performance. In other words, whether respondents are reporting truthfully on their thoughts (Cooper and Holzman, 1983).

Thirdly, it has been objected that cognitive operations undertaken to complete a task are somehow transformed by the subject's efforts to verbalise, and the act of reporting on one's thoughts during a task may influence and change the performance of a task (Seliger, 1983). Talking while writing, for instance, is feared to divert the writer and make him more preoccupied by what he is saying than by the writing task itself. But, here again opposing views can be recorded. Ericson and Simon (1980: 226), for example, explain that thinking-aloud "will not change the structure and course of the task processed, although it may slightly decrease the speed of task performance". Likewise, McDonough (1995) reports that some research works on think-aloud protocols of the reading skill have shown that, in reading, thinking aloud does not affect the process but extends the time needed.

In sum, think-aloud techniques may not report all the cognitive processes undertaken when performing a task, but it can be argued that they can reflect the information that is processed in short-term memory during a normal task execution. In spite of the criticisms reported, the think-aloud protocol remains an interesting instrument to capture learners' mental processes; it has been recommended by many specialists such as Cohen

(1987), McDonough (1995), and Krapels (1990: 51). The latter emphasizes that:

Although composing research literature has questioned the credibility and validity of protocol analysis, the L2 studies that have used it have consistently mined more useful data than those studies that have not, because the data are then comparable across studies.

Nevertheless, using this research tool requires certain conditions to be met in order to maximise the verbalisation of cognitive processes. First, it is advisable that tasks be direct and not calling upon excessive powers of concentration, to make informants devote their energy to the task of reporting. Second, it is recommended that subjects receive training prior to the think-aloud procedure in order to make them aware of what is required of them. Third, some researchers further recommend to remind informants about what they should be commenting on during the reporting. However, these prompts should be carefully worded and of general nature to avoid influencing the report.

3.4.1.3 The Questionnaire

After treatment of the think-aloud data, a second data collection instrument, the questionnaire, was designed and administered to students to clarify some points, check the validity of others raised by the investigator and complete the missing information. Indeed, in a research conducted by Levine and Reves (1998), they found that the think-aloud protocols and questionnaires were two instruments which complemented each other and using only one would give some misleading results. A questionnaire was also addressed to teachers of writing at the English section of Tlemcen University for the purpose of clarifying what teachers actually did in their classes, and understanding the writing process from teachers' perspective.

As mentioned above, the questionnaire is a retrospective instrument, which allows the researcher to determine people's attitudes and beliefs about what they want and what they believe they will do, or have done. The difference with the think-aloud procedure is that this instrument cannot tell us what learners actually do. Moreover, the questionnaire presents some drawbacks such as difficulty of making questions clear, possibility of being affected by low response rates, possibility of being completed in a rush, lack of flexibility and being a one-way instrument not allowing interaction between the researcher and the informant unlike the interview. But at the same time, it presents many advantages calling for its use such as allowing a wider sampling asking everybody the same questions, giving more time to think about answers, providing anonymity and may be proving easier to analyse and quantify results. This is why the questionnaire is a research tool widely used by graduate students undertaking classroom research.

In a questionnaire the investigator can use two types of questions:

- *Closed questions* in which the range of possible answers is determined by the researcher.

e.g. Should learning strategies be taught to primary school children?

☐ Yes

☐ No

- *Open questions* in which respondents can decide what to say and how to say it.

e.g. What do you think of the proposal of introducing learning strategy training at the primary school?

Questionnaires can consist of only closed questions, open questions, or a mixture of both. It should be noted that although closed questions are easier to collect, analyse and quantify, open questions can provide more useful information and are sometimes more faithful to the respondent's opinion.

Finally, when choosing the questionnaire as a research tool, it is important to carefully word questions. The researcher should avoid such questions as:

- *Leading questions* in which he reveals his own attitude,

e.g. Do you think that the enterprise of strategy training in primary schools is utopian and unrealistic?

- *Complex and confusing questions*,

e.g. Would you prefer a short, non-award course (3,4 or 5 sessions) with part-day release (e.g. Wednesday afternoons) and one evening per week attendance with financial reimbursement for travel or a longer, non-award course (6,7 or 8 sessions) with full day release or the whole course designed on part-time release without evening attendance?

(Cohen and Manion (1985: 105-7), cited in Nunan, 1992)

- *Portmanteau questions* where the informant is asked more than one thing at a time i.e. multiple part questions,

e.g. When did you start teaching in this school, what year groups have you been teaching and what teaching approach/ approaches did you use with each?

3.4.1.4 The Interview

In order to understand students' use of writing strategies and some responses to the questionnaire, we used a third instrument of data collection, the interview. This is another type of retrospection which addresses the perceptions of subject students about their writing behaviour and processes because the perceptions of participants, however subjective, are a crucial means to understand their learning

behaviour. In fact, the use of the interview was incited by the advantage of the interaction between the interviewee and the interviewer this instrument offers as compared to the questionnaire. While the questionnaire responses have to be taken at face value, an interview response can be clarified and developed through follow up questioning. There are three types of interviews: unstructured, semi-structured, and structured interviews (Nunan, 1992, Weir and Roberts, 1994).

Unstructured / Informal interview : it is discovery oriented and guided by the answers of the interviewee rather than pre-planned questions of the researcher. This is why the direction of the informal interview is largely unpredictable.

Semi-structured / Focused interview : in this type of interview, the interviewer has a general idea of the direction of the interview and what should come out of it. The interviewer does not present a list of predetermined questions to be answered, but topics and issues to be treated giving enough flexibility for interviewees to develop areas of concern or volunteer unpredicted content.

Structured/ Formal interview : it is the most formal type of interviews. The list of questions is totally predetermined by the researcher observing the same order.

In the present study, the semi-structured interview was preferred to the others because it offers some benefits. Unlike the structured one it is flexible allowing to obtain richer information, and unlike the unstructured interview it permits some kind of comparability and structure for analysis.

However, this instrument presents some disadvantages that may call into question its reliability. The first problem raised is the asymmetrical relationship between participants i.e. the inequitable relationship that may stem from race, gender, class, status or simply personality between the

interviewer and the interviewee where the interviewer has generally much more power that may affect the content of the interview. Another problem is that respondents may be different in terms of their verbal abilities: while some informants will be skilful at providing the appropriate amount of verbal report data, at the appropriate level of specificity, others lacking this ability will be unable to provide the required information. Moreover, the data may be biased by the informant's post-event reconstruction if he has the tendency to create an account of reality which is favourable to him, to sound good, or to provide the type of answer waited from him. In addition the time-consuming nature of interviews effects the size of sampling in a study limiting generalization of results.

Nevertheless, we believe that the interview is a valuable research tool to obtain information on cognitive processes as it allows clarification and development of answers through follow-up questioning as highlighted by Cohen (1998: 38):

... research has demonstrated that verbal reports elicited with care and interpreted with full understanding of circumstances under which they were obtained, are, in fact, a valuable and a thoroughly reliable source of information about cognitive processes.

Then, we ensured that the interview be carefully elicited and interpreted. First, research objectives were established and translated into interview questions under the form of open and closed questions. Like the questionnaire, unclear, leading and portmanteau questions were avoided. In addition, the interviewer tried to pay great attention to the interviewee's answers and behaviours, to avoid talking too much, and not to interrupt the interviewee.

3.4.2 Procedure

3.4.2.1 Piloting the Study

In all methods, the value of piloting instruments before actually employing them in final data collection is paramount...This will help identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper.

Weir and Roberts (1994:138)

Before using the think-aloud procedure, we piloted the instrument with four students (one from each year of study) to try out the procedure, identify the strategies used and establish a preliminary classification. These students were not able to participate in the present study. Participants were given some explanations about the think-aloud procedure and were asked to think loudly while writing three essays on the same topic in Arabic French and English. These sessions were recorded.

The pilot study led to the detection of some problems encountered when using the research instrument. The explanations given to participants prior to the think-aloud procedure proved to be insufficient and students seemed to need more training and more illustrations prior to the experiment. Moreover, it showed the necessity of using additional research instruments as the think-aloud protocols left some writing processes and behaviours unclear.

Nevertheless, these think-aloud sessions allowed the identification of some writing strategies that we tried to describe and name thanks to an initial literature review: many of the strategies recorded matched those identified in the review of literature

(O'Malley and Chamot 1990, Oxford 1985, Tarone 1977 and Graham 1997). Some additional strategies were also unveiled by the protocols and new labels and definitions were developed for these. All these strategies could be classified as metacognitive, cognitive, or social/affective strategies according to the classification scheme proposed by O'Malley and Chamot (1990).

Given the importance of adding other sources of data, we used in our study two retrospective instruments: the questionnaire and the interview. These were also piloted to check for clarity and understanding of questions.

3.4.2.2 The Study Proper

Most of the data collection techniques for studying learning strategies do not necessitate prior informant training. Yet, for the think-aloud procedure, training of informants is recommended (Ericson and Simon 1980, McDonough 1995). O'Malley and Chamot (1990:92) also recommend to use a warm-up procedure prior to the actual think-aloud data collection session stating that:

The advantages in training are to familiarize informants with the collection procedures and to any equipment that may be used in recording the informants' report, and to insure that all informants are using the same verbal report procedure .

Consequently, before the first think-aloud session took place, the investigator held a group discussion with subject students at each level of instruction. During this session she explained the objectives and the different steps of the procedure providing printed examples of think-aloud data and demonstrations. In addition, students were shown how to use the tape recorders and tried out the think-aloud technique. It should be pointed out that some students failed in the first experiment and had to do it again because of misuse of the tape recorder. When the investigator felt that

students understood the principles of this method she invited them to start writing their essays isolating each student in a room with a tape recorder before him, and the essay topic to be dealt with. All students were informed that they were allowed to write 150 words within 30 minutes, but some of them went far beyond these limits in all three languages. Each student was recorded from the beginning till the end of the essay. The experiment was held between January and February 2000. Students were asked to write only one essay at a time to avoid tiredness. Thereafter, the tape script of each student's recording was done by the researcher, and the strategies reported on a card to allow data treatment. The investigator had to deal with 48 different protocols because the sixteen students wrote 48 essays in all (three essays each). Below is an example of a student's tape script when writing an essay in English (FL2). The student made use of French (FL1) to generate ideas while writing in English. The words in italics indicate French words that were spoken only, whereas those underlined indicate when the writer was speaking and writing or self-dictating (on the model provided by McDonough, 1995).

On va voir maintenant.....

on va commencer avec l'analyse des key words.

And we haveokhouse of your dreams

Second one is where it could be that is the place..... where?

Third one is how how it could be your house of your dreams

Fourth one is how it could be.....consist of.

So now let's start

I think that I think what I prefer

I prefer as a Muslim the last house ha ha ha ! (laughing)

The last house that is to say

That is to say heaven or paradise but we're not

We're not there we're not there yet

Alors qu'est ce que je vais faire maintenant

Je vais essayer de..... bon.....

Je crois que j'aime bien.....

J'aime bien la maison de countryside

SoI like to live in a countryside and be a countryman

A country man..... because

It makes me feel a strange feeling a natural one

And also because of the pure air
C'est à dire l'air pur et et aussi la nature
 Yes *la nature* the nature
Every thing is natural that is to say there is no
 There is no there is no
 What could I say or what may I say *c'est à dire s'il n'y a pas de pollution*
 There is no chemical products
 Or prefeable prefeable we say
There is no industry or industrial things... yes!
Bon on va *on move à autre chose* where it could be?...

After analysis of think-aloud data, we needed to check the validity of some results and seek more information on other points in order to verify our research hypotheses. This is why a questionnaire related to the protocols was devised and submitted to the same subjects. However, only 14 students out of the initial 16 answered the questionnaire because two students left university before the end of the year. To make sure that the questions were well understood by the informants, we explained each question using the three languages when necessary before giving students the questionnaire, and asked them to answer in any language they felt at ease with. In addition, before administration of the questionnaire and the interview, each student was provided with the recording of his think-aloud sessions when writing the three essays in order to refresh his memory because some questions were related to their behaviour when writing their essays.

Immediately after analysis of the questionnaire, we provided the 14 subject students with a semi-structured interview to verify our research hypotheses seeking additional information about strategy use and clarification about answers to the questionnaires. Before the interview, each student was asked which language he preferred to use for the interview thus giving them freedom to answer in any language they felt at ease with.

As part of our multiple approach we, then, turned to the assessment of students' essays by university teachers in order to examine the relationship between achievement in writing and strategy use in the three languages.

Finally, in order to give suggestions as to how we might help students solve their writing problems, we needed information on what teachers did in their classrooms and how they perceived their students' writing. This is why another questionnaire was submitted to teachers of written expression (in the department of foreign languages of the University of Tlemcen) in order to find out what they actually did in their classes.

3.4.3 Data analysis

Because of the difficulty of interpreting students' writing processes (i.e. the series of thoughts which are carried out when writing), and behaviours (i.e. the actions undertaken when writing), the researcher resorted to the use of three types of analysis for the treatment of data: quantitative, qualitative, and statistical analyses (Weir and Roberts 1994). Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement. Yet, it should be noted that the researcher had to match appropriately the different types of analysis to the data resulting from the different research instruments as will be explained below.

3.4.3.1 Qualitative Analysis: this analysis is based on the researcher's, observation and interpretation. It is exploratory, descriptive and discovery oriented in purpose. The data subject to qualitative analysis *"may take the form of verbatim descriptions, interviews, written responses, or unstructured observations"* (Weir & Roberts 1994:159).

Then, we used the qualitative method in this study for the analysis of think-aloud protocols, students' questionnaire and interview, and teachers' questionnaire. The qualitative analysis of students' verbal protocols allowed the identification of the strategies used by each student in the three essays, and the comparison between their writing behaviour and processes in the three languages. Moreover, it allowed us to describe each strategy and classify it based on the existing literature (O'Malley and Chamot 1990, Oxford 1985, Tarone 1977, and Graham 1997). We also named additional strategies unfound in the literature.

The qualitative analysis of students' questionnaire and interview, and teachers' questionnaire was undertaken as follows: we collated and interpreted the responses. Then, a key word analysis allowed us to generate categories grouping informants' statements permitting the synthesis of statements. This procedure also allowed to quantify data.

3.4.3.2 Quantitative Analysis: it relies on quantified data which can tell us the frequency with which strategies were used, for example, and in which situations to allow the estimation of their importance or lack of use. The data are summarised in tables in which the numerical data are converted into percentages to permit comparison. It was used for the analysis of think-aloud protocols, teachers' questionnaires, and students' questionnaires, interview and scores.

3.4.3.3 Statistical Analysis: when we wanted to compare between the groups of strategies used by all students to write a narrative essay in each of the three languages, we had to compare the use of 28 strategies (the total number of all the strategies recorded to be used by students) in 48 essays (because the sixteen students wrote three essays each). It was, then, more convenient to use a statistical tool, that is a computer programme to examine the similarity or difference between the

strategies used by students to write in the three languages. Analysis of variance (ANOVA) is a commonly employed measure for establishing the statistical significance of any differences and the extent of those differences. We, then, used a recent computer programme called SYSTAT (version n° 8 – 2000) widely used in ANOVA. In fact, we proceeded to a multivariate analysis of variance (MANOVA) because we had to examine more than two sets of data (as mentioned above we had to examine 48 essays). The computer programme SYSTAT was, then, used for an automatic data classification in order to group subject students according to similarity in strategy use through the three situations. This classification took into consideration all variables previously defined to characterise each member of the sample chosen by the investigator. The type of analysis used in this classification was cluster analysis which is a multivariate procedure for detecting natural groupings in data. SYSTAT provides a variety of cluster analysis methods on rectangular or symmetric data matrices². The distance metric used in this analysis was Chi-square. The researcher sought to classify a set of objects into subgroups. The objects in these groups may be:

Cases: Observations or subjects of research work, that is rows of data. In the present study cases represent students' essays.

Variables: Characteristics or columns of the data. In this work the variables represent the strategies detected in the writing of the three essays.

To close the chapter, we provide the following figure to summarise the present research design.

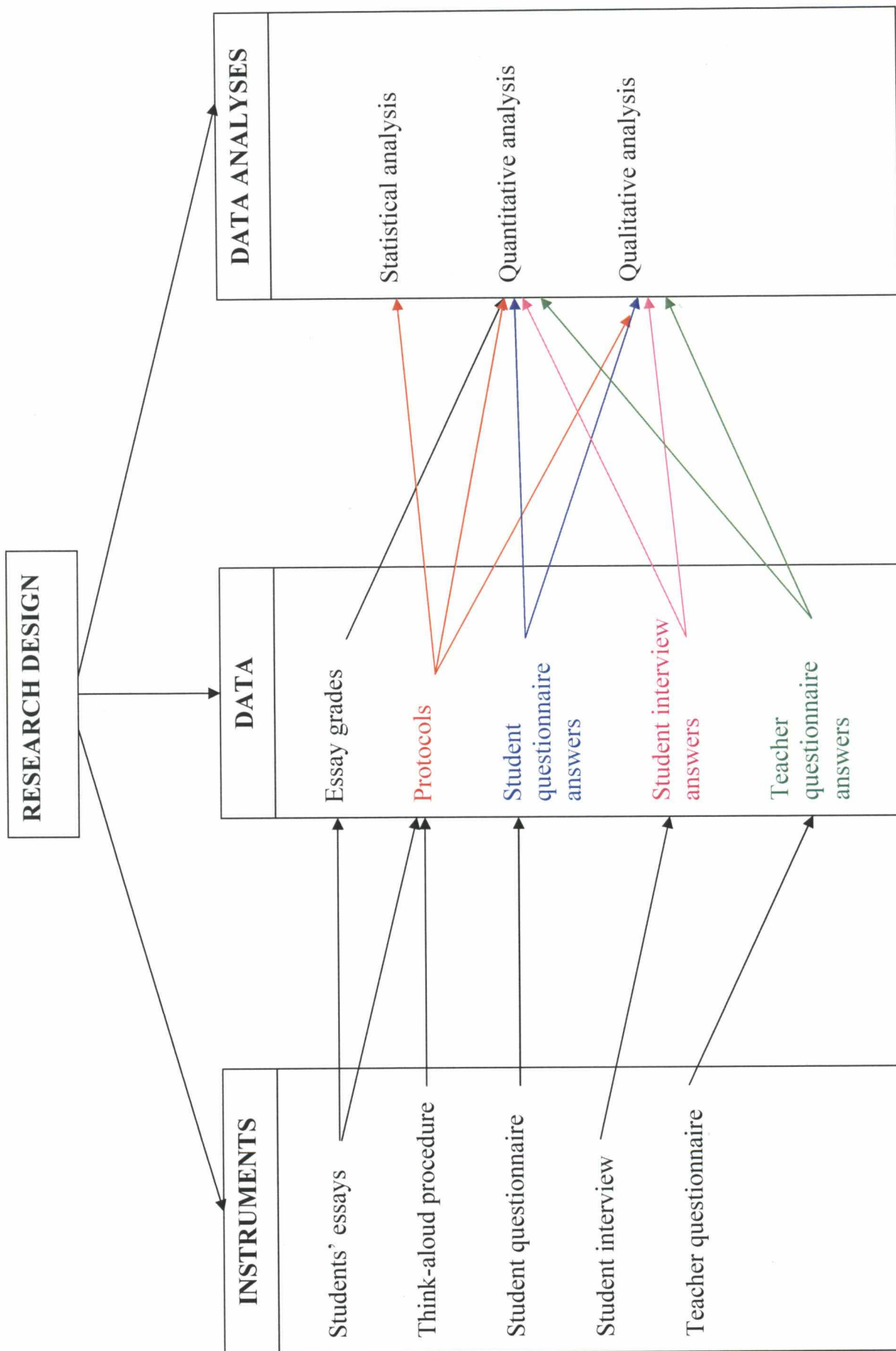


Figure 3.1: Research design

3.5 CONCLUSION

This chapter describes the research design and tries to justify the choice of procedure for data elicitation.

The present research is defined as a case study involving 16 participants i.e., 4 students from each year of study (it should be noted that two students out of the sixteen did not answer the questionnaire and the interview, but participated in the think-aloud procedure). This is a small scale study which has the benefit of studying in depth every individual learner, his writing behaviour and his underlying thinking processes.

The approach adopted in this research is the multiple approach whether for the collection of data (think-aloud protocols, questionnaires, interview, and students' essays); or for the methods of analysis (quantitative, qualitative, and statistical). Yet, it should be noted that the researcher had to match the appropriate method of analysis to different types of data. The qualitative and quantitative analyses were undertaken on all types of data (except essay grades which represented quantified data) to allow a bi-dimensional analysis of data which provides complementary findings. Regarding the statistical analysis, it was used with think-aloud data only as this method was more appropriate for analysis of variance to compare between 48 cases each containing 28 variables.

NOTES

¹ Ethnographic research is a non-manipulative study of the cultural characteristics of a group in real world rather than laboratory settings utilising techniques such as participant/non-participant observation, interviews diaries and journals and providing a socio-cultural interpretation of the research data (Nunan 1992).

² Clusters may be of two sorts: overlapping or exclusive. Overlapping clusters allow the same object to appear in more than one cluster, exclusive clusters do not. In fact, all of the methods implemented in SYSTAT are exclusive. To produce clusters, we must be able to compute some measure of dissimilarity between objects. Similar objects should appear in the same cluster, and dissimilar objects in different clusters. Generally one should use the distance measures when variables are measured on common scales. This is why before one computes a dissimilarity measure, he may need to standardise his data across the measured attributes. Standardising puts measurement on a common scale. In general standardising makes

overall level and variation comparable across measurements. In the present study the columns of variables carry two numbers: 1 and 0. 1 for a used strategy by one case i.e. a student (no matter how many times it was used), and 0 for an unused strategy (see appendix 2).

SYSTAT displays the output of clustering in several ways. For joining rows or columns, it prints a tree. The tree is printed with a unique ordering in which every branch is lined up such that the most similar objects are closest to each other. If you join rows, the end branches of the tree are labelled with case numbers or labels (see appendix 3 for the tree). If you join columns, the end branches of the tree are labelled with variable names. As far as our study is concerned we are rather interested in joining rows.

Before joining cases or variables, one should define how distances (i.e. the distance metric used to compare clusters) between clusters are measured. The present analysis used for the linkage method, Ward's method which averages all distances between pairs of objects in different clusters with adjustments for co-variances, to decide how far apart the clusters are. Moreover, you should also select the type of distance metric to use between objects, the present one is chi-square . This metric is used when the data are counts of objects or events. Distances are computed as the chi-square measure of independence of rows and columns on 2- by-n frequency tables, formed by pairs of cases (or variables).

CHAPTER FOUR

ANALYSIS OF THINK-ALLOUD DATA

4.1 INTRODUCTION

4.2 QUALITATIVE ANALYSIS OF THE THINK-ALLOUD DATA

4.2.1 Definition of Strategies

4.2.2 The Results

4.2.3 Discussion of the Results

4.3 QUANTITATIVE ANALYSIS OF THE THINK-ALLOUD DATA

4.3.1 The Results

4.3.2 Discussion of the Results

4.4 STATISTICAL ANALYSIS OF THE THINK-ALLOUD DATA

4.4.1 Procedure

4.4.2 Interpretation of the Statistical Results

4.4.3 Discussion of the Results

4.5 CONCLUSION

4.1 INTRODUCTION

This chapter is devoted to the analysis of the data obtained from the think-aloud procedure. It first deals with a global analysis of the writing strategies produced by all subject students in the three essays, followed by a comparative analysis of the writing strategies used by students across the four years of study and the three languages (Arabic, French and English). This is done in order to verify our three research hypotheses. Therefore, this chapter is designed as follows:

First, we proceed to a qualitative analysis of students' verbal protocols: we identify the strategies used by subject students while writing the three essays in the three different languages, and establish a taxonomy of strategies independently of the language used. Then, we report on each student's strategy use and writing behaviour across the three languages and the four years of study.

Second, this analysis is followed by a quantitative one in which numerical figures are displayed to enable comparison of the strategies used by students in the three narrative essays in Arabic, French, and English, and across the four years of study.

Finally, as part of our multiple approach to data treatment, we also use a computer programme to analyse the same data statistically to find out whether students used similar strategies to write in the three languages. Therefore, the think-aloud data are qualitatively, quantitatively, then statistically analysed in this chapter.

4.2 QUALITATIVE ANALYSIS OF THE THINK-ALOUD DATA

4.2.1 Definition of Strategies

The students' protocols were analysed qualitatively, and a taxonomy of strategies was established. The pilot study undertaken prior to the experiment proper enabled us to identify some strategies used by students when writing the three narrative essays in Arabic, French and English (The taxonomy used was adapted from: O'Malley and Chamot 1990, Oxford 1985, Tarone 1977, and Graham 1997). But it should be noted that other strategies which were not mentioned by these authors were also identified in our study and added to the list of strategies. We distinguished three main types of strategies used by the students to organise and facilitate their writing or solve their composing and linguistic problems. These strategies were described as: metacognitive, cognitive, and social/ affective strategies. We provide below the taxonomy of strategies used for essay writing uncovered by the think-aloud protocols, the definitions adopted to describe them, and their classification into metacognitive, cognitive and social/ affective strategies. We have used an asterisk to indicate the strategies that were added to those identified by the authors mentioned above.

a. Metacognitive strategies: they involve thinking about the writing task, planning how to deal with it within the time allowed, monitoring the language produced, and evaluating how well one has realised the writing task. The recorded strategies that fall under this category are as follows:

- 1- *Topic reading:* The student reads the topic either once or many times to understand the subject and to preview the organisation of his written work. This seems to correspond to O'Malley and Chamot's (1990) "advance organization".

- 2- *Finding key words*: the learner either underlines or writes down on his draft the key words of the topic to determine the most important things he should speak about in the essay. This strategy is referred to by O'Malley and Chamot (1990) as "problem identification" through key word finding.
- 3- **Brainstorming/Generation of ideas*: the learner starts saying or writing any words/ideas that seem to be in connection with the topic without any organisation.
- 4- *Planning*: the learner organises in advance how to deal with the topic. He generates a plan for the completion of the task outlining paragraphs (introduction, development, conclusion), and thinking about the sequence of ideas to be used in his writing (a strategy recorded by O'Malley and Chamot, 1990; Oxford, 1985 and Graham, 1997).
- 5- **Oral construction* of the text: the learner translates his thought into speech in order to preview the necessary vocabulary to write his essay. Therefore he starts speaking to himself and constructs parts of his text orally before he writes them.
- 6- **Topic consultation*: while writing the learner reads the topic again either to check what he has written and see whether it corresponds to what is asked from him, or to continue writing within the boundaries drawn by the topic.
- 7- **Plan consultation*: while writing the learner returns to his plan from time to time to follow it in the course of his writing. This strategy was generally hidden and difficult to detect.
- 8- *Revision*: During this phase the learner revises what he has written in order to correct and improve the overall text taking into

consideration both form and content. This revision occurred at different times with different subjects: on the draft, while copying down/ transferring from the draft to the exam paper, and on the exam paper. This seems to correspond to O'Malley and Chamot's (1990) "self-evaluation".

- 9- *Self-monitoring*: checking, verifying, or correcting one's comprehension or performance while writing (these strategies have been identified by O'Malley and Chamot, 1990; and Graham, 1997). Five types of self-monitoring were recorded.

Comprehension monitoring: checking, verifying, or correcting one's understanding of a word or a sentence.

Production monitoring: checking, verifying, or correcting one's language production.

Auditory monitoring: using one's ear for the language (trying to hear how a word sounds) to make decisions about spelling for example.

Visual monitoring: using one's eye for the language to make decisions about how a word should be written. For example, the learner writes 'receive' and 'recieve' to decide which spelling is correct.

Style monitoring: an internal stylistic register that the learner uses to correct his writing (his choice of words and the way in which he structures sentences, for example).

- 10- **Time-saving strategies*: these are strategies used by students to save them time and permit the completion of the writing assignment in the allowed period of time. These strategies are metacognitive because they are part of planning as they involve taking decision to write a draft, for

example, or not before the actual writing task begins. This type of strategies is referred to by Oxford (1985) and Graham (1997) as “scheduling” or “organization” strategies. Within this class two categories were recorded:

**No draft:* in order to save time the learner decides not to use a draft and to write directly on the exam paper.

**Start on draft, continue on exam paper:* it is always difficult to write the beginning of an essay, the learner may make many false starts. This is why, instead of not using a draft, some students prefer to write the first sentences on the draft, copy them, then continue on the exam paper. Those learners who fear to make mistakes go back to the draft every time they deal with a complex sentence or idea. Other learners write the introduction and development of their essays on the draft, copy them on the exam paper, then write the conclusion directly on the exam paper.

It is worth noting that *topic reading, finding key words, brainstorming, planning* and *oral construction of the text* can also be described as pre-writing strategies.

b. Cognitive Strategies: they involve applying techniques/ strategies to accomplish the writing task (that is use strategies that help in the production of ideas and language).

1- **Writing in two languages:* this is a strategy used by learners to overcome the obstacle of an unknown piece of language. When the student cannot write an idea in English, for example, he switches to Arabic or French writes the idea then continues in English. Later on, he goes back to this part of the sentence and tries to translate it or modify it. This strategy was used in French and English.

- 2- **Generating sentences in Arabic/ French while writing in English:* this strategy appeared in English writing. Some students used Arabic or French to generate ideas, then translation was done into English to construct the sentence/ sentences.
- 3- *Re-reading:* repeating a chunk of language i.e. a word, a phrase, or a paragraph while writing. This is done to continue writing following the same flow of ideas, but it happens that the writer corrects what was written while re-reading. O'Malley and Chamot (1990) refer to this strategy as "repetition".
- 4- *Translation:* rendering ideas from one language to another in a relatively verbatim manner (O'Malley and Chamot, 1990; Oxford, 1985; and Graham, 1997). Two types of translation were recorded:
- *Direct translation:* when the writer translates from one language to the language used in writing such as translating from French to English:
e.g. ça sort de l'ordinaire _____ it exits from the ordinary.
- *Indirect translation:* the writer translates from one language to a median language, then to the language used in writing. When the learner cannot find his word/ words through a direct translation, he uses a median language which could be Arabic, French, or English depending on the context, to facilitate translation into the language used in writing such as translating from Arabic to French to reach English:
e.g. البستان _____ le jardin _____ the garden
- 5- *Transfer:* while translation is premeditated transfer is not. It happens when the learner uses previously acquired linguistic knowledge to facilitate writing. The student may transfer vocabulary, a grammar

rule or a spelling rule (O'Malley and Chamot, 1990; Oxford, 1985; and Graham, 1997).

e.g. A bomb exploded: transfer of the verb 'explorer' from French to English and addition of an English past inflection.

6- *Language switch*: the learner uses an Arabic or a French term while writing in English without translating (Tarone, 1977).

e.g. efficace ___ for ___ efficient in the sentence: He proved to be very efficace

7- *Approximation*: use of a single vocabulary item, or structure which the learner knows is not correct, but which shares enough semantic features in common with the desired item (Tarone, 1977).

e.g. pipe ___ for ___ water-pipe the garden ___ for ___ the yard

8- *Circumlocution*: the learner describes the characteristics or elements of the objects or action instead of using the appropriate item or structure (Tarone, 1977).

e.g. I want my house to be in a place where everything is available.

In this example, the learner meant 'the market', but couldn't find the word then he used a whole phrase describing the market.

c. Social/ Affective strategies: they involve interacting with another person or using affective control to assist completion of the writing task. In fact when writing their essays, students were isolated in a room where no interaction with other persons was possible. This is why we were not able to report any social strategy, only affective strategies were recorded and we shall use "affective strategies" thereafter.

1- *Avoidance*: Avoiding a task or experience that makes one feel anxious or discouraged (Graham, 1997). Two types of avoidance were detected.

**Word/phrase avoidance*: the learner simply tries not to write unknown or uncertain words, structures, forms or items.

**Sentence abandonment*: the learner starts writing a sentence but is unable to continue. Then, he stops in the middle and abandons the sentence and sometimes the whole idea after some unsuccessful trials.

2- *Risk taking*: this strategy is the reverse of the preceding one. When the learner wants to express a word or sentence and is uncertain about the vocabulary or the structure, he nevertheless uses it (Graham, 1997).

3- **Making false starts*: when the learner doesn't know how to start writing, to break his phobia of writing, he starts writing anything and crosses it out, then writes something else. If still invalid, he crosses it out until he finds the right words.

The three groups of writing strategies described above i.e., Metacognitive, cognitive, and affective strategies will be used in the following analyses of students' strategies.

4.2.2 The Results

After the think-aloud procedure, the investigator collected the records of the four students at each year of study (1st, 2nd, 3rd, and 4th year). Tape scripts were done (see appendix 6). Then, the strategies used by each student in each essay were detected and recorded on a card. These were the data for the qualitative analysis. Attention was paid to the order, range and frequency of the strategies used by students in each essay as well as the

language used in writing, writing pace, and essay writing techniques (the different steps followed to conceive, organise and write the essay). Drafts and final products were also taken into consideration. The protocol of each essay was recorded on a student's card. In fact, our interest was mainly directed to the strategies and actions followed by each student to write in Arabic, French and English at each year of English study and the way in which strategies were used. This analysis was undertaken to verify our three research hypotheses.

The qualitative analysis of individual writers revealed insightful results that we report below. Extracts from students' verbal protocols (that can be found in full in appendix 6) and written essays (that can be found in appendix 7) are provided to support the researcher's arguments. The case of each student is studied and presented separately; for this purpose each student will be referred to by *a letter* indicating his year of study, followed by *a number* identifying him in the sample of the given year:

First year = A:

student 1..... A1
student 2..... A2
student 3..... A3
student 4..... A4

Second year = B:

student 1..... B1
student 2..... B2
student 3..... B3
student 4..... B4

Third year = C:

student 1..... C1
student 2..... C2
student 3..... C3
student 4..... C4

Fourth year = D:

student 1..... D1
student 2..... D2
student 3..... D3
student 4..... D4

We shall refer in the following analysis to the narrative essays as N.E. Arabic, N.E. French, and N.E. English.

Student A1 :

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Planning .Revision while transferring .Production monitoring .Comprehension monitoring	.Revision while transferring. .Production monitoring	.Revision while transferring .Production monitoring
Cognitive strategies	.Translation .Re-reading	.Translation	.Language switch .Translation .Approximation
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

* Each strategy will be mentioned only once no matter how many times it was used by the student

Before starting to write the three essays, this student did not speak of or write down any plan. He seemed to follow the flow of his ideas when writing. But in Arabic his essay was more structured and organised. It consisted of an introduction, a development and a conclusion while the French and English essays lacked the introduction. In addition, when writing his essay in Arabic, the student seemed to follow a certain plan, drawn in his mind. This was inferred from what he said, because when writing his comments were

نبدى بحياته (جدي)... و من بعد مشاركته في الحرب ... و من بعد ... صباحا ... سنتطرق أولا الى ... حياته ...

"I will start with his (the grand father) life ... then I will speak about his participation in the war ... then...ok... we deal first with... his life"

His writing was linear, except for few re-readings done in Arabic. He did not remove any word or phrase that seemed inappropriate, for example, he wrote in N.E. English:

He took part in the Algerian war of independence and *had many or did many exploits or courageous acts*

Likewise he wrote in N.E. Arabic:

و من هذا سأتكلم قليلا عن ما رآه أو بالأحرى ما عاشه أحد المجاهدين...

And in N.E. French:

...sans lui et les autres moudjahidine notre pays resterait toujours *colonisé ou pris* par l'armée française.

This kind of behaviour shows that this student could not differentiate between spoken and written language. Moreover, he did not revise or correct his text except when transferring from the draft to the exam paper in the three languages.

When looking at the strategies used by student A1, it is noticed that the same metacognitive strategies are used in the three languages (*revision* and *self-monitoring*) except that in Arabic he used these strategies more. Yet, it should be noted that the student was hampered in his production monitoring in English by uncertainty about grammar patterns unlike in French and Arabic. An example of this is recorded in his protocol:

... if they were not like this that is to say if they were not courageous , courageous and nationalist we are ? we will be ? if they were, we are ... *quel est le temps qu'il faut utiliser ?* ... if they were not like this, courageous and nationalists, we are... *quest-ce que je veux dire ?* if they were not like this, courageous and nationalists so we are still, we can still yes we can be still colonised colonised yes.¹

No pre-writing strategy was used except for *planning* done only in Arabic. In fact, this student rather concentrated on the use of a cognitive strategy: *translation*, which was used in writing in the three languages, but more frequently in English writing. However an overuse of this strategy proved to be inhibiting because this student was so absorbed by the task of translating that he forgot about the aim of the topic resulting in irrelevance of content. Moreover, his *translation* was not always successful leading him to write incoherent sentences. An example illustrating overuse of *translation* is found in the N.E. English verbal protocol:

And they ...eh...eh... *ils ont fait des pieds et des mains* ... they made ... hands and feet to they made hands and feet to ...*quitter* to leave away the French army and my father, my father said that my his father was a specialist in, was a specialist in ... *faire des commissions*... in sending and writing commissions but he was very young he was also...so we put since he was very young he was also*comment dirai-je?*eh.....*ils lui ont*

confié...il lui ont confié des missions de..... he was also specialised to do all the all the comment dirai je ..il etait spécilisé , on lui confié de faire tous les achats to do all the shopping yes shopping.

The student's sentences which resulted from this exercise of translating and writing are as follows:

They made hands and feets to leave away the French army, and father said his father was a specialist in sending and writing commissions but since he was very young he was also specialised to do all the shopping...

Finally, this student used more cognitive strategies to write in English and fewer in French. Yet, no affective strategy was recorded to be used, probably because the student was not anxious about the completion of the writing task.

Student A2 :

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Revision while transferring .Auditory monitoring	.Topic reading .Revision while transferring	.Topic reading .Revision on draft .Revision while transferring .Visual monitoring
Cognitive strategies	No strategies unveiled	No strategies unveiled	.Generating sentences in French
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

This student had almost the same writing behaviour in the three essays: he first read the topic and tried to understand it. In Arabic and English he translated the topic into French to comprehend it. Then, the student started writing the introduction and before tackling each part of the essay (i.e. introduction, development, conclusion), he stated clearly which part he was dealing with, this was recorded in his three verbal protocols (see appendix 6). This behaviour shows that the student was aware of essay organisation. In effect all his essays contained three parts (introduction, development, conclusion). When he finished writing his essays on the draft,

he started transferring to the exam paper making the necessary revisions. *Revision* was not done before or after that time except in English writing when he read his draft for revision, but without correcting any mistake or bringing any change. It should also be highlighted that some mistakes, namely those of spelling, which did not appear in the draft were found in the exam paper. Some examples of this were found in the three essays:

In the draft of N.E. Arabic, he wrote,

كان الجزائريون أثناء حرب التحرير من جراء قمع و قتل و تعذيب من قبل الفرنسيين
المستعمرين و ذلك منذ بداية الحرب إلى نهايتها...

However in the exam paper when he corrected this sentence he repeated "the war of independence":

كان الجزائريون أثناء حرب التحرير يعانون من جراء قمع و قتل و تعذيب من قبل
المستعمرين طول حرب التحرير...

Another example is found in N.E. French, in the draft he wrote:

... dans notre famille tous les jeune hommes sont monté sauf mon grand
père, tous les gens le croyer un traître qui n'aimé pas le pays, mais ils
avaient tors...

Then, in the exam paper, though student A2 did some corrections (some were right and some were wrong), three errors of transfer (in italics) were recorded in this sentence:

... dans notre *famill* tous les jeunes hommes sonts montés sauf mon grand
père, tous les gens le croyé un traître qui n'aimé *p* le pays, mais *il* avaient
tors...

Likewise in the draft of N.E. English he wrote:

My grand father take his gun and go to the mountain ... He made artisanal
bomb ...

Then, when he corrected the tense used in the exam paper, he did it only for the first verb. In addition, two spelling mistakes were made in the sample chosen:

My *grand fathe* took his gun and *go* to the mountain ... He *mad* artisanal
bomb ...

The above examples confirm that revision while transferring the text from the draft to the exam paper cannot be reliable and definitive because the

writer is pre-occupied by other writing matters such as mechanics, which prevent him from adequate revision of the text.

Student A2 had a linear type of writing in the three languages: he wrote the first sentence that came to his mind without looking at it again. This is why his drafts did not contain any erasures. The student seemed fluent in Arabic and French, but he encountered some difficulties in English.

Regarding strategy use, this student used namely metacognitive strategies in the three essays. He used *topic reading* and *revision* across the three languages, and *self-monitoring* in Arabic and English. We have uncovered the use of only one cognitive strategy in English writing when the student had some difficulties to find his words, he generated his sentences in French then translated them into English, some examples can be found in his N.E. English verbal protocol:

...and the Algerian people ... ont beaucoup souffert... were suffering a lot...he made *il a fabriqué une bombe artisanale* he made *artisanal bomb* and give it *give it to the woman...*

Regarding affective strategies, no one was unveiled and the student did not seem to be anxious when writing in the three languages. In sum, A2 used more strategies in English writing.

Student A3:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Revision on draft .Revision while transferring	.Topic reading .Planning .Revision while transferring	.Topic reading .Planning .Revision on draft .Revision while transferring .Auditory monitoring
Cognitive strategies	.Re-reading	.Re-reading .Transfer .Translation	.Re-reading .Language switch .Translation
Affective strategies	.False starts	.False starts	.False starts .Avoidance

This student's writing behaviour was similar in the three essays. First, she read the topic with attempts of understanding. Second, she thought of a plan speaking about it or about part of it. In fact in Arabic it was not very clearly said that she planned her essay. Yet, we recorded the following sentences in her verbal protocol:

حصني... premièrement... فالمقدمة تعني نهدر شوي على حرب التحرير الوطني ...

Leading us to assume that she may have planned silently. In French and English, She started to speak about or to write an outline with the three different parts: introduction, development, conclusion (as reported below), but in the middle of doing so she let down this exercise, finding it difficult and time consuming, and decided to start writing the introduction.

N.E. French:

Quand même je vais ... on va faire comment il s'appelle...le plan ... dans l'introduction على نهدر على la guerre en général, le developpement ... على ... Votre grand père ou grand mère a participé à la guerre d'Algérie racontez l'un de ses exploits.....
je vais commencer...
La guerre Algérienne, la guerre Algérienne...

N.E. English:

Ok نهدر على introduction, development, conclusion ... l'introduction ... development ... eh ... eh ... kill a high responsible .. and ... and ... la conclusion ... ok *bon*

... Your grandfather or grandmother was a moudjahid or moudjahida who took part in the Algerian War of Independence. Narrate one of his or her exploits during the war...

Algeria Algeria had been...

She made many *false starts* before finding the appropriate introductory sentences, in her three essays. This strategy helped her overcome the difficulty of starting to write. After writing the introduction, she moved to the development, in the middle of which, this student found herself going astray. Taken by the flow of her ideas she engaged in describing in detail a battle that her grand father witnessed instead of narrating one of his exploits during the war. When she realised her deviation, she crossed out those irrelevant sentences and tried to recover the subject. Amazingly enough this behaviour was noticed in the three essays as recorded in her verbal protocols. In N.E. Arabic for example, she said :

و لعل أهم المعارك المشهورة في الغرب الجزائري ... و التي حضر رجاها جدي... هي معركة فلاوسن.... معركة تشهد لها الذاكرة الجماعية و الفردية أنها كانت من أك... لا ... معركة تشهد لها الذاكرة الجماعية و الفردية لا نحيها... أوه وبن مشيت... أنا خصني نهدر على مغامرة من مغامراته... عرف الشعب أو عرف الجزائريون ألوانا من العذاب و البطش إيان...

The same behaviour was noticed in N.E. French:

... les accrochages entre les moudjahidine et les soldats Français

تبالي راني بعدت على الموضوع نحي قاع هدي...

bon ..Vacarme, cries d'au secours, explosions, pleurs, ordre de bombardement volaient en tout sens, jeunes et vieilles femmes étaient piétinées, la pluie ... la pluie de quoi ? La pluie des balles résultat des accrochages ...

and in N.E. English :

They burnt they burnt yes they burnt forests houses no burnt forests houses farms, they killed animals ...first full stop, they killed animals and drive people to ... men to , men to die to die to death ha ! to death starving ماشي هدي they killed animals and drive people and drive starving people... they drive starve people to death from starve yes هدي نحي many people many people starved starved many people starved lot of lot of lot of them have lost ... hors sujet ...lost... non نحيها ... houses farms هدي نحي قاع هدي hors sujet ...they killed animals ...and men... men and animals men قبل animals. My grand father as other moudjahidine ...

However, in spite of being aware of her deviation mistake, the student did not narrate one of her grand father's/ mother's exploits as required; she rather described one famous battle that happened during the war.

Finally, when she finished writing in Arabic and English on the draft, the student read for *revision* her essays bringing some changes and correcting some mistakes. Then, she revised when copying from the draft to the exam paper (it should be pointed out that *revision on draft* was not done for the French composition). This student's writing was recursive in the three languages (she used *re-reading*).

We have noted that many of the strategies used by student A3 were the same in Arabic, French and English writing (*topic reading, planning, revision, re-reading and false starts*). These strategies are of the three types. In addition, *translation* was used in two of the three languages: French and English. This indicates that the student used almost the same strategies in the three languages. Yet *revision* was more effectively done in Arabic as the student had a stronger knowledge of her L1 than the foreign languages. The student used also two other cognitive strategies in French and English (*transfer and language switch*) to help her overcome her language difficulties. And her anxiety about writing in English led her to use *avoidance* many times. The following extract from her verbal protocol shows how she avoids a whole sentence because she was not sure about a word:

...during this period Algerian suffer suffered a lot to to ...استرجاع...eh...to
rebring ...Algerian suffered a lot to rebring...rebring...كاي...during to be
free to be free ... during this period Algerian ...استرجاع.... ما نيش عارف كيش
يقولو استرجاع ... their freedom ...Algerian suffered a lot to استرجاع their
freedom ...eh... هدي نحيها ...thanks a lot... their only purpose is to
rebecome ... لا is to become free for another time...

Yet, it should be noted that the most important number of strategies used in the three categories was recorded in English writing.

Student A4:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Revision while transferring .Production monitoring .Style monitoring	.Revision while transferring. Auditory monitoring .Visual monitoring	.Revision while transferring .Comprehension monitor .Auditory monitoring .Production monitoring .Visual monitoring
Cognitive strategies	.Re-reading	.Re-reading .Circumlocution .Translation	.Re-reading .Circumlocution .Translation .Language switch
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

The student started writing directly on the draft without taking any thinking time for *planning* or *brainstorming* (no pre-writing strategy was uncovered) in the three languages. One behaviour recorded in English writing showing lack of *planning* was when the student wrote a number of sentences into a paragraph, she realised that they should be separated into two paragraphs: an introduction and a development:

Algeria is one of the contries wich has many exploits to won her independence ...and most of her inabitants took part in the war in the indepenence war so ...eh... Among among those my were my grand father ok! Father ...Algeria is one of the contries wich has many exploits to won her independence ...and most of her inabitants took part in the indepenence war so among those were my grand father ...eh... Who who who tell me many of his exploits against the French armyeh.....Algeria is one of the countries which has many exploits to won her inde independence ...and most ...non...ça c'est l'introduction و le developement من بيدي من most of her inhabitants etc. ...

Her writing was recursive in the three essays: she re-read many times to produce more text and at the same time corrected the preceding sentences. When she finished writing the three essays on the draft she started copying her text on the exam paper and revising at the same time bringing few changes and corrections to her essays. French and English essays lacked a conclusion.

This student used similar metacognitive strategies to write in the three languages (*revision while transferring* and *self-monitoring*), but none of them was a pre-writing strategy. Cognitive strategies were more used in English and French as the student seemed to encounter many difficulties in these two languages. *Language switch*, for instance, was sometimes used by this student in N.E. English, when she did not find the appropriate word. In the following example she switched to a French word and carried on writing:

... one day the Algerian, no the Algerian ...the Algerian ...**soldats**, the Algerian **soldats** attack the French...

Other cognitive strategies: *re-reading*, *circumlocution* and *translation*, were used to write in French and English. *Re-reading* was also used in Arabic. In sum, the student used metacognitive strategies and a cognitive strategy (*re-reading*) across the three languages. Yet no affective strategy was recorded perhaps because the student did not feel any special anxiety regarding the completion of the writing task in the three languages.

Student B1:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	No strategies unveiled	. Production monitoring	. Production monitoring
Cognitive strategies	No strategies unveiled	.Transfer	.Translation
Affective strategies	No strategies unveiled	.Avoidance	No strategies unveiled

This student was not very outspoken and therefore did not reveal much of his thinking processes when writing. Nevertheless, the strategies displayed in the table above were recorded. In fact, the writing task took him half the time than for the other students. The general observations concerning his writing of the three essays were as follows:

In the three essays he started writing directly, even if he read the topic silently, he did not take time to understand it, to *brainstorm* or to *plan* (no time was spent on pre-writing strategies). His writing was linear i.e., no use of *re-reading* of preceding words or sentences, but before writing his sentences in Arabic, he took some time to think about them and formulate them which may imply a silent *planning*. His sentences were final: he did neither change nor correct any of them. He used *self-monitoring* in French and English, but in French this strategy was not effective in his hands as his grammatical knowledge was deficient. The following extract from the N.E. French verbal protocol illustrates this:

Malgré tout ça et grace à la volonté et la stratégie bien étudier ... la patriot
reçoie لا passé , la patriot a recevé ... une grande frappe qui devenait,
devenir, qui a devevu l'une des defaite de de la France

An affective strategy, *avoidance*, was also recorded in French writing. Finally, he copied all his work on the exam paper (his drafts did not contain any erasure). This student did not revise any of the three compositions. Arabic and English essays lacked a conclusion, while the French essay contained only one paragraph. In sum, the protocols indicate that student B1 used few strategies in his writing.

Student B2:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	. Revision while transferring	. Revision while transferring	.Revision on draft . Revision while transferring .Visual monitoring
Cognitive strategies	No strategies unveiled	.Transfer	No strategies unveiled
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

This student started writing directly on the draft in the three essays. She did not seem to use any pre-writing strategy. Her writing was linear in

Arabic, French and English (no *re-reading* was proceeded to). This is why her drafts were clean. Student B2 used only two metacognitive strategies: *self-monitoring* only once in English, and *revision* in the three languages. Yet, though B2 revised the three essays, she could not improve her texts because her *revision* did not result in any substantial corrections or changes to the text. This strategy was ineffectively used. It is worth noting that this student's linearity in writing and ineffective revision led her to use repetitions in her texts without being aware of them. In N.E. Arabic, for example, she wrote:

معظم من أجدادنا ساهموا في حرب التحرير الوطنية و من بينهم جدي الذي كان من بينهم و
من أبرزهم...

The same writing behaviour was noted in N.E. French :

...il n'a pas hésité un seul instant pour sacrifier sa vie pour sauvé l'Algérie,
notre Algérie.

B2 used a cognitive strategy once in French writing (*transfer*), she used an English verb 'protect' and added to it the French past inflection of the 'passé composé' as we recorded it in the verbal protocol:

et il raconte comment il est échappé plusieurs fois de la mort ...mais Dieu vous ...Dieu l'a... l'a protégé contre l'armée Française pour vivre librement avec ses enfants

This student, like the preceding one, showed a rare use of strategies of the three types. This was reflected in her writing as her essays were unstructured and disorganised. In addition, student B2 failed to answer the essay question in the three languages. In none of the essays she narrated her grand father's/ grand mother's exploits. She only wrote about the Algerian Moudjahidine in general. This behaviour needs to be further explained in the interview.

Student B3 :

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading . Revision while transferring	.Topic reading . Revision while transferring	.Topic reading . Revision while transferring .Revision on exam paper .Production monitoring
Cognitive strategies	No strategies unveiled	.Translation .Transfer	.Circumlocution .Translation .Transfer
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

When writing the three essays, the student proceeded in the same way: She *read the topic*, went through a silent period (which helped her to understand the topic and may be elicit some ideas, but this was not clear), and started writing on the draft. Her writing was linear and slow with many pauses (she used no re-reading). When she finished writing her text on the draft, she started copying down on the exam paper bringing few changes to her text as she *revised while transferring*. However, as already mentioned, *revision while transferring* cannot be entirely reliable because when the student changed some sentences in her text, she made the mistake of repeating a word or an idea. This was recorded in N.E. Arabic:

... قرر أن يقوم بعملية فدائية و في الصباح الباكر قرر أن ينزل إلى المدينة...

And in N.E. French:

Le matin il va chez ces frères **moudjahine** et leur demande de **lui donné** quelque chose de faire. Donc el **moudjahidine lui donné** un bombe pour la mettre dans un café...

Likewise she wrote in English:

... he make all his efforts and try **to put the bomb in the caffe** when he arrived to the **caffe and before putting the bomb** it exploded ...

The above repetitions could have been avoided if effective *revision on exam paper* was done. However, the student did not revise on the exam paper neither the N.E. Arabic nor the N.E. French and in English, only

surface *revision on the exam paper* was undertaken by the student. It should be pointed out that the three essays lacked a conclusion.

Student B3 used the metacognitive strategies of *topic reading* and *revision* across the three languages in addition to *self-monitoring* but only in English writing. Regarding cognitive strategies, two dominant strategies were used by this student: *translation and transfer*, utilised in French and English. In fact, the student encountered some difficulties in these two languages and tried to overcome them through the use of these two strategies. We have also noted the use of some sentences in French writing which had an Arabic structure implying that the student was thinking in Arabic. This may be the reason for the student's slowness and pauses when writing i.e., B3 used those silent periods when writing to translate.

For example, she wrote:

Mon grand père est un entre les Algériens qui ont participé dans cette guerre...

This is a translation of : جدي واحد من بين الجزائريين الذين شاركوا في هذه الحرب .

To summarize, student B3 used the same metacognitive strategies in the three languages (*topic reading* and *revision*), no affective strategy in the three essays and two cognitive strategies in both French and English. Cognitive strategies were used to write in the foreign languages only.

Student B4:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	. Revision while transferring .Revision on exam paper	.Revision on draft . Revision while transferring	. Revision while transferring
Cognitive strategies	.Re-reading	.Re-reading .Translation	.Re-reading .Transfer
Affective strategies	.False starts .Avoidance	.False starts .Avoidance	.False starts

This student proceeded similarly to write the three essays. In the three compositions she did not take any time for thinking about the topic or

related ideas before starting to write (no pre-writing strategy was recorded). She immediately started her writing on the draft. Yet, we noted that this student made one, two, or three false starts before finding the appropriate starting sentence. When the student finished writing, she revised the Arabic essay on the exam paper and the French essay on the draft. However, these revisions were ineffective since her compositions still contained some mistakes and no corrections were done. The only *revision* that was accompanied by some text change linked to form happened when transferring from the draft to the exam paper in the three languages. The three essays lacked a conclusion. In addition, the English essay lacked an introduction. It should be highlighted that student B4 encountered many lexical and grammatical difficulties when writing in French which led her use either *translation* or *avoidance*. Note the following extract from the N.E. French verbal protocol:

... elle aime sa pays et elle... elle تمنى... تمنى elle souhaite elle souhaite que ses enfants va vivre et grandir dans leur pays de liberté ... elle a participé ... avec ... prendre ... بأخذ السلاح ... prendre ... مائير هاش... dans différents domaines elle a participé dans différents domaines pour que les moudjahidine ont tous les moyens pour que ... to get leur liberty pour ... tous les moyens parce que parce que parce que... pour qu'ils ont leur liberté c'est c'est la mercy mercy... eh ... c'est dieu ... الايمان الايمان dieu qui est ... help ...eh aide à libérer... l'Algérie avec les ... avec les... la ... تحي ... qui aide à libérer l'Algérie avec les efforts de ... la peuple Algérien Algérien...

We have noted that student B4 used the same strategies to write in the three languages. She used only one metacognitive strategy: *revision*, but in the three essays. One cognitive strategy (*re-reading*) was also used across the three languages while two others: *translation* and *transfer*, were used in French and English writing respectively.

Finally the affective strategies were used to write the three essays except for *avoidance* which was not used in English writing.

Student C1:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Brainstorming .Planning .Oral construction of text .Start on draft, then exam paper	.Topic reading .Oral construction of text .Revision while transferring	.Topic reading .Brainstorming .Oral construction of text .Revision while transferring
Cognitive strategies	.Re-reading	.Re-reading	.Re-reading .Approximation .Translation .Transfer .Circumlocution
Affective strategies	No strategies unveiled	No strategies unveiled	.Avoidance

This student used a variety of strategies whether metacognitive or cognitive. He used the same pre-writing strategies in the three essays. But while in Arabic and English he read the topic many times trying to understand it, took some time for thinking, generating ideas, and deciding how to start, in French, he read the topic once trying to understand it and started writing directly on the draft. This could be due to the fact that he had become familiar with the topic when writing the French essay as he wrote on the same topic in Arabic, English, then French.

When writing, his strategies were the same in the three essays. He *constructed his sentences orally* repeating them and modifying them many times till he found the right construction, then wrote them down. This helped him to preview the necessary vocabulary. He *re-read* his sentences many times before continuing writing and at the same time he corrected the form as well as the content of his text. However, he wrote the longest essays of all the students (N.E. Arabic: 300 words, N.E. French: 390 words, N.E. English: 290 words, while only 150 words were required for each) and consequently, he went beyond time limits. Then, he used a *time-saving*

strategy (*start on draft, then exam paper*): being aware of time constraints but confident in his mastery of Arabic, he stopped writing on the draft in the middle of his essay, copied it and continued writing on the exam paper; no other revision was done after that due to lack of time.

Regarding the use of *planning*, this strategy was unveiled only in Arabic as the student seemed to have a plan in his mind and to follow it because he decided on the starting idea, then, his composition appeared to flow almost automatically. From time to time he stopped to realise that the last sentence should come next because there should be a preceding one. The following excerpt from the N.E. Arabic verbal protocol shows this behaviour.

...مغامرة... حاجة شجاعة قام بها جدي ولا جدتي فالحرب... شا كانوا يديرو
 المجاهدين.....صحا...نبدي ب la situation générale
 لقد عانى شعبنا الجزائري، لقد عانى شعبنا الجزائري الكثير من ويلات الحرب، ويلات الحرب أثناء
 الثورة التحريرية المدثرة، أثناء الثورة التحريرية المدثرة..... لقد أعطينا..... للعالم كله
 مثالا..... مثالا رائعا للتضحية في سبيل الحرية والوطن... لقد عانى شعبنا الجزائري،
 الكثير من ويلات الحرب أثناء الثورة التحريرية المدثرة لقد أعطينا للعالم كله مثالا رائعا للتضحية
 في سبيل الحرية والوطن... مثالا رائعا عن التضحية في سبيل الحرية والوطن.....و إليكم الآن
 ... إليكم الآن قصة إحدى المجاهدات.....لا قبل نكمل على شهداء الحرب..... لقد أعطينا
 للعالم كله درسا رائعا عن التضحية في سبيل الحرية والوطن..... لقد ضحينا فقد ضحينا بأكثر
 من مليون ونصف مليون ، شهيد لقد ضحينا بأكثر من مليون ونصف مليون شهيد..... ونحن
 الآن، إليكم مثالا ... إليكم مثالا عن..... لقد ضحينا بأكثر من نصف مليون شهيد
و إليكم الآن okok.....و إليكم الآن مثالا عن..... لقد ضحينا أكثر من
 إليكم الآن قصة جميلة عن مآثر ثورتنا okقصة جميلة عن مآثر ثورتنا العظيمة.....
 العظيمة..... بطلها..... بطلها..... بطلتها جدتي أجل..... بطلتها جدتي أجل جدتي.

From the above extract we can note that the student followed a certain plan drawn in his mind. However, in French and English we did not detect this strategy since the student let his thought flow freely and wrote down all the ideas related to the topic that came to his mind. The difference recorded in strategy use, is the large variety of cognitive strategies used to write the English essay, while only *re-reading* was used in Arabic and French writing. These were used to help in language production and overcome some difficulties. Affective strategies, too, were not used in Arabic and French. We recorded *avoidance* only in English writing. In fact, this

student showed more anxiety when writing in English than when writing in Arabic and French. In the following excerpt from the N.E. English verbal protocol, we have an example of the students' use of *avoidance*.

Let's speak about your grand mother can you tell us ok let's speak, ok about us Let's speak about you, let us speak about you grand mother , what did you do, ok, what did you do ...during your *jeunesse* , during your..... during your ancient time ...let's speak about you what did you do during your I don't know, what did you do during your *la jeunesse je suis un jeune, je suis un jeune, je suis un jeune*, I am a student, *je suis jeune* I am aI don't know*le mot m'a échappé*ok ok.....*ca ne fait rien*. What did you do during youryour*la jeunesse . jeunesse je suis un jeune* I'am a studentok 5 minutes ok *Bon de toute façon , on doit changer le mot*, what did you do during the independence,ok during the independence.....*combien de temps**صحا* *ca ne fait rien*ok what did you do during the independence and how you lived these days, how you lived in the past

From this verbal report we can see that the student was anxious, he tried many times to find out the word 'youth' unsuccessfully though he knew it (according to him). He also thought of time, the thing that heightened his anxiety. He finally preferred to avoid it.

In sum, student C1 used more metacognitive strategies in Arabic than in the other two languages, and more cognitive and affective strategies in English. Yet, he used many strategies across the three languages namely metacognitive strategies (*topic reading, revision, oral construction of the text, and re-reading*).

Student C2:

The strategies used in the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Key words .No draft .Revision on exam paper .Comprehension monitor	.Topic reading .Key words .Topic consultation .Revision while transferring .Auditory monitoring	.Topic reading .Key words .Brainstorming .Topic consultation .Revision while transferring
Cognitive strategies	No strategies unveiled	.Re-reading .Translation	.Re-reading
Affective strategies	.False starts	No strategies unveiled	.Avoidance .Risk taking

A similarity was recorded across the three essays in the use of pre-writing strategies (metacognitive strategies). The student first read the topic in the three essays trying to understand it, then highlighted the key words of the topic either by underlining them or by writing them on the draft, but while he started writing directly the introduction in Arabic and French, he first brainstormed some ideas before starting to write in English. *Brainstorming* in Arabic and French might have been done silently because a silent period preceded his writing. When writing the essays, the student paid attention to the first key word, then taken by the flow of his ideas he forgot about the others. In the three essays he did not write about his grand father's / grand mother's exploit, but the Algerian war of independence, in general. This student's behaviour shows that he knew the different pre-writing strategies used to write an essay (declarative knowledge) but his knowledge remained theoretical since he failed in the application of these strategies (deficiency in his procedural knowledge). Even his choice of key words was not thoughtfully done as it varied from one topic to another. Compare the key words in the following extracts from his three protocols:

N.E. Arabic

جديك أو جدتك ساهمت.....التحرير الوطني الجزائري تكلم عن مغامرة من مغامراته أثناء
الحرب.....ساهمت في حرب التحرير الوطنية للجزائر...مغامرة...سمعت....
...key words عندنا حرب التحرير الوطنية و مغامرة هو هما bon

N.E. French

Votre grand père ou grand mère était un moudjahid qui a participé à la
guerre d'Algérie racontez l'un de ses exploits pendant la
guerre....d'accord..... key words ...**la guerre de l'indépendance...**
moudjahid....et ... **ses exploits**...ok... Votre grand père ou grand mère
était un moudjahid qui a participé à la guerre d'Algérie... racontez l'un de
ses exploits pendant la guerre...je commence par l'introduction...

N.E. English

Your grand father or grand mother was a Moudjahid who took part in the
Algerian War of Independence.....narrate one of his or her exploits
during the war.....

I'm asked to deal with the Algerian war of Independence.....but
what.....God.....so the key words are
Moudjahid.....took part in the Algerian war of independence
..... **narrate** is also something important.....introduction...

It should be pointed out that in the English composition, the student was aware of the mode of discourse required (narration) and told himself that for this genre he should use the past tense. Nevertheless he did not narrate adequately in the three essays. Concerning the final form of the essays, the Arabic essay contained three parts (introduction, body and conclusion), while the essays in French and English lacked a conclusion.

Regarding strategy use, the student used the same metacognitive strategies in the three essays but used an additional one in French and English (*topic consultation*). He also *did not use a draft* in Arabic being pressed for time. Concerning cognitive strategies, it is noticed that none was used in Arabic, one was used in English and French (*re-reading*), and an additional one was used in French (*translation*). In effect the student was recursive in French and English writing (he used *re-reading*, that is returning to various elements of the text already produced before going ahead to produce more text), but linear in Arabic (he wrote straightforwardly without *re-reading*). He also used three affective strategies but differently in the three languages: he used *false starts* in

Arabic writing and *avoidance* and *risk taking* at the same time in English writing.

In sum, student C2 used a wide variety of metacognitive strategies namely in Arabic and English, but few cognitive strategies recorded in the foreign languages. Many of the strategies he used were the same in at least two of the three languages (*topic reading, key words, revision while transferring, self-monitoring and re-reading*). However the use of these strategies did not help him because his procedural knowledge seemed to be deficient as he failed in the application of many strategies. For example, he did not *consult the topic* thoughtfully otherwise he would have discovered that he was not writing about any exploit. As a result of ineffective strategy use the content of his three essays was irrelevant.

Student C3:

The strategies used in writing the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Revision while transferring	.Topic reading .Revision while transferring	.Topic reading .Revision while transferring .Production monitoring
Cognitive strategies	.Translation	No strategies unveiled	.Translation
Affective strategies	.False starts	.False starts	.False starts .Avoidance .Risk taking

This student displayed a similar writing behaviour in the three essays: she first read the topic then started writing directly on the draft; after making some *false starts*, she found the appropriate beginning and started writing in a linear manner. While writing in Arabic, French or English, no silent periods were recorded. Then, when copying on the exam paper, she corrected a lot and made many changes in the text in the three languages (word substitution or omission) she seemed to revise effectively her essays.

Concerning the final form of the three essays, though they consisted of several paragraphs, the introduction, development, and conclusion were not clearly defined, and the ideas were sometimes inadequately distributed over paragraphs. Another observation is the attention student C3 paid to punctuation as compared to other students. In the three essays she said loudly how she should punctuate her texts. The following extract from her N.E. Arabic verbal protocol provides an example of how she paid attention to punctuation:

... في الأخير في الأخير فاصلة تنهد وقال نقطتين، تنهد وقال هي الإدارة والشجاعة وحدهما
 فاصلة، كانتا طريق الأمل والانتصار فيا أبنائي الإرادة والطموح هي هما
 الطريق الوحيد هما السبيل الوحيد... للرفعة والمجد وهذا رغم قلة الإمكانيات وكثرة
 الصعوبات وغلق المزدوجتين في الأخير...

The above table shows that this student used *topic reading*, *revision*, and *false starts* in the three languages and *translation* in Arabic and English. Therefore most of the strategies used by this student were used across the three languages. Yet, student C3 used more affective strategies in English (she used the three types of strategies) as she seemed anxious about writing in this language and tried to reduce her anxiety using these strategies.

Student C4:

The strategies used in writing the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Planning .Revision while transferring	.Topic reading .Revision while transferring .Production monitoring	.Topic reading .Revision while transferring .Auditory monitoring
Cognitive strategies	.Translation	.Translation	.Re-reading .Translation
Affective strategies	No strategies unveiled	.False starts	.False starts

Though many of the strategies used by the student were the same in the three languages, she proceeded differently for each essay probably because of her proficiency in each language. In Arabic she read the topic and started writing directly on the draft following a plan drawn in her mind as it can be inferred from the extract below taken from the N.E. Arabic verbal protocol:

أولاً: نقرأ le sujet، جذاً أو جذاً مجاهدة ساهمت في حرب التحرير الوطنية للجزائر. تكلمي على مغامرة من مغامراتها أثناء الحرب ... مجاهد أو مجاهدة ساهمت في حرب التحرير الوطنية للجزائر... مجاهد أو مجاهدة ساهمت في حرب التحرير الوطنية للجزائر نهدر على حاجة، عمل فدائي قام به جدي ولا جدي خير أيام الحرب..... بصح نهدر قبل على حرب التحرير الجزائرية... نعرفها Donc je vais, je vais نبدأ بالمقدمة المقدمة، إن إن إن الثورة الثورة التحريرية الجزائرية ... ثورة لأمشي ثورة تعد من أعظم من أعظم الثورات التي شهدتها البشرية جمعاء من قبل... من بعد نهدر على المقدمة تاع... إن الثورة الجزائرية تعد من أعظم الثورات التي شهدتها البشرية جمعاء من قبل لأن فيها استشهد فيها مليون ونصف مليون شهيد...

Her writing was linear without pauses (this is why her draft remained clean). Occasionally, she used *translation* from French and Dialectal Arabic. Finally, *revision* was done when copying the text on the exam paper; she brought some changes to her text. In French and English she read the topic and made some *false starts* before finding the appropriate beginning. This helped her reduce her anxiety about writing. But while her French writing was linear (with a clean draft), her English writing was recursive as she used many times *re-reading* (resulting in a draft full of erasures). This strategy was used by the student in English writing to help

her to generate sentences and to correct these sentences. Note the following excerpt:

... in other words when he is alive when he was ...yes when he was alive not when he is parceque *passé* backwhen he was alive he always he always tell me he was always he always he always tell us he always tell us about hisno not about, yes not about, he also ...I repeat, he al... he ... he always tell us what, yes that's it, that's it, what he didhe told us that ...one day ...one ...oneday ...he was meeting the others with the others he told us, then I repeat again, he told us that his his ..home was the center of meeting and my grand motherhelp in helped them in preparingpreparing food for them to them ...we say for them

Student C4 monitored her text in both French and English writing and translated from Arabic. *Revision* was done when transferring to the exam paper, but it should be pointed out that the corrections made in French structure did not improve the text as the student did not show a good language mastery. In addition, the grand father's / grand mother's exploit was not narrated in French and English, while it was done in Arabic. We shall try to provide an explanation for this behaviour in the interview. Concerning the final form of the essays, the English essay contained the three parts, while the Arabic and French essays lacked a conclusion.

In fact, this student used many strategies of the three types in the three languages, and sometimes in two of the three languages (*topic reading, revision, self-monitoring, translation, and false starts*). The same number of metacognitive strategies was used by student C4 in the three languages and a few more cognitive strategies were used in English.

Student D1 :

The strategies used in writing the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Brainstorming .Revision while transferring .Style monitoring	.Topic reading .Brainstorming .Revision while transferring .Auditory monitoring	.Topic reading .Brainstorming .Revision while transferring .Revision on exam paper
Cognitive strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

This student proceeded in the same way to write the three essays. He read the topic first, then stopped a while to think about how to start and what to say using *brainstorming* as revealed by the following extracts from the three verbal protocols.

N.E. Arabic:

الموضوع: جدك أو جدتك مجاهد أو مجاهدة ساهم أو ساهمت في حرب التحرير الجزائرية تكلم عن مغامرة من مغامراته أثناء الحرب...مغامرة... قام بها جدي أثناء حرب التحرير الجزائرية...في سنة 1960... لا من قبل... let's say في سنة 1957...كان جدي أحد أعضاء جيش التحرير.... وحصل هجوم عليهم...ok....d'abord
كان جدي..... كان جدي أحد أعضاء جيش التحرير الوطني أحد أعضاء جيش التحرير الوطني عند اندلاع الثورة التحريرية وكان عضوا نشيطا ضمنه...

N.E. French:

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie, racontez l'un de ses exploits pendant la guerre.
Bonen français ...d'accord .. un exploit de mon grand père pendant la guerre...la guerre de libération... bon quelle année?...au début, la fin?...
Et puis quel exploit?... eh.... d'abord l'introduction....mon mon grand père mon grand père était était un un de plusieurs membre actif active membre active de l'armée na.tionale....de l'armée libérale nationale libérale et nationale ...

N.E. English:

Your grand father grand mother was a moudjahid who took part in the Algerian war of independence write about one of his or her exploits during the war.
How should I start ? ...one exploit....one exploit?...A story which happened during the war of independence...but which period will I speak about ? 19...1955 or 56 *les premières années de la guerre...alors* my grand father was a moudjahid...*mais quel role a-t-il joué ?* He was a member in the organization of FLN... (A silent period) ... bon ok...

My grand father was thirty five years thirty five years during the
Algerian Algerian .. Algerian war of independence of independence...

He might also have devised a plan in his mind, but this was not clear. Then he started writing on the draft. His writing was linear in all three essays. He made few pauses when writing the French essay. During these silent periods he may have used some cognitive strategies to help in language production, but these were not unveiled by the think-aloud protocols. When he finished writing the draft, in the three languages, he started writing his essay on the exam paper, revising his text and at the same time making some changes and correcting some mistakes. *Revision* was effectively used by this student as he seemed to enjoy a good mastery of the three languages.

In sum, this student was found to focus his attention on the use of metacognitive strategies in all three languages. The strategies used were the same in the three essays (except for *self-monitoring* which was not used in English). However, no cognitive or affective strategy was revealed to be used by the verbal protocols.

Student D2 :

The strategies used in writing the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Brainstorming .Oral construction of text .Revision on exam paper .No draft	.Topic reading .Brainstorming .Revision on draft	.Topic reading .Brainstorming .Revision while transferring
Cognitive strategies	No strategies unveiled	.Transfer	No strategies unveiled
Affective strategies	No strategies unveiled	No strategies unveiled	No strategies unveiled

This student used almost the same strategies in the three essays. His focus was on metacognitive strategies as we noticed that no cognitive or

affective strategy was used except for *transfer* used in the French composition.

In the three essays he proceeded with writing in the same way: he first read the topic, tried to generate ideas, situate the story and the characters as he explained, then started writing directly on the exam paper in Arabic, but on the draft in French and English. He used a *time-saving* strategy in N.E. Arabic as he felt that he was running short of time. His writing was linear in the three languages from the beginning till the end without stopping, he even did not remove the irrelevant words or ideas when replacing them, he wrote for example:

حدثتني جدتي أو بالأحرى أُمي عن جدتي في حقيقة الأمر لم تكن لتشارك مباشرة في حرب التحرير ...

We also noted that the student made many mistakes when copying the English essay from the draft to the exam paper. Though he *revised while transferring*, he made other mistakes on the exam paper, compare the following extracts. He wrote on the draft:

...he told about his personal story to be a membership of el moudjahidine.
Of course before they accept him as a member ...

whereas on the exam paper he wrote:

...he told me about his personal story to be a membership. In fact before they accepted his as a member ...

The above excerpts show that revision while transferring cannot be entirely reliable. The student's *revision* when writing the French essay also did not help him improve his text because he showed a low language proficiency. Besides, We recorded many instances of English *transfer* in his French writing. In addition, this essay contained one paragraph and was shorter than the other essays. Overall organisation in Arabic and English writing was also deficient since both essays lacked a conclusion.

In sum, the student used more metacognitive strategies in Arabic, followed by English. Nevertheless, he used *topic reading*, *brainstorming* and *revision* across the three languages.

Student D3:

The strategies used in writing the three essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Revision on exam paper .No draft .Style monitoring	.Topic reading .Revision on exam paper .No draft	.Topic reading .Revision on exam paper .No draft .Production monitoring
Cognitive strategies	.Re-reading .Transfer	.Re-reading	.Re-reading
Affective strategies	No strategies unveiled	.False starts .Avoidance	No strategies unveiled

This student wrote in the same way the three essays : she first read the topic with understanding, did not use a draft, and was recursive in her writing. The strategy *re-reading* helped her when composing in the three languages to generate sentences and to correct or modify the text as recorded in her verbal protocols.

N.E. Arabic :

... من بين هؤلاء المجاهدين الذين دافعوا على حرية البلاد... حرية بلادهم... جدي الذي ساعد ولو بصفة غير مباشرة حيث أنه... أنه كان... حيث أنه كان في... حيث أنه كان... حيث أنه كان يزود المجاهدين بمستلزمات، مستلزمات الـ... المستلزمات... حيث أنه كان يزود المجاهدين بمستلزمات حيث أنه كان يزود المجاهدين بالمستلزمات كالأدوية والألبسة... إلى آخره. أيضا، أيضا كان يساعدهم... في وجود ملجأ لكي يختبئوا من الاستعمار الفرنسي لكن... إيه وللأسف ألقى القبض عليه من طرف الفرنسيين لكي... أم... أيضا كان يساعدهم في وجود ملجأ لكي يختبئوا من الاستعمار الفرنسي لكن وللأسف الشديد ألقى القبض عليه من طرف الفرنسيين... حيث أنه... لم، حيث لم يحضر، لم يحضروا حيث لم يحضروا... للاستقلال العظيم الذي، الذي ساد الجزائر كلها...

N.E. French:

...Ma grand-mère était l'une des personnes que je connaissais et qui était...que je connaissais qui a qui a combattu pour l'Algérieelle a essayé elle a essayé de....elle a essayé de faire de son mieux....de son mieux pour aider les moudjahidine, les moudjahidine, elle a même pris les armes et elle a même pris les armeset défendre... elle a essayé de faire de son mieux pour aider les moudjahidine et elle a même pris les armes et défendu....non...elle a même pris les armes en défendant défendant l'honneur des Algériens ...

N.E. English:

...With the other moudjahidinethey met , they met in with the other moudjahidine they met in a place where of course they made plans, where of course they made plans to destroy the enemiesso from the Moroccan frontiers they brought guns..... *alors* they made plans to destroy the enemies so from the Moroccan frontiers they brought guns.....and went to the mountains where they where they brought guns and went to the mountain where they, where they fight where they fight,no....where they fought Well, I don't remember well what they did really, but I, but I ouf..... I'm sure that I'm sure that he was a bigno a great patrioteh... but I' m sure he was a great patriot ...

In a few instances, she used *self-monitoring* in Arabic and English. When she finished writing she *revised* the essays *on the exam papers* without bringing any change to the text except for the French composition to which she decided to add a conclusion. Concerning overall organisation, all the essays lacked either an introduction or a conclusion. In addition, in the three essays the student failed to narrate her grand father's / grand mother's exploit, and spoke in general about the role of her grand mother during the war.

Student D3 used the same metacognitive strategies in the three essays (except for *self-monitoring* which was not used in French). She also used *re-reading* (a cognitive strategy) across the three languages, which helped her a lot in her writing. An additional cognitive strategy was used in Arabic: *transfer* from Dialectal Arabic. No other cognitive strategies were recorded in the two other languages. Regarding affective strategies these were used only in French writing.

Student D4:

The strategies used in writing the 3 essays are:

Strategies	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
Meta-cognitive strategies	.Topic reading .Revision while transferring	.Topic reading .Revision while transferring	.Topic reading .Revision on draft
Cognitive strategies	.Re-reading .Translation	.Re-reading .Translation	.Re-reading .Translation .Transfer .Generating ideas in Arabic/French
Affective strategies	.False starts .Avoidance	.False starts	.Avoidance

This student used strategies of the three categories. She used two metacognitive strategies in the three essays (*topic reading* and *revision*). She revised the essay in English on the draft only, and the essays in Arabic and French while transferring the text to the exam paper. In the three compositions she made a few corrections. In addition, student D4 used two cognitive strategies across the three languages: *re-reading*, as she was recursive in her writing and *translation*. Two more cognitive strategies were used in English writing (*transfer* and *generating ideas in Arabic/French*). In fact, we noted that the student used many times the cognitive strategies mentioned above to write in English. These strategies helped her overcome obstacles when composing by finding out words and expressions and generating sentences as it can be seen in the following extract from the N.E. English verbal protocol.

My father my grand father my grand father was a moudjahid, he fight, he fought he had fought , he fought against France with the other Algerians, with his his *avec ses frères*...eh...friends in order to, *comment on dit* in order to ...in order to...لا تعطى و لا تعطى من أجل أخذ الحرية الحرية تأخذ و لا تعطى in order to make to take the independence and ...and *pour les libérer*...ليرجع الجزائر حرة and liberate Algeria ...my grand father was a moudjahid, he fought against France with the other Algerians, with his his friends in order to take the independence and liberate Algeria at that time I was I was ...*j'étais petite*..I was ...how to say it, oh my God, I was I was not yet born ...

Affective strategies were also used by D4 in the three languages as she showed some anxiety towards the writing task. Finally we have noted that the three essays lacked a conclusion and the story narrated in French seemed quite incomplete to the reader.

In sum, student D4 used metacognitive strategies and two cognitive strategies across the three languages: *topic reading*, *revision*, *re-reading* and *translation*. There was also a similarity of use of affective strategies between two languages as shown on the table above.

4.2.3 Discussion of the Results

The qualitative analysis of the think-aloud protocols revealed that fourteen students had similar writing behaviours in the three narrative essays written in Arabic, French and English. Students generally used the same metacognitive strategies in the three essays for the conception, organisation, monitoring, and evaluation of their essays (e.g. *topic reading*, finding *key words*, *brainstorming*, *self-monitoring*). *Revision* was also used across the three languages, but sometimes at different stages when writing the three essays (i.e., on the draft, while transferring from the draft to the exam paper, and on the exam paper). Twelve students developed their three essays in the same way: it was either *linear* (that is writing straightforwardly without *re-reading*), or *recursive* using *re-reading* (that is returning to various elements of the text already produced before going ahead to produce more text). Only four students used *re-reading* inconsistently across the three languages. The real difference between the three essays recorded with some students was their level of linguistic competence in each language (unsurprisingly the more students were advanced in their English studies, the more they became proficient in English). This led them to sometimes use certain cognitive strategies in different ways across the three languages. Thus we noted that some

cognitive strategies were used by students to help them generate language and overcome difficulties. Regarding affective strategies, these were rarely used or were used steadily across the three languages by some students only. In fact the use of these strategies depended on students' anxiety towards the writing task.

We shall now focus our attention on the students' use of writing strategies and see the extent to which the data obtained corroborate the three hypotheses that we formulated earlier.

Regarding strategy use across the three languages, we noted that students used metacognitive strategies consistently to write in Arabic, French and English (e.g. *topic reading*, *brainstorming*, *self-monitoring*, *revision*, and sometimes *no draft*). Likewise, major affective strategies were also used by many students in the three languages (*False starts* and *avoidance*). However, the range of the cognitive strategies identified varied in the three essays. Generally, students used a wide variety of these strategies in English, sometimes in French, and only a few of them in Arabic. Nevertheless, major cognitive strategies such as *translation* and *re-reading* were used by students in the three essays. These results indicate that the majority of the strategies identified in the study were used by students across the three languages Arabic, French and English. Yet, it should be noted that though some strategies were used in the three languages, they were not used in the same way. The quantity of *brainstorming*, for example, was richer in Arabic than in the foreign languages because in Arabic, students had more language support to produce ideas. Likewise, the strategies which require a good mastery of the language to be used successfully, such as *revision* and *self-monitoring*, were more effectively used in Arabic than in the foreign languages by some 1st and 2nd year students. In effect, these students were more successful to

monitor the accuracy of their work in Arabic, because they had a firmer grasp of the pattern to which they were referring, and they were better able to find an appropriate substitution when changes were necessary.

The qualitative analysis of think-aloud data also showed that students of different years of study had different foci of attention when using strategies in the three languages. 1st year students, for example, were found to use many cognitive strategies such as *translation*, *re-reading*, *circumlocution* and *language switch* namely in French and English. These strategies seemed to help them generate sentences. In addition, these students concentrated on the use of only two metacognitive strategies: *revision* and *self-monitoring*, as they seemed to be preoccupied by correctness in the three languages. 2nd year students for their part, used a restricted number and range of strategies of the three types. They did not display a variety in strategy use probably because of deficiency in declarative knowledge of strategies (This will be further investigated by the questionnaire and the interview). Finally, though 3rd and 4th year students used many cognitive strategies, they paid more attention to the use of metacognitive strategies in the three languages (e.g. *topic reading*, *finding key words*, *oral construction of the text* and *revision*) as they showed more concern to the conception, organisation and evaluation of their essays. In fact, these students used few cognitive strategies and seemed to encounter fewer language difficulties than 1st and 2nd year students namely in English. Moreover, the analysis showed that some strategies, such as *revision* and *self-monitoring*, were more effective in the hands of 3rd and 4th year students than in the hands of 1st and 2nd year students. These results seem to divulge a correlation between student strategy use in the three languages and their year of study.

Finally, the qualitative analysis of the data revealed that there is a correlation between strategy use in the three languages and achievement in writing (our third hypothesis). Students used few writing strategies, whether metacognitive (namely pre-writing strategies which help in essay conception and organisation), cognitive, or affective. This was reflected in their essays as some of them lacked organisation, relevance of content, or coherence. Moreover, students were found to employ a set of useful strategies. However, they failed in their writing task. Student C2, for example, extracted the *key words* from the topic but did not construct his essay around all these key words. He concentrated on the first one and forgot about the others, thus failing to answer the essay question. Similarly student A3 drew a plan but did not follow it since she found herself going astray in the middle of the essay. This kind of behaviour suggests that these students had accumulated a discrete set of strategies concerned with essay writing (declarative knowledge) almost completely divorced from their actual application (deficiency in procedural knowledge). In our analysis we also noted the misuse of other strategies such as *revision* (a metacognitive strategy) and *translation* (a cognitive strategy) as will be explained below.

Revision was a major metacognitive strategy mainly used when students copied their texts from the draft to the exam paper. However this type of *revision* was not very effective as the writer had to pay attention not only to text revision, but to writing mechanics as well (e.g. hand writing, punctuation and capitalisation). This is why the analysis of some students' products revealed the existence of some mistakes on the exam paper which did not appear on the draft. Moreover, some students (namely those of the 1st and 2nd year) seemed to restrict *revision* to surface errors such as spelling, whereas sentences where the meaning was unclear due to inappropriate syntax or vocabulary choice were not revised by students. In

fact, we noted that the effectiveness of this strategy was related to students' language proficiency. Indeed, 3rd and 4th year students revised more effectively their English essays than 1st and 2nd year students. In effect, when students' ability in one language was low their *revision* did not result in any correction or text improvement as highlighted by some researchers (Graham 1997, Faigley and Witte 1981, McDonough 1995) who found that even if they revised their essays, poor writers in a language did not enhance their texts. Likewise the use of other strategies was more effective in the hands of language proficient learners than in the hands of less proficient ones as highlighted earlier. *Self-monitoring* in English writing, for example, was less effectively used by 1st and 2nd year students than by 3rd and 4th year students as they had an incomplete linguistic knowledge of English and used inappropriate rules of grammar or spelling. The ineffective use of these strategies led to poor expression namely in French and English narrative writing.

Regarding *translation*, this major cognitive strategy was used across the three languages, but more frequently in French and English. We noticed that *translation* was used to overcome language difficulties namely the lexical ones. In effect, 1st, 2nd, and some 3rd year students used it frequently to solve their writing problems when not finding the appropriate word or expression. They, therefore, translated from Arabic and sometimes from French to write in English, for example. But as writers acquire more English such strategy use lessens as noted with 4th year students. However, the results of the present qualitative analysis revealed that *translation* could be a double edged weapon, either a facilitating or a debilitating strategy depending on its use. When this strategy was used moderately, it facilitated students writing by giving them the opportunity to overcome the language obstacle. However, when overused it was time consuming, it hindered

writing and it had a negative effect on the overall content of the essay. The reason was that when the student focused on translating all his sentences while writing, he could not keep in mind the essay question and went astray (e.g. student A1). Friedlander (1990 : 110) explains the dangers of overusing *translation* as follows:

If ESL writers retrieve information about a writing topic from memory in their first language then have to translate into English before writing anything down, this act of translation can lead to an overload of their short-term memory and a diminishment in the quality of the content of their writing.

To summarise, the above examples of inappropriate strategy use in the three languages illustrate the way in which students used successful writing strategies ineffectively, thus with little result. This was reflected in their compositions leading to further confirm the hypothesis that there is a correlation between strategy use in Arabic, French and English and achievement in writing.

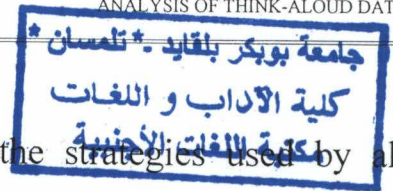
4.3 QUANTITATIVE ANALYSIS OF THE THINK-ALOUD DATA

This section is devoted to an analysis of the think-aloud data produced by the students at the four levels (1st, 2nd, 3rd and 4th years) in the three languages (Arabic, French and English) using numerical figures. At first, a table displays the strategies uncovered by the think-aloud procedure in the three languages. The frequency of each strategy used in each language is recorded to allow a comparison of strategy use across the three languages. Then, another table provides the strategies used in each language at each level of instruction in order to relate strategy use in Arabic, French and English to students' year of study and see whether there is a correlation between them.

4.3.1 The Results

STRATEGIES			N.E. ARABIC		N.E. FRENCH		N.E. ENGLISH	
			A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
			n/16	n%/100%	n/16	n%/100%	n/16	n%/100%
META-COGNITIVE	Topic reading		11	68.75 %	11	68.75 %	10	62.50 %
	Key words		01	06.25 %	01	06.25 %	01	06.25 %
	Brainstorming		03	12.50 %	02	06.25 %	04	18.75 %
	Planning		04	25.00 %	01	06.25 %	01	06.25 %
	Oral construction		01	06.25 %	01	06.25 %	01	06.25 %
	Topic consultation		01	06.25 %	01	06.25 %	01	06.25 %
	Plan consultation		01	06.25 %	00	00.00 %	00	00.00 %
	Re-vision	on draft	01	06.25 %	02	12.50 %	04	25.00 %
		whiletransferring	11	68.75 %	14	87.50 %	13	81.25 %
		on exam paper	04	25. %	01	06.25 %	03	18.75 %
	Time-saving	No draft	03	18.75 %	01	06.25 %	01	06.25 %
		Draft, then exam paper	03	18.75 %	00	00.00 %	00	00.00 %
	Self-monitoring	Comprehnson	03	18.75 %	01	06.25 %	04	25.00 %
		Pro-duction	02	12.50 %	03	18.75 %	03	18.75 %
		Auditory	01	06.25 %	03	18.75 %	03	18.75 %
		Visual	00	00.00 %	01	06.25 %	03	18.75 %
		Style	02	12.50 %	00	00.00 %	00	00.00 %
Total: (A.F.:n/272, R.F.:n%/100%)			52	19.11 %	43	15.80 %	52	19.11 %
COGNITIVE	Writing 2 languages		00	00.00 %	01	06.25 %	01	06.25 %
	Approximation		00	00.00 %	00	00.00 %	01	06.25 %
	Circumlocution		00	00.00 %	01	06.25 %	03	18.75 %
	Language switch		01	06.25 %	00	00.00 %	03	18.75 %
	Translation		04	25.00 %	07	43.75 %	09	56.25 %
	Transfer		01	06.25 %	04	25.00 %	04	25.00 %
	Generating sentences in Arabic/French		00	00.00 %	00	00.00 %	02	12.50 %
	Re-reading		07	43.75 %	07	43.75 %	09	56.25 %
Total: (A.F.:n/128, R.F.:n%/100%)			13	10.15%	20	15.62%	31	24.21%
AFFECTIVE	False starts		05	31.25 %	06	37.50 %	04	25.00 %
	Avoidance		02	12.50 %	03	18.75 %	05	31.25 %
	Risk taking		00	00.00 %	00	00.00 %	02	12.50 %
Total : (A.F.:n/48, R.F.:n%/100%)			07	14.58 %	09	18.75 %	11	22.91 %
Total of all the strategies used			72	16.07%	72	16.07%	93	20.75%

Table 4.1 : Comparison between the strategies used by the sixteen experimental students in N.E. ARABIC, N.E. FRENCH, and N.E. ENGLISH.



An examination of the distribution of the strategies used by all subjects (independently of their year of study) in each of the three essays reveals that the same percentage of strategies was used in both French and Arabic (16.07%). However, a higher percentage of strategies was used in English (20.75%). This variation is largely due to a more important use of cognitive and affective strategies in English. Then, if we consider each type of strategies apart, we can make the following remarks:

The same percentage of metacognitive strategies is recorded in both Arabic and English (i.e. 19.11%). This percentage slightly decreases in French. Within this category, many strategies (like *topic reading*, *key words*, *brainstorming*, *oral construction*, and *topic consultation*) were used with a similar frequency in the three essays. But *revision* and *self-monitoring* were used in the three languages with different frequencies. The remaining strategies (*planning*, *plan consultation*, and *time-saving strategies*) were mainly used in Arabic.

Regarding the cognitive strategies, the most important use is recorded in English writing (24.21%) followed by French writing (15.62%). *Translation*, *transfer* and *re-reading* were used in the three languages, but they were more used in English and less used in Arabic. The remaining strategies (*writing in two languages*, *approximation*, *circumlocution*, *language switch* and *generating sentences in Arabic/French*) were occasional strategies mainly used in English.

Concerning the affective strategies, these were slightly more used in English and French than in Arabic. *False starts* and *avoidance* were used across the three languages with a small difference in frequency, whereas *risk taking* was used only in English writing.

The results obtained show that except for a few cases which show absence of use of some sub-types of strategies, the students used the three types of strategies across the three languages. Therefore, there is a similarity between the strategies used for essay writing in Arabic, French and English.

The following analysis is concerned with the strategies used by students in the three languages at each year of study to investigate the relationship between students' level of instruction and their strategy use in the three essays (our second research hypothesis).

METACOGNITIVE STRATEGIES		1 st year			2 nd year			3 rd year			4 th year			
		NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	
	Topic reading		1	1		2	2	3	4	4	3	4	4	4
	Key words								1	1	1			
	Brainstorming								1		2	2	2	2
	Planning		1	1	1				2			1		
	Oral construction								1	1	1			
	Topic consultation		1							1	1			
	Plan consultation											1		
	Re- vision	on draft	1		1		1	1			1		1	1
		while trans- ferring	4	4	4	3	3	4	2	4	3	2	3	2
		exam paper				1		1	1			2	1	2
	Time- saving	No draft							1			2	1	1
		draft, then exam paper				1			2					
	Self moni- toring	Comp rehens ion	2	1	3				1		1			
		Pro- ductio n	2	1	1		1			1	2			1
		Audi- tory	1	1	2					1	1		1	
		Visual		1	2			1						
		Style										2		
Total A.F.(n/ 68)		13	10	14	7	6	10	16	13	16	16	13	13	
R.F.(n/ 100%)		19.1 %	14.7 %	20.5 %	10.3 %	8.8 %	14.7 %	23.5 %	19.1 %	23.5 %	23.5 %	19.1 %	19.1 %	

Table 4.2: Metacognitive strategies used by subject students across the three languages through the four years of study

The total numbers of metacognitive strategies obtained for each essay, displayed in the above table, show but a slight difference between the number of strategies used to write the three essays at each year of study. Students of the four years used more metacognitive strategies either in Arabic (4th year students), in English (2nd year students), or in both Arabic and English (1st and 3rd year students). At the four levels of instruction, fewer metacognitive strategies were used in French. Another important observation is that though the difference in the frequency of use is not wide, 3rd and 4th year students used more metacognitive strategies than 1st and 2nd year students, and 2nd year students used the fewest number of these strategies.

For the sake of clarity the results obtained in the table above are transferred into histograms in the following figure.

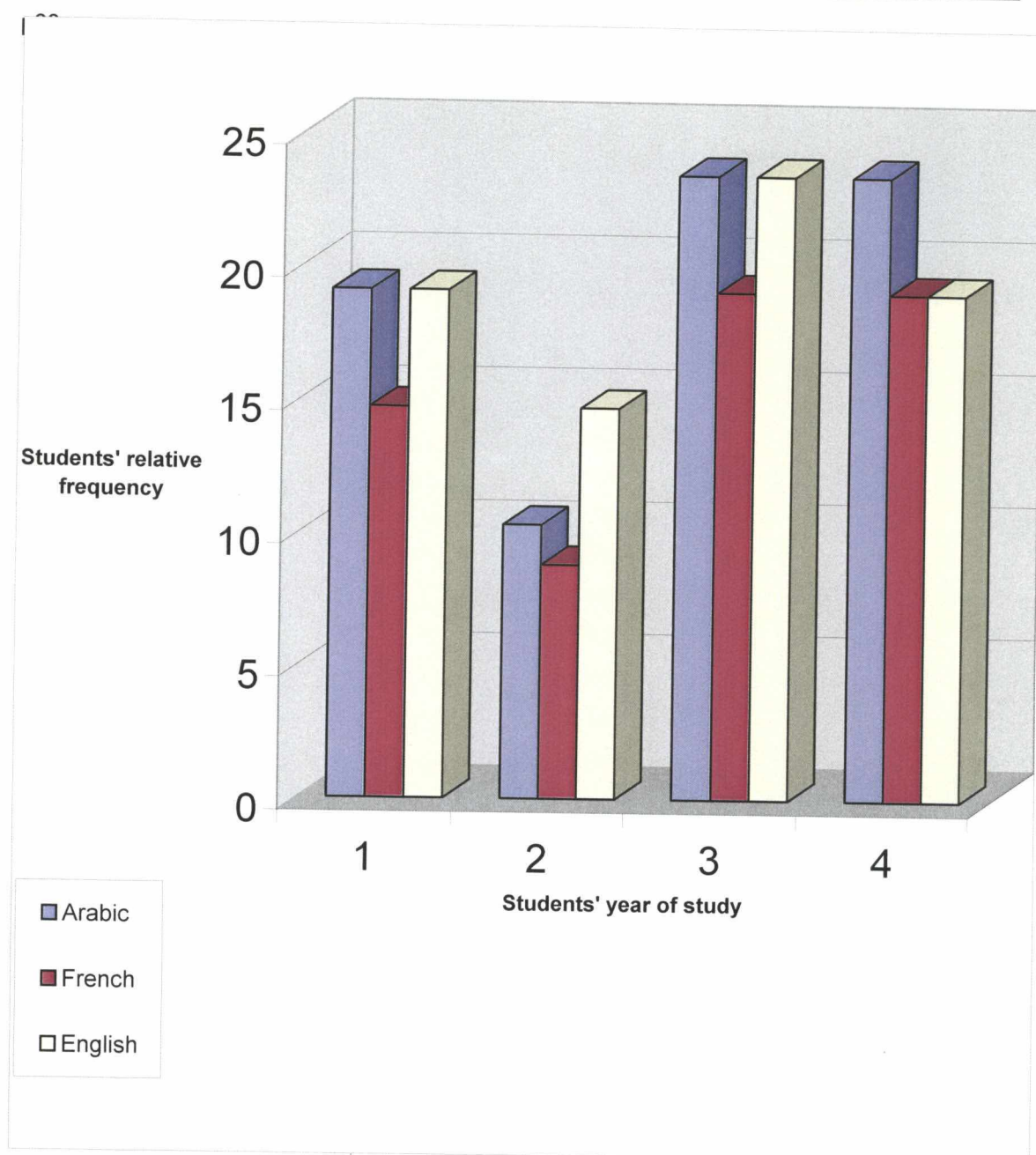


Figure 4.1: Use of metacognitive strategies across the three languages through the four years of study

Figure 4.1 shows that 3rd and 4th year students used more metacognitive strategies than 1st and 2nd year students. Yet we note that 3rd year students used more metacognitive strategies in Arabic and English and that 4th year students used more metacognitive strategies in Arabic. The high percentage of metacognitive strategies recorded in Arabic writing is

due to more use of *planning* and *time-saving* strategies in this language (as is explained below), while that recorded in English writing with 3rd year students is related to more use of *self-monitoring*. Figure 4.1 also reveals that 2nd year students display the lowest percentage of use of metacognitive strategies. This may be the result of a deficient strategic knowledge as the qualitative analysis of think-aloud data revealed a restricted use of strategies by 2nd year students.

We shall now focus on the use of each strategy across the three languages and the four years of study as shown in table 4.2:

Topic reading: this is a major strategy largely consistent through the three languages Arabic, French, and English, across the four levels i.e., it was used with a similar frequency at each level. Yet, it is noticed that the more students were advanced, the more they used this strategy, as its use increased from year 1 to year 4.

Revision: revising while transferring on the exam paper is also a major strategy consistently used within each level. However, its use decreased from year 1 to year 4 (it was used by all 1st year students, but only half of 4th year students). Concerning *revision on draft*, it was an occasional strategy used at all levels namely in English and French (it was used in Arabic by one 1st year student only). Yet, *revision on the exam paper*, though rarely used, was used consistently across the three languages only with 4th year students.

Finding key words and *oral construction of the text*: are minor strategies, but were similarly used across the three languages. It should be mentioned that the two students who used these strategies were from the 3rd year, the others did not use such strategies.

Brainstorming: some consistency of use of this strategy was recorded because, though rarely used, this strategy was employed at the 4th year by the same students in the three essays, and at the 3rd year by the same student in Arabic and English and another one in English only.

Planning: a rare strategy, unused in French and English by 2nd, 3rd and 4th year students, it was used only once by a 1st year student when writing in the foreign languages. Yet, this strategy was used four times in Arabic (once by a 1st and a 4th year students and twice by 3rd year students). *Planning* was, therefore, not used across the three languages. We assume that student's preference to plan in Arabic is due to the relation of the topic with Algerian history. In other words, the essay topics were about the Algerian war of independence. This is a popular topic frequently dealt with in Arabic by students since primary school. Consequently, the acquisition of knowledge on this topic was firstly done in Arabic. This seems to corroborate the research indicating that *planning* is more effectively done in the language related to the acquisition of the topic area knowledge (Jones and Tetroe 1987, and Friedlander 1990). Nevertheless, this strategy should be further examined in this study using the other research instruments: the questionnaire and the interview.

Time-saving strategies: are minor strategies, mainly used by advanced students (3rd and 4th year). We recorded a consistency of use of the strategy *no draft* across the three languages by one fourth year student. However, these strategies were too rarely used presumably because students were not really bound to time as in the formal situation of an exam. Nevertheless, we noted that these strategies were mainly used when writing in Arabic. We assume that this is due to students' confidence to construct and write correct sentences in their L1.

Self-monitoring: with all its types except *style monitoring*, was used across the three languages by 1st year students. At the other levels, this strategy presents an occasional use of one type or the other recorded mainly in French and English. Concerning *style monitoring*, it is a sophisticated strategy which requires language mastery and writing experience. This is why it appeared only with two 4th year students in Arabic .

Plan consultation was a strategy used once by a 4th year student in Arabic and *topic consultation* was used by a 1st year student in Arabic and a 3rd year student in French and English. The use of these strategies was too rare to allow the statement of whether they could be used similarly across the three languages or not.

COGNITIVE STRATEGIES		1 st year			2 nd year			3 rd year			4 th year		
		NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4
	Writing 2 languages											1	1
	Approximation									1			
	Circumlocution		1	1			1			1			
	Language switch			3							1		
	Translation	1	3	4		2	1	2	1	3	1	1	1
	Transfer		1			3	2			1	1		1
	Generating sentences in Arabic/French			1									1
	Re-reading	3	2	2	1	1	2	1	2	3	2	2	2
Total A.F. (n /32)		4	7	11	1	6	6	3	3	6	3	4	6
R.F. (n%/100%)		12.5%	21.8%	34.3%	3.1%	18.7%	18.7%	9.3%	9.3%	18.7%	9.3%	12.5%	18.7%

Table 4.3: Cognitive strategies used by subject students across the three languages through the four years of study

The results obtained in the above table are represented by histograms in figure 4.2.

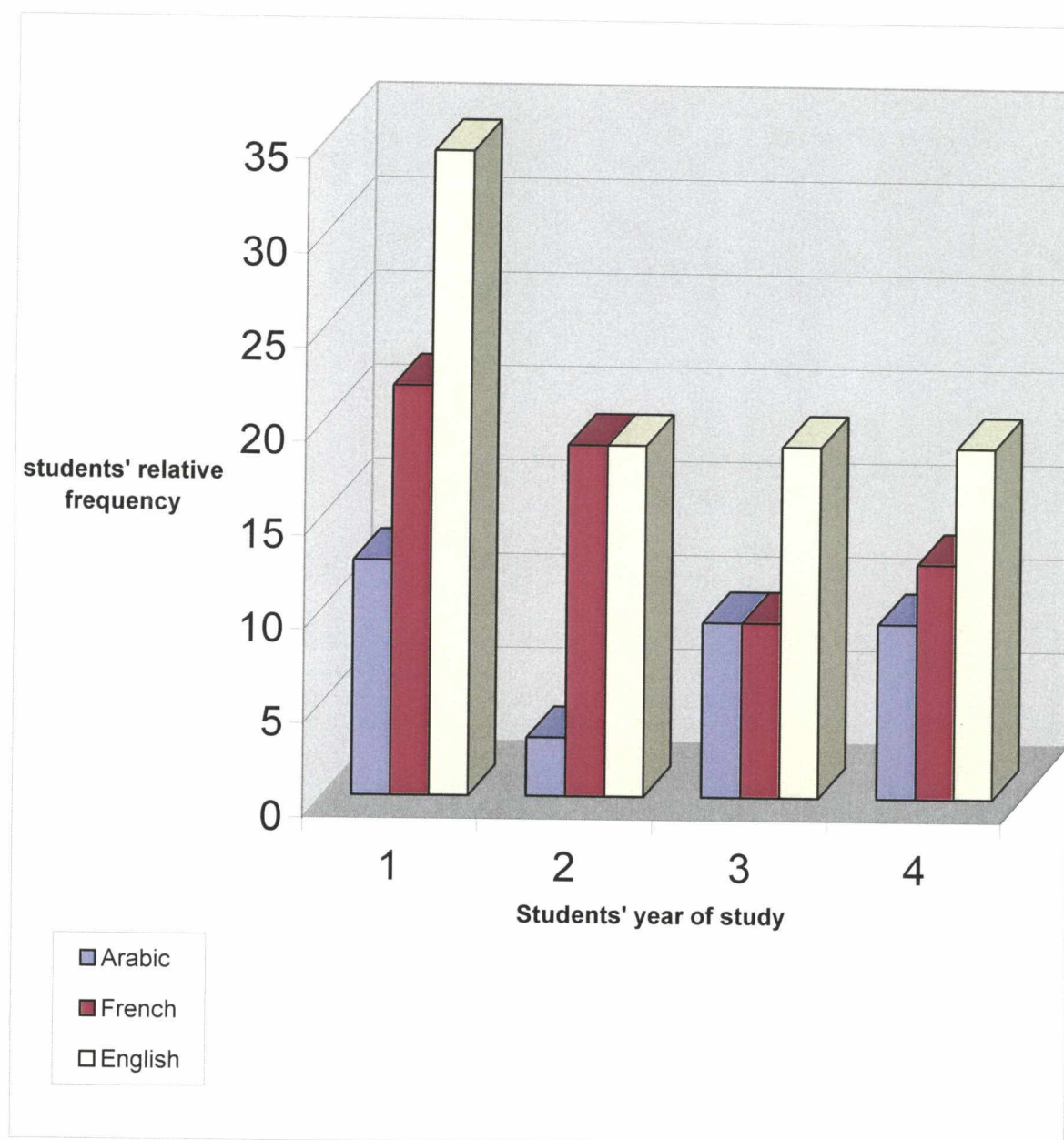


Figure 4.2: Use of cognitive strategies across the three languages at the four years of study

Concerning the cognitive strategies, figure 4.2 shows that in each year of study, students used more of these strategies in English and fewer in Arabic. 1st year students used the most important number of these

strategies in all three languages as compared to the other students. The qualitative analysis of think-aloud data revealed that these strategies were used to help generate sentences and overcome language difficulties. This may explain 1st year students' frequent use of cognitive strategies as they were found to encounter more language difficulty when writing namely in English. Then, we shall analyse the use of each strategy across the three languages and the four years of study as shown in table 4.3.

Re-reading: is a major strategy, largely consistent across the three languages at all levels of instruction.

Translation: is another major strategy, used at all levels of instruction in the three languages (except in Arabic with 2nd year students), but with different frequencies.

Writing in two languages, approximation, circumlocution, language switch, transfer and generating sentences in Arabic/ French were rarely used by students at one level of instruction or another. Occasional use of these strategies does not allow the statement of whether they could be used similarly across the three languages and the four years of study. Yet, it is clear that these strategies were mainly used in writing in the foreign languages.

AFFECTIVE STRATEGIES		1 st year			2 nd year			3 rd year			4 th year		
		NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4	NE AR n/4	NE FR n/4	NE EN n/4
	False starts	1	1	1	1	1	1	2	2	2	1	2	
	Avoidance			1	1	2				3	1	1	1
	Risk taking									2			
Total A.F. (n/12)		1	1	2	2	3	1	2	2	7	2	3	1
R.F. (n%/100%)		8.3 %	8.3 %	16.6 %	16.6 %	25 %	8.3 %	16.6 %	16.6 %	58.3 %	16.6 %	25 %	8.3 %

Table 4.4: Affective strategies used by subject students across the three languages through the four years of study

For the sake of clarity the results obtained in the above table are translated into histograms in the following figure.

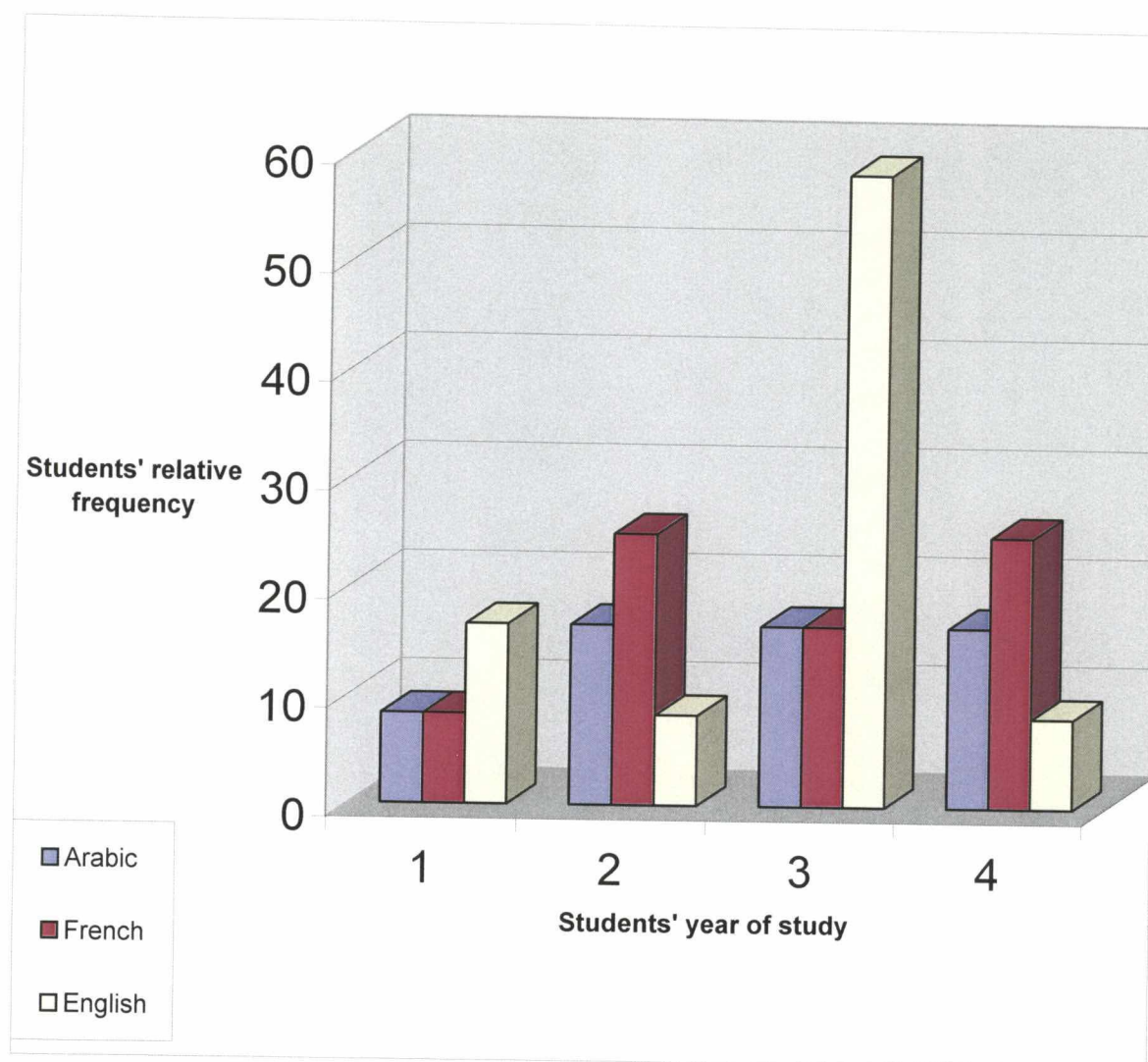


Figure 4.3: Use of affective strategies across the three languages through the four years of study

With regard to affective strategies, they were used by few students and namely 3rd year students as it is represented in figure 4.3. In effect, the qualitative analysis of the think-aloud data revealed that 3rd year students were anxious about writing in English and tried to reduce their anxiety and control their negative thoughts using affective strategies. Concerning the use of each strategy, table 4.4 shows that:

False starts, is a major strategy used consistently across the three languages in each year of study except the 4th year where it was not used in English.

Avoidance was used across the three languages only by a 4th year student. At the other levels it appears in one language or the other. However, *risk taking* was used by only two 3rd year students and only in English.

4.3.2 Discussion of the Results

The quantitative analysis of the data revealed that many metacognitive strategies were consistently used across the three languages. *Topic reading, revision* and *self-monitoring* were major strategies used in the three essays by students of all four years of study. Likewise *key words, brainstorming, oral construction of the text, and no draft (a time-saving strategy)*, showed a consistency of use across the three languages, but these strategies were used only by 3rd and 4th year students. The exception is made with *planning, plan consultation, topic consultation, and start on draft and continue on exam paper (a time-saving strategy)* which were not consistently used in the three languages. On the other hand, the results revealed that major cognitive strategies (*translation* and *re-reading*) were also used in the three languages by students through the four years of study. The remaining cognitive strategies showed an occasional use recorded only in French and English writing. Likewise, in the category of affective strategies, *false starts*, a major strategy, was also used across the three languages at all levels of instruction except in the 4th year where it was not used in English. All these quantitative results indicate that major strategies (such as *Topic reading, revision, self-monitoring, translation, re-reading* and *false starts*) were used across the three languages through the four years of study. These findings further confirm our first research hypothesis that there is a similarity between the strategies used for essay writing in Arabic, French and English.

Results also showed that specific strategies were more used in one language than another. *Planning, plan consultation, and time-saving strategies* were metacognitive strategies mainly used in Arabic. We assume that students' *planning* in Arabic is due to the relation of the topic with Algerian history. As knowledge about this topic was first acquired in Arabic, students planned easily in this language (Jones and Tetroe 1987, and Friedlander 1990). *Plan consultation* was used only when the *planning* strategy was utilized this is why we recorded it in Arabic. On the other hand, we think that the use of *time-saving strategies* in Arabic is related to students' self-confidence when writing in their L1. Within the category of cognitive strategies, we noted that except for *translation, re-reading* and one instance of *language switch* and *transfer* all the remaining strategies were used only in English and French. Yet, it should be noted that these strategies were rarely used.

Regarding students' strategy use in Arabic, French and English in relation to their year of study, we obtained insightful results. We noted that metacognitive strategies used by 1st year students were *revision* (while transferring from the draft to the exam paper) and *self-monitoring*. These were used consistently across the three languages. Apart from these two strategies, 1st year students rarely used other metacognitive strategies such as *topic reading, planning, and topic consultation*. In fact they were more concerned with cognitive strategies since they used a wide range and frequency of these strategies. Yet, like the other students, 1st year students used only *translation* and *re-reading* in the three languages. The other strategies were used but in French and English writing. Besides, affective strategies were rarely used by 1st year students. 2nd year students for their part, seemed to favour two metacognitive strategies: *topic reading* and *revision (while transferring)*. These were used across the three languages.

Like 1st year students, they used a very restricted range of metacognitive strategies. Their use of cognitive strategies was also limited to few strategies recorded in French and English. Few of them used affective strategies. Concerning 3rd and 4th year students, they used a wider range and frequency of metacognitive strategies. 3rd year students used *topic reading*, *finding key words*, *oral construction of the text* and *revision* constantly across the three languages, and showed an occasional use of the remaining strategies. On the other hand, 4th year students employed *topic reading*, *brainstorming*, and a *time-saving strategy (no draft)* across the three languages. Regarding cognitive strategies, we recorded a low use of these strategies in the 3rd and 4th year except in English writing. Finally, these students used affective strategies as well in the three languages. Yet 3rd year students showed the most important use of these strategies in English writing.

To summarize, we noted that students' year of instruction was a significant factor in the use of writing strategies in the three languages: Arabic, French and English. 1st year students used a large number of cognitive strategies as compared to 2nd, 3rd and 4th year students (see figure 4.2), namely in English writing. As already revealed by the qualitative analysis, these strategies were used to generate language and overcome difficulties in writing. On the other hand, 3rd and 4th year students showed a more important use of metacognitive strategies than 1st and 2nd year students. It should be reminded that these strategies are used in essay conception, organisation and evaluation. These results lead us to conclude that during their undergraduate studies, students not only reinforce their linguistic knowledge in English, but gain more experience in using writing strategies as well. As a result, they get rid of language problems (felt by 1st year students) to devote their cognitive capacity to the conception,

elaboration and evaluation of their essays using more metacognitive strategies as explained by Schoonen et al (2003:169):

Fluent access to words and phrases or grammatical structures in memory may lower the cognitive processing load for a writer and may thus enhance the writing process and possibly the quality of written text.

Yet, we have to point out that these metacognitive strategies are used by advanced EFL students across the three languages i.e. students use the writing skills and strategies they have learned during their undergraduate studies to the three languages.

The above findings indicating that students of different years have different foci of attention regarding strategy use in the three languages, seem to confirm our second hypothesis which states that there is a correlation between students' strategy use in Arabic, French and English and their year of study.

Finally, as part of our multi-dimensional analysis, we will proceed to an analysis of the same think-aloud data using a statistical tool in the following section.

4.4 STATISTICAL ANALYSIS OF THE THINK-ALoud DATA

It is now widely held that the use of multiple data treatment methods is important for the validity and reliability of research findings, mainly those research works concerned with learning processes for which quantification of data is difficult. We opted for a multiple data treatment method to triangulate the results and come out with a final statement of the research findings. In order to check the validity of the results previously obtained through the qualitative analysis (based on the investigator's observations and interpretation obtained from the individual writing variation) and quantitative analysis (based on numerical figures obtained

from the comparison of strategy use in the three essays across the four years of study), we undertook a third analysis, the statistical one, using a computer programme called SYSTAT (see chapter three for the description of SYSTAT). The statistical analysis was undertaken in order to verify our first research hypothesis that there is a similarity between the strategies used to write in Arabic, French and English.

One of the functions of SYSTAT is to provide an automatic data classification based on a multivariate analysis. In other words, a multivariate analysis of variance (MANOVA). The statistical analysis compares the set of strategies used by each student for each essay in order to find out: firstly, "cases" of students (each essay writing will be called a case) sharing the same writing strategies; and secondly, see whether students used similar strategies when writing in Arabic, French, and English. It should be noted that 48 cases were recorded (sixteen students multiplied by three, the number of essays) using 28 writing strategies (metacognitive, cognitive, and affective) called "variables". The statistical analysis was undertaken in order to come out with those essays in which the same strategies were used.

4.4.1 Procedure

For this analysis, a table was inserted in the computer programme SYSTAT, for treatment (see appendix 2). The table contained:

- 1- 28 columns in which the investigator coded the 28 writing strategies revealed by the 'think-aloud' protocol, including metacognitive strategies, including strategies and sub-strategies, cognitive strategies, and affective strategies). These are called "variables".
- 2- 48 rows in which the 16 subject students presented three times according to the number of written essays. They are called "cases". To

facilitate record in this table, each student was given a number for each written essay as illustrated below:

e.g. First year:	student 1 (N.E. ENGLISH)	1
	student 2 (N.E. ENGLISH)	2
	student 3 (N.E. ENGLISH)	3
	student 4 (N.E. ENGLISH)	4
	student 1 (N.E. FRENCH)	5
	student 2 (N.E. FRENCH)	6
	student 3 (N.E. FRENCH)	7
	student 4 (N.E. FRENCH)	8
	student 1 (N.E. ARABIC)	9
	student 2 (N.E. ARABIC)	10
	student 3 (N.E. ARABIC)	11
	student 4 (N.E. ARABIC)	12
Second year:	student 1 (N.E. ENGLISH)	13
	student 2 (N.E. ENGLISH)	14
		
		
	student 2 (N.E. FRENCH)	18
		
		
	student 3 (N.E. ARABIC)	23
Third year:	student 1 (NE ENGLISH)	25
		
	student 2 (NE FRENCH)	30
		
Fourth year:	student 1 (NE ARABIC)	37
	student 2 (NE ARABIC)	38
		
	student 1 (NE FRENCH)	41
		
	student 4 (NE ARABIC)	48

Then, the writing strategies used by each student in each case were recorded in the table (a used strategy was referred to by the number 1, no matter how many times it was used, and an unused strategy was referred to by 0 (see appendix 2).

The programme had to find out the relationships and interrelationships between variables of the sample provided in order to

present them under groups of members (clusters) sharing the same or almost the same variables i.e., strategies.

After analysis of data thanks to the table inserted in SYSTAT, the computer programme gave all the cases of students which were joined at different distances. The narrower the distance between two cases, the more similarity was found between variables of the cited cases (see appendix 3).

Afterwards, SYSTAT provided, for the table analysed, a cluster tree which represented all the cases showing their relationships with the other cases. In fact, this tree revealed the groups of cases sharing the same variables. The results obtained are provided in appendix 3.

4.4.2 Interpretation of the Statistical Results

As already highlighted, we considered in this statistical analysis² 28 variables (i.e. the metacognitive, cognitive and affective strategies used in essay writing in Arabic, French, and English) and 48 cases (each case representing a student in one of the three essay writing situations). The analysis resulted in a cluster tree (see appendix 3) containing five groups of cases distributed as follows:

Group 1: 3, 24, 27.

Group 2: 32, 10, 6, 45, 4, 12, 14, 2, 7, 5, 33, 8, 9, 17, 1.

Group 3: 21, 40, 26, 30, 43, 42, 39, 47, 20.

Group 4: 29, 36, 41, 46, 38, 18, 19, 37, 48, 31, 28, 16, 11, 15, 22, 23, 25.

Group 5: 44, 13, 35, 34.

As mentioned earlier each number refers to a student in one of the three written essays. The researcher gathered these results in one table containing the 16 students and the three essays in question. She used a number to refer to each group i.e.:

Group 1: **1**

Group 2: **2**

Group 3: **3**

Group 4: **4**

Group 5: **5**

In addition, each student is referred to by a letter and a number as previously done for the qualitative analysis:

First year: student 1..... A1

student 2..... A2

student 3..... A3

student 4..... A4

Second year: student 1....B1

student 2..... B2

student 3..... B3

student 4..... B4

Third year: student 1..... C1

student 2..... C2

student 3..... C3

student 4..... C4

Fourth year: student 1.... D1

student 2..... D2

student 3..... D3

student 4..... D4

Students	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH	Comments
A1	2	2	2	Similar strategies* in Arabic, French, and English.
A2	2	2	2	Similar strategies in Arabic, French, English.
A3	1	2	4	Different strategies in Arabic, French, English.
A4	2	2	2	Similar strategies in Arabic, French, English.
B1	5	2	3	Different strategies in Arabic, French, English.
B2	2	4	4	Similar strategies in French, English.
B3	4	4	4	Similar strategies in Arabic, French, English.
B4	4	3	1	Different strategies in Arabic, French, English.
C1	4	4	2	Similar strategies in Arabic, French.
C2	3	3	5	Similar strategies in Arabic, French.
C3	1	4	5	Different strategies in Arabic, French, English.
C4	4	2	4	Similar strategies in Arabic, English.
D1	4	4	2	Similar strategies in Arabic, French.
D2	4	3	4	Similar strategies in Arabic, English.
D3	3	3	3	Similar strategies in Arabic, French, English.
D4	3	5	4	Different strategies in Arabic, French, English.

*We refer to metacognitive, cognitive and affective strategies.

Table 4.5: Synthetic table showing five groups of cases using similar writing strategies in the three essays

The results show that five students (three from the 1st year, one from the 2nd year and one from the 4th year) used similar writing strategies in the three languages as the three essays of each student belonged to the same group. In other words, 31.25% of students used similar strategies (whether metacognitive, cognitive or affective) to write in the three languages Arabic, French and English. In addition, six other students used similar

strategies in two of the three essays (three students used similar strategies to write in Arabic and French, two students used similar strategies to write in Arabic and English, and one student used similar strategies to write in French and English). In sum, eleven out of sixteen students, i.e. 68.75%, used similar strategies in at least two of the three essays. In fact only five students out of sixteen were revealed by the statistical analysis to use different strategies in the three essays.

4.4.3 Discussion of the Results

The statistical analysis relied only on the used strategies and the unused ones to state whether students wrote differently or similarly in the three essays. So students who were classified to use similar strategies should have used the same metacognitive, cognitive, and affective strategies when writing the essays. As we found in the quantitative analysis that students did not use many cognitive strategies in the same way in the three essays, it was predictable to obtain from the statistical analysis a variation in the strategies used to write across the three languages among some students. Nevertheless, the statistical results revealed that 31.25% of the students (five out of sixteen students) used the same strategies to write Arabic, French, and English essays, and that 68.75% of the students (eleven out of sixteen) used the same strategies to write at least two of the three essays. This represents a high proportion of subject students who used the same strategies. These results support our first research hypothesis which stipulates that there is a similarity between the strategies used for essay writing in Arabic, French and English.

4.5 CONCLUSION

The think-aloud procedure was a useful tool to reveal students' essay writing strategies. We detected a set of strategies that we grouped under three categories proposed by O'Malley and Chamot (1990): *metacognitive strategies* (which involve thinking about the writing task: its organisation, elaboration and evaluation as well as time management), *cognitive strategies* (which involve applying strategies to accomplish the writing task), and *affective strategies* (which involve using affective control to assist completion of the writing task). The treatment of these data gave insightful results.

Firstly, the qualitative analysis of students' verbal protocols, which took into consideration not only the strategies used to write in each language but also the writing behaviour and steps followed by students to compose in the three languages, revealed that the majority of students had the same writing behaviour in the three essays and used similar strategies. Likewise, the quantitative analysis of the strategies uncovered by the think-aloud procedure showed that most metacognitive and affective strategies as well as major cognitive strategies were used by students across the three languages. Finally, the statistical analysis of the same data revealed that five students out of sixteen used the same strategies across the three languages and that eleven students out of sixteen used the same writing strategies in either two or three of the proposed essays. All these results seem to confirm our first research hypothesis that there is a similarity between the strategies used to write an essay in Arabic, French and English.

Secondly, we found that students from the 1st to the 4th year showed a difference in strategy use. 1st and 2nd year students used a restricted range of metacognitive strategies. While the first group of students seemed to

favour *revision* and *self-monitoring*, the second one focused on *topic reading* and *revision*. It should be noted that these strategies were used across the three languages. On the other hand, students used more frequently cognitive strategies namely in English and French writing. 3rd and 4th year students for their part, used a wider range of metacognitive strategies: *topic reading*, *key words*, *brainstorming*, *oral construction of the text*, *revision*, *self-monitoring* and *time-saving strategies*. Almost all of these strategies were used across the three languages. Those students also used cognitive strategies but less frequently than 1st and 2nd year students. Then we found that students from the 1st to the 4th year moved attention from cognitive to metacognitive strategies in writing as they overcame their linguistic problems (using fewer cognitive strategies) and concentrated more on the conception, elaboration and evaluation of their essays, thus using more metacognitive strategies. This evolution affected Arabic and French writing as well since students gained more experience in writing and using strategies that benefited their writing in the other languages. Moreover, the qualitative analysis also revealed that some strategies such as *revision* and *production monitoring* were more effective in the hands of advanced students. All these findings support the second research hypothesis that there is a correlation between the strategies used in essay writing in Arabic, French and English and students' year of study.

Thirdly, the qualitative and quantitative analyses revealed that English undergraduate students at the Department of Foreign Languages used few writing strategies. Moreover some students showed that they had accumulated a discrete set of strategies concerned with essay writing (declarative knowledge) but failed in their use (deficiency in the procedural knowledge). This strategic deficiency was reflected in students' essays which lacked organisation, relevance of content and sometimes coherence.

These findings corroborate our third research hypothesis which holds that there is a correlation between students' strategy use in Arabic, French and English and achievement in writing.

Finally, we obtained results in this chapter concerning students' strategy use in writing based on think-aloud data. Yet, we need to find out whether more strategies are used in essay writing, explain some unclear writing behaviour and strategy use detected in the protocols, and triangulate the results in order to draw our final conclusions. For this purpose, the next chapter is devoted to the analysis of other self-report data (the questionnaire and the interview) as part of the multiple approach underlying this research.

NOTES

¹ In students' verbal protocols the words in italics indicate French words when writing in English and Dialectal Arabic words when writing in Arabic, whereas those underlined indicate when the writer was speaking and writing or self-dictating

² In the statistical analysis, SYSTAT has linked between cases showing similarity between variables. e.g. Case 17 is linked to case 1 with a distance of 0.00. This means that cases 17 and 1 have the same variables i.e. the same writing strategies from the 28 recorded were used in these two essays. One notes on the lists of results that little by little the distance joining two cases becomes wider. This means that more and more variables differ as their distance becomes wider. And the wider the distance the bigger number of members can be obtained in one cluster (i.e. group). A small distance is considered in this analysis to minimise the difference between members of the same group.

The cluster tree reports all the information found on the list of results. It reports the cases with their links to other cases specifying the distance joining them. It also displays the different groups of cases sharing the same or almost the same variables.

CHAPTER FIVE

ANALYSIS OF OTHER SELF-REPORT DATA AND STUDENTS' GRADES IN THE THREE ESSAYS

5.1 INTRODUCTION

5.2 ANALYSIS OF STUDENT QUESTIONNAIRE

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5.3.1 Interview Procedure

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5.4 ANALYSIS OF STUDENTS' GRADES IN ARABIC, FRENCH AND ENGLISH ESSAYS

5.4.1 The Results

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5.5 ANALYSIS OF TEACHER QUESTIONNAIRE

5.5.1 Questionnaire Design

5.5.2 The Results

5.5.3 Discussion of the Results

5.6 CONCLUSION

5.1 INTRODUCTION

Our research is meant to be multidimensional. This is why we used other data sources to supplement the think-aloud protocols treated in the preceding chapter. Then, to support our research hypotheses, we used two other self-report instruments: student questionnaire and student interview. The aim, methodology, and results of each is displayed in this chapter.

Thereafter, with the aim of investigating the correlation between students' strategy use in the three languages and achievement in writing (our third hypothesis) we used students' grades obtained on their essays and related them to strategy use. Then, the strategies used by the best graded students were highlighted in order to determine the most effective strategies in essay writing.

Finally, in order to relate our findings regarding strategy use to the teaching of writing that subject students receive in the Foreign Language Department, we addressed a questionnaire to teachers in order to discover what teachers actually do in their writing classes and understand the writing process from the teacher's perspective.

5.2 ANALYSIS OF STUDENT QUESTIONNAIRE

5.2.1 Questionnaire Design

The investigator administered a questionnaire to students whose objectives were as follows:

- 1) To ask about the strategies used in essay writing in Arabic, French and English and see whether students would report other strategies than those revealed by the think-aloud data.
- 2) To verify the three research hypotheses.
- 3) To compare the results of the two instruments: the questionnaire and the think-aloud protocols.

The students who answered the questionnaire were the same students involved in the think-aloud procedure except for two students (one from the 2nd year and one from the 4th year) who had left University at the time of questionnaire administration. In all 14 students answered this questionnaire in June 2000. In order to prevent any misunderstanding, the questions were explained to students, who could ask for clarifications. It should be noted that the questionnaire was piloted prior to its administration.

The questionnaire consisted of seven open questions (see appendix 4) that students could answer in any language they preferred.

Question 1: asked about the pre-writing strategies used in the three languages.

Question 2: asked about while-writing strategies used in the three languages.

Question 3: inquired about *revision* in the three languages, when it happened, how it happened and what it concerned as this strategy was most used by students.

Questions 4 to 6: asked about the different strategies used to overcome some recurrent writing difficulties in the three languages detected by the qualitative analysis of think-aloud data.

Question 7: asked whether they thought the process of writing in Arabic and the strategies used were similar in French and English.

5.2.2 The Results

The present section is devoted to the report and analysis of the data collected from the student questionnaire. Each question will be dealt with separately.

Question 1: "What do you do before you start writing in Arabic, French, and English?"

All informants answered using the same strategies whether writing in Arabic, French, or English. They reported using a number of pre-writing strategies that were gathered by the investigator under four main headings as displayed in the table below. It should be noted that sometimes more than one strategy was mentioned by a student. This happened namely with 3rd and 4th year students.

Pre-writing strategies	Number of occurrences
Planning/ outlining	09
Brainstorming	07
Topic reading + understanding	06
Finding key words	03

Table 5.1: Pre-writing strategies

All the above cited strategies are metacognitive and were also identified in students' think-aloud protocols. The remark made is that 1st and 2nd year students reported using only *topic reading* and *planning*, whereas 3rd and 4th students' answers contained the four pre-writing strategies.

It is worth observing that the number of students who claimed using such strategies is higher than that of the students who actually used these strategies as recorded in the think-aloud data. This implies that many

students know some good pre-writing strategies (declarative knowledge) but do not make use of them, or they do not know how to make use of them. In other words, they show a deficiency in their procedural knowledge which prevents them from using the strategy properly.

Question 2: "How do you proceed to write an essay in Arabic, French, and English?"

In this question as well, students reported using the same strategies in the same order in the three languages. These can be classified into three groups which represent the three stages of an essay. Some students gave more than one strategy for each stage.

	Writing strategies	Number of occurrences
Stage 1	Start with the introduction	13
	Write on draft all information/ ideas (<i>brainstorming</i>)	04
	Write <i>key words</i>	02
	Write at least two introductions and keep the best one*	01
Stage 2	Find words and ideas to write an appropriate development (<i>brainstorming</i>)	10
	Organisation of ideas written on draft (<i>planning</i>)	03
	Write development and conclusion directly on exam paper (<i>time-saving strategy</i>)	01
Stage 3	Find a good conclusion	07
	Review grammatical mistakes before copying down (<i>revision</i>)	03
	Read what I have written to write a conclusion (<i>re-reading</i>)	01
	Read and use appropriate co-ordinators (<i>revision</i>)	01
	Copy my essay on exam paper	01
	Don't read my essay when I finish	01

Table 5.2: Strategies used for essay writing

All the strategies reported by the informants were recorded in the think-aloud data except for the one indicated by an asterisk (*Write at least two introductions and keep the best one*). Besides, only one cognitive strategy was mentioned (*re-reading*), the other strategies are metacognitive. No social/ affective strategy was recorded. It should also be noted that some students (namely in the 2nd year) revealed poor knowledge of how to complete the essay writing task.

Question 3: "Do you revise what you write in the three languages? Why do you revise and when?"

Eleven students out of fourteen claimed revising in the three languages, Arabic, French, and English. Two other informants reported not revising in Arabic because they were sure they made few mistakes in their L1. One student never revised in the three languages to avoid rewriting his essays. It follows from these results two important considerations:

- 1- The majority of students used the strategy of *revision* across the three languages.
- 2- For few students, *revision* is not necessary in Arabic.

The second and third parts of the question, which were not answered by some students, asked about why students revised and when in the three languages. Here they did not discriminate between the three languages in their answers as displayed in the following table.

	Answers	Number of students
When to revise in the three languages	At the end	04
	If there is time after each paragraph, if not at the end	03
	At different times	01
	Give it to a friend to revise it	01
	Don't revise	01
Why to revise in the three languages	To correct grammatical mistakes	07
	To see again punctuation	01
	To correct spelling	01
	To link ideas	01

Table 5.3: When and why to revise

Most respondents see *revision* as a final stage of writing (as observed in the analysis of think-aloud protocols) and sometimes link its use to availability of time. Only one student spoke of a continual *revision*. Regarding the objectives of *revision*, they were reported to be mainly linked to form. Only one student answered being concerned with content.

Question 4: "What do you do if you find the topic of an essay difficult in Arabic, French, and English?"

The following table displays the strategies reported by students to be used to overcome the difficulty of the topic of an essay. It should be mentioned that no discrimination between the three languages was made.

Strategies	Number of occurrences
-Write according to my own interpretation*(C S)	04
-Read and concentrate on the topic (MC S)	03
-Treat the topic superficially* (MC S)	02
-Translate the topic to understand it* (CS)	02
-I try if not possible I let it down	02
-Read the topic many times (MC S)	01
-Change topic into another one*(CS)	01
-Write what the teacher likes to read*(MC S)	01
-Underline and understand key words (MC S)	01
-Find difficult words in the dictionary*(C S)	01
-Write about one of the key words* (MC S)	01

MC S: Metacognitive strategy

C S: Cognitive strategy

Table 5.4: Strategies used to overcome topic difficulty

More than half of the strategies listed above were not uncovered by students' verbal protocols. These are indicated by an asterisk.

The recorded strategies fall under the categories metacognitive (MCS) and cognitive (CS) as indicated in the table.

Question 5: "What do you do if you don't find a word when writing in Arabic, French, and English?"

Strategies	Number of occurrences
Use a synonym or approximation (C S)	10
Abandon the whole idea (A S)	03
Look for it in another language then translate (C S)	03
Use its opposite* (C S)	01
Use circumlocution (C S)	01

C S: Cognitive strategy

A S: Affective strategy

Table 5.5: Strategies used when not finding the appropriate word

The table above displays the strategies reported by informants to be used indiscriminately in the three languages when not finding the appropriate word in writing. All these strategies except "*use of the opposite*" were identified in the think-aloud data. We note that apart from one strategy which is an affective strategy, the remaining strategies are cognitive.

Question 6: "What do you do if you don't know how to express an idea when writing in Arabic, French, and English?"

Strategies	Number of occurrences
Approximation (C S)	05
Let it down and think of another idea: <i>avoidance</i> (A S)	05
Find it in another language, then <i>translate</i> (C S)	03
<i>Re-read</i> till I find it (C S)	01
Avoid thinking in another language*(MC S)	01

MC S: Metacognitive strategy

C S: Cognitive strategy

A S: Affective strategy

Table 5.6: Strategies used when not knowing how to express an idea

Informants reported using the above listed strategies in all three languages in order to solve the problem of not knowing how to express an idea. The majority of these strategies are cognitive. We also record an affective and a metacognitive strategy. It is noted that one strategy, "*avoid thinking in another language*", was not identified in students' verbal protocols.

Question 7: "Do you use the same strategies when writing an essay in Arabic, French and English?"

All informants reported using the same strategies to write an essay in the three languages. But while seven respondents out of fourteen made no exception, the other seven students spoke of a slight difference in strategy use between Arabic and the foreign languages as explained below:

Four students (three from the 1st year and one from the 2nd year) answered that the only difference when writing in the three languages was that they found more difficulty to write in English and sometimes in French than in Arabic leading them to use more strategies such as *translation*, *re-reading* or *approximation* (i.e. cognitive strategies) to overcome their difficulties in these two languages.

A 3rd year student explained that he wrote in the three languages using the same strategies except for one, *no draft* (a *time-saving strategy*), that he often used in Arabic when being pressed by time, but not in the foreign languages.

The remaining two respondents (one from the 2nd year and one from the 3rd year) answered that they used the same strategies when writing in the three languages. Yet they reported using more *revision* in English and French writing as they paid more attention to form than to content in these languages unlike in Arabic.

5.2.3 Discussion of the Results

In their answers to the questionnaire, informants reported to use some strategies in order to overcome some recurrent writing problems detected in the analysis of their verbal protocols. Many of these strategies were uncovered by the think-aloud procedure. However, others were not. In fact, it is only after a comparison of students' verbal protocols and written essays to the questionnaire answers that we could identify the use of these strategies and explain some writing behaviours which were left unclear by the analysis of think-aloud data. The strategies uncovered by the questionnaire and not detected in students' verbal protocols are classified below under the categories described in chapter four: metacognitive and cognitive. It should be noted that no affective strategies than those uncovered by the think-aloud data were reported by the informants. Then, two additional metacognitive and three cognitive strategies were revealed by the questionnaire. Each strategy is described and its use reported when identified in the think-aloud data.

Metacognitive strategies:

1- Selective attention: also identified by O'Malley and Chamot (1990). This strategy consists in deciding in advance to attend to a specific aspect of the task. Informants reported using this strategy to overcome topic difficulty. So they either "write about only one of the key words" or "write about the topic superficially". When the student finds it difficult to cope with a topic of an essay, he decides in advance to write on a specific key word that he has well understood and ignores the others or treats a specific aspect of the topic. We recorded the use of this strategy by student C2, for example, in the think-aloud data. This student underlined the key words of the topics in the three languages, then selected one of them (the Algerian War of Independence) and wrote about it without referring to the other key

words he identified. Similarly, student B2 wrote about the Algerian Moudjahidine in general instead of writing about her grandfather/ mother's exploit in the war. Likewise, student C4 wrote about the Algerian War of Independence in general, but only in French and English. In Arabic, she wrote about her grandmother's exploit as required by the topic.

2- Self-management: also identified by O'Malley and Chamot (1990) and Graham (1997). This strategy can be described as understanding what helps one complete language tasks successfully and making sure that tasks are carried out in that manner. An example of the use of this strategy is "to avoid thinking in another language" which was reported by students to be used when not knowing how to express an idea in writing. The student decides not to think in another language than the one used in writing because he will certainly find how to express his idea if he concentrates on the use of that language. This strategy may have been used by some students when writing the three essays during the silent periods we recorded in their verbal protocols, but it was not clearly identified.

Cognitive strategies

1- Substitution: this strategy was also identified by O'Malley and Chamot (1990). It consists in trying out alternative approaches or solutions. Respondents answered that when they did not find the appropriate word when writing they used its "opposite". Another example of substitution is when the students found the topic of the essay difficult they "changed it into another one". We uncovered the use of this strategy by student A3 who narrated one famous battle that happened during the Algerian War of Independence instead of narrating one of her grandfather/ mother's exploits as required by the topic.

2- *Use translation to understand the topic*: the student translates the topic into L1/ FL1 in order to understand it and start writing. This strategy was used by student A2 who, before starting to write Arabic and English essays, he first translated the two topics into French, tried to understand them and then answered the essay questions.

3- *Resourcing*: this strategy was also recorded by O'Malley and Chamot (1990) and Graham (1997). It consists in using a reference source containing information on L2 such as a dictionary to find out difficult words of the topic for example. Respondents reported using this strategy to overcome topic difficulty but they did not actually use it during the essay writing task because no dictionaries were available.

Besides reporting additional strategies, the questionnaire also gave a different picture of the use of some strategies than the think-aloud protocols. Some students answered using strategies which were not detected in their verbal protocols. In the questionnaire, nine students out of fourteen reported *planning/ outlining* before writing an essay whether in Arabic, French, or English. However, the think-aloud data revealed that only four students planned in Arabic and one student in French. *Brainstorming*, too, was reported to be used in the three languages by seven informants. Yet, only two students used this strategy in the three essays, one student in Arabic and English essays and one student in the English essay. This point was highlighted by Levine and Reves (1998:2) when comparing the two instruments of research: the think-aloud protocol and the questionnaire. They state that "In a questionnaire subjects may report using strategies they did not really employ". Therefore, a comparison of the results obtained from these two instruments is necessary as students' answers may not report what they actually do, and think-aloud protocols may leave some learner processes unveiled.

Nevertheless, the other results of the questionnaire concord with those obtained from the analysis of think-aloud data namely those regarding strategy use across the three languages. In questions 1, 2, 4, 5, and 6, respondents reported using the same writing strategies in the three languages and listed them. They made few exceptions only in their answers to questions 3 and 7, where half of the informants (i.e. seven out of fourteen) explained that though they used the same writing strategies in the three languages, there was a slight difference between Arabic and the foreign languages. Four students explained that because they encountered more language difficulties in French and English, they used more cognitive strategies to write in these languages to help them overcome their difficulties. This result corroborates those obtained from the quantitative analysis of think-aloud data which revealed that more cognitive strategies were used in French and English than Arabic (see table 4.3). Two other students explained that they *revised* more their essays written in the foreign languages than those written in Arabic because they should pay more attention to form in the foreign languages and that they were sure they made few mistakes in their L1. In addition, another student answered that when being pressed by time, he used a *time-saving* strategy in Arabic but not in the foreign languages as he mastered his L1 more. These answers find confirmation in the results of the quantitative analysis of think-aloud data as figures show that a little more *revision* was used in the foreign languages than in Arabic and that *time-saving* strategies were mainly used in Arabic. These results indicate that no strategic change is reported between French and English and that the slight difference recorded between Arabic and the foreign languages in the use of few strategies (*revision, time-saving and cognitive strategies*) is claimed to be due to more proficiency in L1. Yet it should be noted that the remaining half of the informants reported a similarity between the strategies used across the

three languages. Therefore we can conclude that the results of the questionnaire analysis indicate that there is a similarity between the strategies used to write an essay in Arabic, French and English.

Regarding correlation between students' strategy use and their year of study the survey questionnaire yielded limited information. Nevertheless, we noted that 3rd and 4th year students showed a better knowledge of metacognitive pre-writing strategies than 1st and 2nd year students (question 1). We also recorded that 1st year students used more cognitive strategies in French and English (question 7). Finally, question 2 revealed poor knowledge of essay writing strategies of some students namely in the 2nd year which may explain the restricted strategy use of these students recorded in their verbal protocols. These results corroborate those obtained from the analysis of think-aloud data which revealed a correlation between student strategy use in Arabic, French and English, and year of study.

Finally, it is worth highlighting some findings that emerged from the questionnaire and further confirm those obtained from the analysis of think-aloud data. Informants reported using a set of strategies to overcome language difficulties (such as not knowing how to express a word or an idea when writing) most of which are cognitive strategies thus confirming the observation resulting from the qualitative analysis of students' verbal protocols that cognitive strategies are used to overcome language difficulties. Another concordant result regards *revision*. In the qualitative analysis of think-aloud data we observed that *revision* concerned mainly surface errors such as grammatical mistakes and spelling. This was confirmed by the majority of informants (nine out of fourteen students) who answered that in their *revision* they paid attention to form. However this type of *revision* resulted in content deficiency namely in French and

English as noted in the qualitative analysis of think-aloud data. Moreover most respondents considered this strategy as a final stage of writing leading to question the effectiveness of use of this strategy. These results seem to corroborate the third research hypothesis that there is a correlation between students' strategy use in Arabic, French and English and achievement in writing.

5.3 ANALYSIS OF STUDENT INTERVIEW

5.3.1 Interview Procedure

After having collected data which unveiled students' writing strategies using the think-aloud procedure, we thought of the interview as another interesting instrument for data collection because we needed further explanation and clarification from the learners regarding strategy use to understand their writing behaviours in the three languages. A semi-structured interview was opted for because it allowed the interviewer to expand her questions and give them a direction according to students' answers without losing the aim of the main question. The objectives of the interview were as follows:

- 1- To obtain further explanations about some students' unclear writing behaviours and use of strategies that were uncovered by the think-aloud procedure and the survey questionnaire.
- 2- To verify the three research hypotheses.

The questions that formed the main body of the semi-structured interview required students to report on:

- 1) How they proceed to write an essay in the three languages (Arabic, French and English).
- 2) What essay writing strategies they use in the three languages.
- 3) How they use strategies in the three languages

There were fourteen interviewees, the same students who were concerned with the questionnaire and the think-aloud procedure (as already mentioned two students out of the initial sixteen left university before the end of the year and participated to neither the questionnaire survey nor the interview). It should be pointed out that in order to facilitate retrospection

and to reduce the possibility of faulty reporting due to memory lapses, the following procedures were implemented before the actual interview:

Two days before the interview, participants were given the tape recordings of their think-aloud sessions along with the drafts and the essays they wrote in the three languages. They were asked to listen to the tapes and to think about the strategies they used in each language, why they used them and compare between the strategies they used in the three languages.

Students were interviewed individually. The interview was conducted in Arabic and sometimes in French with 1st and 2nd year students so that lack of English proficiency would not prevent them from answering. With 3rd and 4th year students, the interview was conducted in English but when the interviewer felt it necessary, Arabic or French was used. The interviews which averaged 20 minutes in length were tape recorded and then transcribed by the researcher (those interviews conducted in Arabic or French were translated).

The data obtained were content analysed. We identified a number of strategies from students' reports. These were named and categorised according to the classification resulting from the think-aloud procedure and the survey questionnaire. The strategies highlighted in each transcript were then coded using this classification.

5.3.2 Results and Discussion

The interview was aimed to give further information which would help in the understanding of students' use of essay writing strategies in the three languages and verify our research hypotheses.

Most of the essay writing strategies reported by interviewees matched those identified in the think-aloud protocols or the survey questionnaire. One additional strategy that could not be unveiled by these two instruments was described by students. This was a cognitive strategy referred to by Oxford (1985, 1986) as *rule application*. Some interviewees explained that they used this strategy in combination with *self-monitoring* (*production monitoring*) in French and English i.e. they consciously applied rules, that they had been taught, when writing. The interview also revealed that except for *transfer*, students were aware of the writing strategies they used.

When asked about the strategies used to write an essay in Arabic, French and English, half of the interviewees reported using the same strategies, while the remaining seven informants gave the following differences: three 1st and one 2nd year students explained that they had some difficulties to express themselves in the foreign languages and that they needed some strategies which helped them to generate language when writing such as *re-reading*, *approximation* or *translation* (i.e. cognitive strategies), they also explained that these strategies could also be used in Arabic but less frequently than in the foreign languages. A 3rd year student reported that in Arabic he could save time by not writing on the draft or writing just the starting sentences on the draft whereas in the foreign languages this was difficult unless he had to deal with a familiar topic. Finally, a 2nd year and a 3rd year student explained that because they were

more proficient in Arabic there was no need to revise in this language. These results seem to match those obtained from the survey questionnaire and find confirmation in the analysis of think-aloud data (see tables 4.2 & 4.3). Amazingly, students did not speak about strategic change across the three languages regarding *planning*, an observation resulting from the analysis of the think-aloud data when we have noted that *planning* was used by four students in Arabic, by one student in French and in English. In addition, the same data did not allow us to compare the quantity of planning done in L1 and in the foreign languages. All what we noticed from students' verbal protocols and written essays is a logical progression in Arabic compositions and a good structure of most essays written in this language, which may reveal an effective use of planning in Arabic. In fact, interviewees indicated that *planning* took different forms: it could be thinking about the topic to be considered, jotting down a few ideas on paper, or writing a more detailed plan which took the structure of the composition into consideration. Informants explained that they planned their writing using one form or the other of *planning* and that it should not necessarily appear on their drafts. Thus most of their *planning* was done mentally, this is why we could not unveil this strategy used by most informants to write the three essays in the think-aloud protocols. These findings concord with those obtained from the survey questionnaire which revealed that nine students out of fourteen planned their essays in the three languages. The above stated results indicate that students use similarly metacognitive strategies in the three languages except for *revision* and *time-saving* strategies reported by few students to be used differently in Arabic as they enjoy more proficiency. They also reveal that some students use more cognitive strategies in the foreign languages than in Arabic because of lack of language proficiency. Concerning affective strategies, interviewees did not mention any difference of use between the three

languages. In sum, though some interviewees revealed some strategic change between Arabic and the foreign languages due to lack of proficiency in French and/ or English, they explained that they adopted the same general approach to write an essay in the three languages. Moreover, half of the informants (seven out of fourteen) reported using the same strategies to write in the three languages. In addition, students revealed that they had transferred the essay writing skills and strategies they had learned in Arabic classes (in the middle and secondary schools) to write in the foreign languages. And that at university they gained more experience in writing in English that they also used to write in Arabic and French. All these findings seem to corroborate our first research hypothesis that there is a similarity between the strategies used to write an essay in Arabic, French, and English.

Differences in individual strategy use were also found between the four years of study. The metacognitive strategies favoured by 1st year students were primarily *revision* and *self-monitoring* in the three languages as students reported worrying about "getting it right". 2nd year students, for their part, favoured *revision* (namely in the foreign languages) and *topic reading*, arguing that it was important to understand the topic and to review what has been written; while 3rd and 4th year students relied heavily on pre-writing metacognitive strategies (*topic reading*, *key words*, *brainstorming* and *planning*) in the three languages explaining that it was very important to plan and organise one's composition before writing. This may be a result of them gaining more experience in writing during their English studies. They also highlighted the importance of *revision* in the three languages except for one student who claimed that this strategy was not necessary in Arabic since he was proficient in this language and made no mistakes.

Cognitive and affective strategies favoured by students of different levels showed some similarities but at the same time some important differences in emphasis. Students of the four levels of instruction reported using *re-reading*, *false starts* and *avoidance* in the three languages. However, while 1st, 2nd and 3rd year students favoured *translation* namely in the foreign languages, 4th year students reported that while writing they tried to think and produce ideas in the target language remaining within known vocabularies instead of trying to translate words or phrases, and finding alternatives for words they could not immediately recall. It should be noted that 1st year students highlighted also the importance of using *circumlocution* and *language switch* (in the foreign languages). In general, 1st and 2nd year students reported using more cognitive strategies (namely when writing in the foreign languages) than in the other years of study, whereas 3rd and 4th year students explained that they used these strategies similarly across the three languages. These results which concord with those obtained from the analysis of think-aloud data seem to confirm our second research hypothesis that there is a correlation between strategy use in Arabic, French and English and students' year of study as we note that students from 1st to 4th year move focus from cognitive to metacognitive writing strategies in all three languages.

Another result which emerged from the interview is the way in which students used writing strategies in the three languages. A qualitative consideration of the two major metacognitive strategies (*topic reading* and *revision*) illustrates the importance of the manner in which students use strategies. Regarding *topic reading* in the three languages, students divided into those who read the topic only fleetingly and started immediately writing, those who translated the topics to better understand them, and those who read the topic many times and concentrated on it to understand

it. It should be noted that the first group of students did not take time to examine the topic and the main points to be considered in their narration prior to embarking in the writing task. Then, the ineffective use of the strategy *topic reading* led them to find the topic difficult and use some other strategies such as *treat the topic superficially* or *substitute it* to overcome this difficulty. However, these strategies were not most appropriate. As a result, these students failed in answering the essay question.

Regarding *revision*, only one student reported that he usually paid attention to both form and content. The rest of students (thirteen) explained that *revision* of form should be given priority over content because teachers pay more attention to form and penalise more grammar and spelling mistakes (the same answers were obtained from the questionnaire, question n°3). In addition, students claimed that *revision* was systematic in their writing and were surprised to discover that they did not revise some of their essays relating this to lack of attention. Other students, who did not revise their drafts in Arabic but did it in the foreign languages, explained that because they were proficient in Arabic, there was no need to revise. A few other students who revised the three essays, but did not make any change or made very few changes in French and English, explained that they did not find any errors in these essays (actually their texts were full of mistakes). This is an important point already highlighted in the discussion of the results emerging from the qualitative analysis of think-aloud data, stressing that poor writers in one language cannot improve their texts even if they revise them many times. These reports indicate that students used a successful strategy (*revision*) but with little result since lack of language proficiency or lack of consideration of overall content led students to

inadequate *revision* and resulted in poor expression in French, English, and/ or sometimes even in Arabic.

With regard to cognitive strategies, *translation*, a major strategy was overused by a 1st year student (A1). He used a lot of *translation* from French when writing in English. He explained that because he was taught English through French he was used to translate. He also translated from French when writing in Arabic. However, though *translation* may be helpful to the writer to overcome some language difficulties, it was time consuming for this student, hindered his writing and resulted in a composition which was fragmentary and unstylish.

The above examples of inappropriate strategy use illustrate the way in which students used successful writing strategies ineffectively, thus with little result leading to confirm the third research hypothesis that there is a correlation between strategy use in Arabic, French and English and achievement in writing.

5.4 ANALYSIS OF STUDENTS' GRADES IN ARABIC, FRENCH AND ENGLISH ESSAYS

For the present research we hypothesised that there is a correlation between the strategies used and achievement in writing. Thereafter, this section is concerned with the evaluation of students' essays in order to see whether students' writing performance is weak, average or good in each language (Arabic, French, or English). Then, it examines the strategy types used by the best graded writers among the subject students. This is done in order to examine the relationship between good achievement in writing and strategy use in the three languages.

After the end of the think-aloud sessions with students, their papers were collected, corrected and graded out of 20 points (./20) by three university teachers: a teacher of French, a teacher of Arabic, and a teacher of English in charge of the written expression module.

When grading students' essays, teachers paid attention to both form and content taking into consideration the following criteria:

- grammatical accuracy.
- appropriateness of vocabulary
- spelling.
- punctuation.
- clarity of expression.
- organisation i.e., paragraphs, cohesion and coherence.
- adequate narration.
- relevance of content.

5.4.1 The Results

We shall use a letter and a number to refer to each student as we have done earlier:

First year: student 1..... A1
 student 2..... A2
 student 3..... A3
 student 4..... A4
Second year: student 1.... B1
 student 2..... B2
 student 3..... B3
 student 4..... B4
Third year: student 1..... C1
 student 2..... C2
 student 3..... C3
 student 4..... C4
Fourth year: student 1.... D1
 student 2..... D2
 student 3..... D3
 student 4..... D4

The correction of students' essays revealed a number of problematic areas for subject students in the three languages. These writing weaknesses are discussed below with the provision of extracts from students' written essays (that can be found in Appendix 7).

Grammatical accuracy seemed to pose a problem for many students in the foreign languages, especially for 1st and 2nd year students. The inaccuracies of these students were so important that they affected the clarity of their sentences. Many mistakes were recorded in the use of tenses, use of auxiliaries, subject verb agreement, word order or inappropriate sentence construction. The following extracts from students' essays illustrate these grammatical weaknesses:

... un jour les algérienes sont attaque. l'armée française dans le village ou l'armée française a la pour tuer leur gens son faire attention a les grand, les jeunes, les femmes oubien les enfants ...

(Extract from N.E. French written by student A4)

... the french army, who wanted to settle in Algeria and let the Algerians people suffers in the street or to work very hard for them ...

(Extract from N.E. English written by student B2)

Some grammatical inaccuracies were also found in Arabic, but less frequently than in the foreign languages.

The difficulty of choosing the appropriate vocabulary was often recorded with 1st and 2nd year students in the French and the English essays. Most of the time, this was due to *transfer* or ineffective *translation* as it can be noted in the following excerpts:

...My grand parents were simple people living on peace...

(Extract from N.E. English written by student A2)

... Because her numerous and dangerous works, she was remarked by the French Army who searched for her...

(Extract from N.E. English written by student B3)

... Ils (les français) sont tué tous son petie Alors les soldats Algérienes sont nerveux de cette affair donc ils attackent les Français pendant sons revenue chez ils. ...

(Extract from N.E. French written by student A4)

When writing in Arabic, *translation* from Dialectal Arabic also led some students to use inappropriate vocabulary and expressions.

... و أمسكوه في السجن ثم عذبوه حتى أكلوا اللحمه ثم قتلوه و قطعوا رأسه...

(Extract from N.E. Arabic written by student A2)

...لكنه للأسف الشديد ألقى القبض عليه من طرف الفرنسيين حيث لم يحضر ليوم

الاستقلال العظيم الذي ساد الجزائر كلها...

(Extract from N.E. Arabic written by student D3)

Spelling mistakes were also found in the three languages but more frequently in French and English. In some instances, these mistakes were but lapses which occurred due to ineffective use of *revision*. But in other instances these were the result of *transfer* or ineffective *translation* as noted in the following example:

... Elle a participé dans different et dangerous domains et moments, pour que les moudjahidin ont tous les moyennes pour qu'ils ont leur liberté...

(Extract from N.E. French written by student B3)

Punctuation and capitalisation seemed to be neglected in the three languages by the subject students except for few ones in the 3rd and 4th years.

The above mentioned difficulties which were encountered by the students when writing their essays affected the clarity of expression. Frequent grammatical inaccuracies, choice of inappropriate vocabulary and inadequate spelling and punctuation led very often to the production of unclear sentences difficult to understand for the reader as noted in the examples provided earlier. This was recurrent namely in the essays written in French and English.

Regarding text organization, two problematic areas were detected:

- 1- lack of cohesion due to a lack of use of transitional expressions recorded in French and English mainly with 1st and 2nd year students.
- 2- Inadequate form of the essays in the three languages at all levels of instruction i.e., students did not organise their essays into an introduction, a development and a conclusion. Their essays lacked one part or the other or consisted of only one paragraph. This reveals a misconception of the essay writing techniques.

In addition, some students seemed to be unaware of the special rules that apply to the mode of discourse required in the topic, thus unable to provide an adequate narration. For example, these students did not use the past tense or mixed up tenses.

Finally, relevance of content, an important criterion of assessment, posed a problem for few students (one student from the 1st, 2nd and 4th years and two students from the 3rd year). As already mentioned in the qualitative analysis of the think-aloud data, these students wrote about the Algerian war of independence in general or about a specific battle that happened during the war instead of narrating an adventure of their grand fathers or their grand mothers. This behaviour may be the result of an ineffective use

of the strategies *topic reading* or *key words* as highlighted in sections 4.2.3 and 5.3.2.

After the correction of students' compositions the teachers graded each essay. The following table provides the grades obtained by students in the three narrative essays in Arabic, French and English at the four years of study as well as the mean grades (X)¹ for each essay in each year. The mean grades in the three languages are used to enable a comparison of students' writing achievement through the four years of study. This is represented in figure 5.1.

Students		Grades in N.E. Arabic	Grades in N.E. French	Grades in N.E. English	X Grades in N.E. Arabic	X Grades in N.E. French	X Grades in N.E. English
1st Y E A R	A1	8,50	11,00	7,00	8,75	7,75	8,00
	A2	8,50	8,00	7,00			
	A3	10,00	8,00	9,00			
	A4	8,50	4,00	9,00			
2nd Y E A R	B1	8,00	6,00	9,00	8,00	4,75	7,50
	B2	7,00	6,00	7,00			
	B3	9,00	5,00	7,00			
	B4	8,00	2,00	7,00			
3rd Y E A R	C1	13,50	11,50	9,00	9,37	7,12	8,75
	C2	7,00	3,00	8,00			
	C3	9,00	9,00	10,00			
	C4	8,00	5,00	8,00			
4th Y E A R	D1	10,00	11,00	12,00	8,37	10,25	9,00
	D2	8,50	10,00	9,00			
	D3	7,00	11,00	6,00			
	D4	8,00	9,00	9,00			
General X grades		8,62	7,46	8,31			

Table 5.7 : Students' grades in the three essays

We note that eight students out of sixteen (A2, A3, B2, C1, C4, D1, D2, and D4) present a similar achievement in the three languages. The rest

of students show a difference. While their grades were nearly the same in Arabic and English, they were either higher in French (A1 and D3) or lower (A4, B1, B3, B4, C2, and C3).

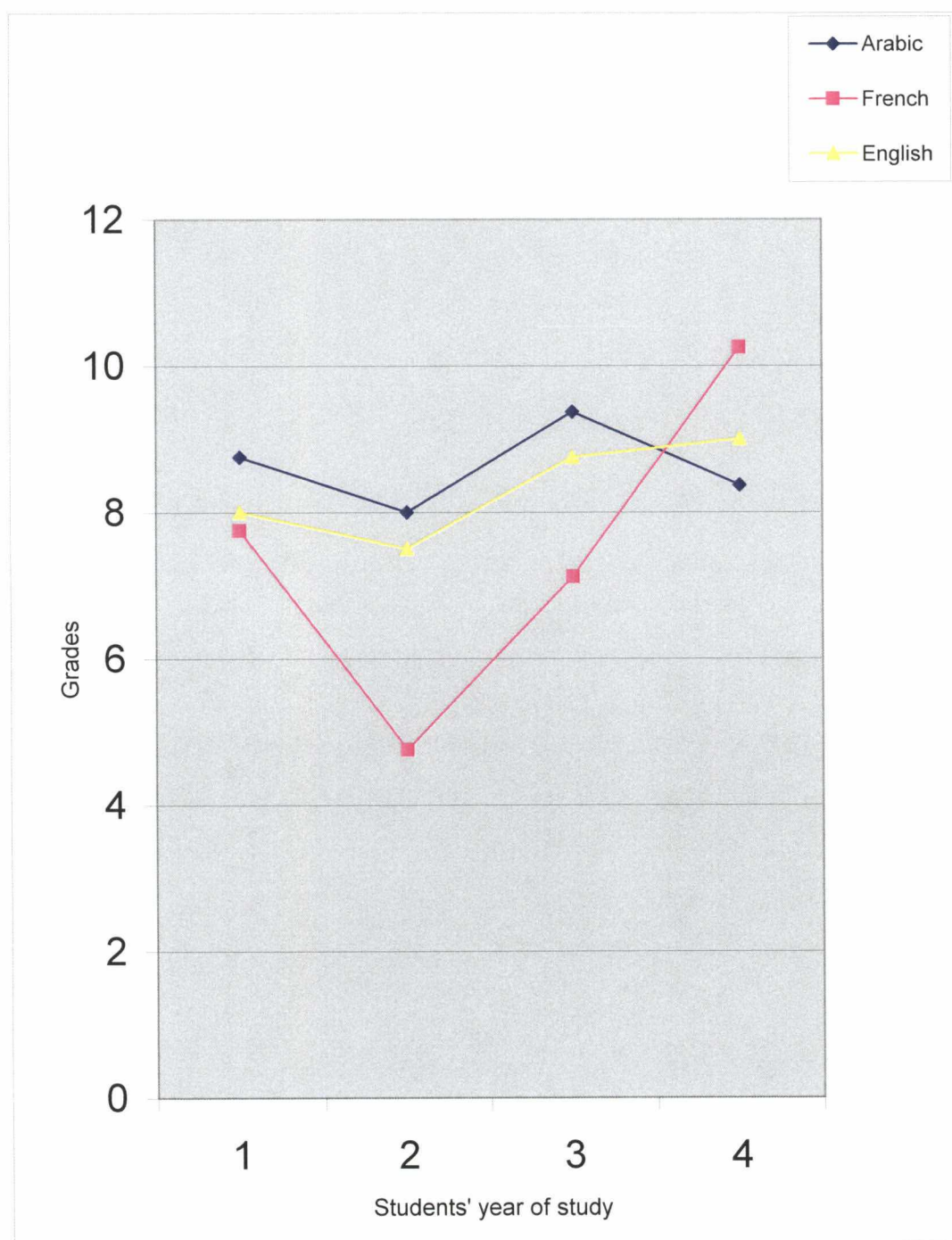


Figure 5.1: General mean grades in the three essays at the four years of study

Figure 5.1 shows a slight difference between students' X grades in Arabic and English with a better performance in Arabic for 1st, 2nd and

3rd year students and a better performance in English for 4th year students. This indicates that students have a better achievement in writing in English as they advance in their English studies. However students' grades in French vary considerably across the four years. We also note that 2nd year students have the lowest marks in the three languages.

The most important observation is that students' X grades in the three essays are beneath the average mark, except for 4th year students in French. Table 5.5 shows that in Arabic, the highest recorded grade is 13.50/20 and the lowest is 07/20. In this essay three students out of sixteen have the average grade or above. In French, the highest grade recorded is 11.50/20 and the lowest is 02/20, and five out of sixteen students have the average grade or above. In English, the highest grade recorded is 12/20 and the lowest is 06/20, and only two out of sixteen students have the average grade or above. These results are summarised in the following table.

	N.E. ARABIC	N.E. FRENCH	N.E. ENGLISH
The highest grade	13.50	11.50	12.00
The lowest grade	07.00	02.00	06.00
General X grades	08.62	07.46	08.31
Students having the average mark or above	03	05	02

Table 5.8: General information on students' grades in the three essays

5.4.2 Discussion of the Results

The above results show a general weakness in essay writing displayed by students not only in English, but in Arabic and French as well. Though the mean grades obtained reveal that students performed best in Arabic followed by English, followed by French, the mean grade in Arabic is low (8.62/ 20) and only a slight difference is recorded between the three mean grades. Moreover, in Arabic, where the majority of students claimed writing better and more at ease because they had a better linguistic competence, only three students out of sixteen had the average mark or above. We conclude then that linguistic competence is not enough for good performance in writing, it should be coupled with strategic competence. However, if we refer to tables (4.2), (4.3) and (4.4), we notice that students used few strategies to write the three essays. Moreover, some strategies such as *topic reading*, *key words*, *revision* and *translation* were ineffectively used by students as revealed by the qualitative analysis of think-aloud data and the interview. We have also noted that 2nd year students who scored the lowest mean grades in the three essays used few strategies (whether metacognitive, cognitive, or affective) as compared to the other students when writing the three essays. We largely attribute their low achievement in writing to a deficiency in both procedural and declarative knowledge of strategy use in writing in the three languages. These results corroborate our third hypothesis which holds that there is a correlation between students' strategy use in the three languages and achievement in writing.

With respect to competence in writing strategies, it is so important that some researchers claim it to be more important than linguistic competence in the ability to write proficiently (e.g. Kasper 1997, and Zamel 1982) and ask teachers to focus teaching of writing on this aspect.

Yet, we consider that both competences are important for achievement in writing as displayed by the results of the present analysis. As a matter of fact, in English writing, the grades of 3rd and 4th year students are higher than those of 1st and 2nd year students. This implies that advanced students have acquired not only more writing strategies (as we have noted that 3rd and 4th year students used a larger variety of metacognitive strategies which help in the organisation and evaluation of essay writing), but more language proficiency in English which was significant for writing achievement. Moreover the analysis of think-aloud data reveals that the use of some strategies is more effective in the hands of language proficient students than in the hands of less proficient ones. *Self-monitoring*, *rule application*, and *revision* in English writing were more effectively used by 3rd and 4th year students as they had acquired good language knowledge and applied appropriate patterns.

5.4.3 Strategies Used by the Best Graded Writers

If we look at the grades obtained by each student (table 5.7), we note that one 4th year student (D1) had an average mark or above in the three essays. And another 3rd year student (C1) had above an average mark in the essays written in Arabic and French, and 09/20 in the English essay. Though the results of these two students cannot be considered as excellent, they are the best ones recorded among the others. With the aim of establishing a relationship between achievement in writing and strategy use, it is important to study the writing strategies used by these two students as compared to those used by the others. The following table displays all the writing strategies used by these students in the three essays.

Topics		Student D1 Strategies	Grades	Student C1 Strategies	Grades
N.E. ARABIC	Meta-cognitive strategies	1- Topic reading 2- Brainstorming 3- Planning 4- Revision while transferring 5- Self-monitoring (style & comprehension monitoring)	10.00	1- Topic reading 2- Brainstorming 3- Planning 4- Oral construction of the text 5- start on draft, continue on exam paper	13.50
	Cognitive strategies	No strategies unveiled		6- Re-reading	
N.E. FRENCH	Meta-cognitive strategies	1- Topic reading 2- Brainstorming 3- Planning 4- Revision while transferring 5- Self-monitoring (auditory monitoring) 6- Self-management	11	1- Topic reading 2- Planning 3- Oral construction of the text 4- Revision while transferring	11.50
	Cognitive strategies	No strategies unveiled		5- Re-reading	
N.E. ENGLISH	Meta-cognitive strategies	1- Topic reading 2- Brainstorming 3- Planning 4- Revision while transferring 5- Revision on exam paper 6- Self-management	12	1- Topic reading 2- Brainstorming 3- Planning 4- Oral construction of the text 5- Revision while transferring	09
	Cognitive strategies	No strategies unveiled		6- Re-reading 7- Approximation 8- Translation 9- Transfer 10- Circumlocution	
	Affective strategies	No strategies unveiled		11- Avoidance	

Table 5.9: Writing strategies used by students C1 and D1 in the three essays

Table 5.9 shows that both students used a wide range of metacognitive strategies in the three languages. However, cognitive strategies were not so much used as they were identified only in C1's verbal protocols and namely in English writing (in Arabic and French writing he used only one cognitive strategy). Likewise, affective strategies were not recorded to be used by both students except in English writing by student C1 who was anxious about completing the task as he was not confident in his language mastery.

We note that student D1 used the same strategies in the three essays (*topic reading, brainstorming, planning, and revision*) except for *self-monitoring* which was not used in the English essay. Likewise student C1 used many strategies in the three languages (*topic reading, brainstorming, oral construction, planning and re-reading*). The strategies used differently are a *time-saving strategy* used only in Arabic, some cognitive and an affective strategies used only in English (*approximation, translation, transfer, circumlocution and avoidance*).

Both students read the topic carefully and maintained concentration on it. They brainstormed ideas related to the topic that helped them to plan their writing. In effect, they reported in the interview that they planned their three essays before writing. Yet their planning was done mentally and did not take a written form. This allowed them to outline in very general terms the ideas which they wanted to express. While writing, these students used different strategies. Student D1 was linear in his writing, but marked many silent periods in which he reported (in the interview) directing attention to the task, thinking and producing ideas in the target language, remaining within known vocabularies instead of translating and finding alternatives for words he could not immediately recall. In doing so he used the strategy of *self-management*, i.e. understanding what helps one complete successfully a writing task and making sure that tasks are carried

out in that manner. He also used *self-monitoring* in Arabic and French. This strategy seemed effective in the hands of this student as it was supported by a strong underlying knowledge of the two languages in both their structural and communicative aspects.

Student C1 for his part, constructed his sentences orally before writing them down, thus previewing the necessary vocabulary and trying to see whether his sentences had a correct construction before writing them. This student reported (in the interview) to use this strategy in order to apply vocabulary and structure so as to maximise comprehension on the reader's part. He also *re-read* aloud many times his written work before he continued writing. He explained that this strategy helped him to concentrate and to ensure that what he had written sounded correct in terms of how words linked. Moreover, it enabled him to generate new ideas and sentences in coherence with preceding ones. It should be noted that in English writing student C1 was over-ambitious in using the vocabulary going beyond known words and expressions and thus appealing to the use of many cognitive strategies (*approximation, translation, circumlocution* and *transfer*). However, this resulted in the use of some ambiguous sentences.

Finally, student D1 *revised* his three essays while transferring from the draft to the exam paper correcting from time to time errors of spelling, grammar and sometimes meaning in the three languages. In the English essay, he revised a second time his composition on the exam paper. He paid attention to the items that were in doubt, reassessing them in the light of the passage as a whole rather than considering them as isolated sentences. In addition, he checked for errors of spelling and grammar. This revision enabled him to further improve his text. Student C1 however, did not revise in Arabic as the time he was allowed expired. He relied on his *re-reading* strategy that enabled him to correct spelling, grammar, word choice and

sometimes meaning mistakes. Yet he *revised* French and English essays while transferring to the exam paper being mainly concerned with formal accuracy.

To sum up, the students who had the best grades among the sample chosen were both found to use effectively some successful strategies for essay writing. They used metacognitive strategies namely pre-writing ones: *topic reading, brainstorming, planning and oral construction of the text*. These strategies were very helpful to the writers to generate ideas about the topic, organise them, plan accordingly and preview the necessary vocabulary, by this way they obtained more structured and organised essays. Student C1 used another successful strategy, but a cognitive one: *re-reading*, which allowed him to correct what had been written and generate new ideas and sentences in coherence with preceding ones. It is also important to highlight the effective *revision* undertaken by student D1 namely of English composition because he had a good language proficiency and revised both form and content. Finally, it should be underlined that both students had proficiency in the three languages, and that it was not so much the number of strategies used which was the crucial factor for effective writing, but how these strategies were employed.

5.5 ANALYSIS OF TEACHER QUESTIONNAIRE

5.5.1 Questionnaire Design

In order to have a better understanding of students' writing behaviour and strategy use, we needed to look at the content of the written expression course in the Department of Foreign Languages (English section), University of Tlemcen. Our purpose was to see how writing was actually taught to EFL university students and relate this to our findings. Then, a questionnaire was addressed to teachers of written expression. There were four teachers in all: two of them were teaching 1st year students and the two others were teaching 2nd year students. The aim of the questionnaire was to reveal what teachers did in their classes of writing, because as already explained in chapter two, at University the official curriculum provides some guidelines for the objectives of the written expression module but leaves the teacher free to make decisions as to the content of the lessons, the materials and method. For this reason, the written expression course is often taught according to principles, techniques and materials relating to the teacher's field of knowledge, competence, experience or his own analysis of students' needs. The questionnaire was also aimed to see how teachers perceive students' writing. The objectives of the devised questions were as follows.

Questions 1 & 2: asked about the teachers' status at the university and their experience in teaching writing.

Question 3: asked about the content and the designer of the syllabus used to teach each level of instruction.

Questions 4 & 5: asked about the writing strategies taught.

Question 6: asked about different writing techniques and strategies taught to help students to overcome their difficulties

Question 7: asked about essay writing techniques.

Question 8: asked about the frequency of writing assignments during an academic year.

Question 9: asked about teachers' assessment of their students' writing performance and the reasons for such performance.

Question 10: asked about students' lacunas in their writing competence.

Question 11: asked for proposals of change in the written expression course.

5.5.2 The Results

Questions 1&2: "What is your position in the university?"

"For how many years have you taught written expression?"

Four teachers were in charge of the W.E. module among whom three were full-time teachers (2 chargés de cours + 1 maître assistant) and one part-time teacher. Their teaching experience in writing varied from two to five years. Two teachers said they teach W.E to 1st year students, while the two others taught 2nd year students.

Question 3: "List the main components of the syllabus you are presently using"

"Are you following the official syllabus or have you designed your own syllabus?"

In the 1st year, the syllabus of the two teachers seemed to concord containing the following components:

- Basic sentence patterns.
- Sentence construction: simple and compound sentences (focus on grammar and vocabulary)
- Paragraph and essay writing.
- Punctuation (cited by only one teacher).

In the 2nd year, the syllabuses followed by the two teachers were different. The first teacher consolidated knowledge acquired in the 1st year:

- Work on vocabulary (use of words such as the 'faux amis').

- Work on grammar (review of verbs, tenses, and different types of clauses).
- Sentence structure
- Composing (letters, argumentation)

whereas the second teacher dealt with the different discourse types i.e. narration, description, exposition, argumentation and ended with teaching students how to develop a theme.

Concerning syllabus design, only one teacher claimed following the broad lines of the official syllabus, the three others designed their own syllabuses to meet their students' needs. The most important changes reported to be brought to the official syllabus were:

- addition of the teaching of letter writing or drawing (capital vs small letters), at the level of the 1st year.
- making students write many compositions a year and initiating them into using a rich vocabulary.
- concentration on paragraph writing and the techniques of essay writing.

Question 4: "Do you teach your students any specific writing techniques or strategies to help them carry out a writing task successfully?"

Except for one teacher who claimed not teaching composition techniques and strategies being busy teaching grammatical points and sentence construction, the three remaining teachers answered that they were dealing with the following strategies:

Writing strategies	Number of occurrences
Brainstorming	1
Planning	2
Drafting & redrafting	2
Revising	1
Writing the final paper	1

Table 5.10: The writing strategies taught to students

Question 5: "Do you encourage your students to use more than one draft to do a writing task?"

Three teachers answered that they encouraged their students to write and re-write using more than one draft when composing, being in favour of process writing. Only one teacher explained that he did not use this kind of practice because it was time consuming.

Question 6: "How do you help your students overcome their writing problems? Do you teach explicitly writing strategies? If yes, which ones do you deal with in your writing class?"

Each teacher provided a different way to help his students solve their writing problems:

- By reading different types of material.
- By giving them more writing assignments.
- By consolidating the knowledge acquired in 3AS and planning error correction sessions.
- By breaking students' phobia of writing and making them write with ease.

Concerning the teaching of writing strategies, three informants claimed doing so. Among the list of strategies proposed they answered teaching the following ones:

Taught strategies		Number of occurrences
Metacognitive	Brainstorming	2
	Selecting keywords	3
	Organising ideas	3
	Revising	1
	Evaluating the task	2
	Writing a meaningful text out of notes	1
cognitive	Re-reading	3
Social/affective	Cooperating with peers	3
	Asking the teacher for help	3

Table 5.11: The metacognitive, cognitive, and social/affective strategies taught to students

Question 7: "Do you teach your students how to proceed to write an essay (i.e., essay writing techniques)?"

The four teachers answered teaching the following essay writing techniques:

Essay writing techniques	Number of occurrences
Outlining	1
Essay development (main idea + supporting ideas)	1
Essay organisation (paragraphs)	2
Essay form (layout + writing mechanics)	2

Table 5.12: The essay writing techniques taught to students

Question 8: "How many writing assignments do you give your students during an academic year (on average)?"

Two teachers claimed giving 5 to 10 writing assignments per year, one teacher gave 10 to 15 assignments, and the remaining teacher gave 1 to 5 assignments per year.

Question 9: "How would you assess your students' writing performance? Give possible reasons for their performance (whether low or high)."

Two teachers estimated their students' writing performance as average. The third teacher answered that 50% of his students were weak at writing and 50% were average, whereas the fourth teacher considered his students' proficiency level in writing as being weak. Therefore, the four informants agreed that students writing performance was weak to average. Regarding the reasons provided by those teachers who found that their students had a low performance, they were as follows:

- lack of reading
- inappropriate previous teaching of writing
- lack of a structured and articulated syllabus at University

On the other hand, those teachers who saw that their students' performance was average, explained that the teaching of writing at University helped students develop their concentration on both form and content when writing.

Question 10: "What do you think your students mostly lack to be successful in their writing?"

Teachers suggested that students should pay attention to the following areas if they needed to be successful in their writing:

- do more readings
- draft and redraft
- consolidate their knowledge in syntax and lexis
- pay more attention to writing mechanics (e.g. punctuation, capitalisation) and spelling.

Question 11: "If you were asked to change something in your teaching of writing, what would you do?"

Teachers suggested many ways in favour of change in the teaching of writing:

- Introduce writing sessions i.e., teach students how to draw letters to improve their handwriting.
- Create communicative purposes for writing tasks.
- Incite students to think of the reader when writing.
- Train students to translate not only single words but whole stretches of discourse emphasising on meaning.
- Use group work in writing.
- Train students to self-correct.
- Change the written expression programme in the pre-University level.
- Concord the module of written expression with the other language modules.

5.5.3 Discussion of the Results

The questionnaire revealed that the majority of teachers (three out of four) opted for a language based syllabus. The latter gives priority to language mastery and grammatical accuracy through extensive language practice, namely at the sentence level. In fact, this orientation in the teaching of writing stems from teachers' largely held belief that the linguistic competence of the vast majority of new students is low, and therefore, they need a reinforcement of their language skills, namely writing to be able to cope with the taught modules and to carry on their graduate studies successfully.

Thus, the teaching of writing is based on the belief that what will be taught in writing particularly in the 1st year will help students answer the written assignments and examinations in the different modules by providing error-free essays. The language based writing model tends to be essentially linguistic (structural), it emphasises grammatical structures and vocabulary. It is based on the practice of language components and syntax structures (tenses, use of adjectives, sentence patterns, direct/indirect speech, active/passive voice) the related exercises are namely identification of sentence elements, sentence combination and sentence transformation, hoping that this training will help students in the production of longer pieces of writing i.e., paragraphs and essays which will be dealt with at the final stage. Only one teacher out of four used the pattern-product model to teach writing to 2nd year students. This model is based on rhetorical teaching through the different discourse patterns/modes (such as description, argumentation and narration). It is concerned with the development of different modes of text and organisation of content. Its main principles are to use the appropriate discourse for the mode used, and coherence of the final product. All this is done through practice of

paragraphing (organising the paragraph into a topic sentence and supporting sentences) and rhetorical development (i.e. developing/producing a three paragraph essay using one discourse pattern such as description, narration, argumentation, etc.).

The questionnaire also revealed that three out four teachers included the instruction of some essay writing strategies namely metacognitive strategies (refer to questions 4 to 7). This may explain the research results showing that advanced EFL students (3rd & 4th year) used a few more metacognitive strategies than the others. However, they don't seem to teach them with the necessary focus being more concerned with consolidating the syntactic and lexical knowledge to ensure accuracy as they reported it. We also noted that many important writing strategies such as *drafting*, *redrafting* and *revision* were not given due importance by teachers as revealed by the questionnaire. It appears that some teachers assume that their students knew how to write seeing their role as one of "teaching sentence and paragraph construction" rather than developing writing strategies.

Concerning teachers' assessment of their students' writing performance, it ranged from weak to average showing a dissatisfaction on the part of teachers who call for a revision of writing instruction. In addition, two informants saw in training students to use some writing strategies (such as *drafting*, *self-correction*, *revision*, *translation* and *collaborative work*) a possible solution to students' low writing achievement. Besides, they proposed to consolidate students' language skills such as reading and acquiring the writing basics. Teachers also expressed their feeling about the inadequacy of pre-university writing instruction and emphasised the importance of a concord between the written expression module and the other modules.

5.6 CONCLUSION

The self-report data obtained from the survey questionnaire and the interview brought insightful results and helped with the interpretation of students' writing behaviour and strategy use.

Though the think-aloud procedure was more productive in unveiling students' writing strategies than the survey questionnaire and the interview, it left some other strategies which were uncovered by the latter instruments. The results of the three instruments in combination enabled us to draw the following list of strategies used by subject students to write a narrative essay in the three languages Arabic, French and English:

Metacognitive strategies	Cognitive strategies	Affective strategies
Topic reading	Writing in 2 languages	False starts
Key words	Approximation	Avoidance
Brainstorming	Circumlocution	Risk taking
Planning	Language switch	
Oral construction	Translation	
Topic consultation	Transfer	
Plan consultation	Generating sentences in Arabic /French	
Revision	Re-reading	
Time-saving	Substitution	
Self-monitoring	Resourcing	
Selective attention	Rule application	
Self-management		

The self-report data analysed in this chapter also revealed that though some informants used more *revision* and more cognitive strategies in the foreign languages to help them overcome their language difficulties

they reported employing the same strategies to write an essay in Arabic, French and English. These results corroborate our first research hypothesis that there is a similarity between the strategies used to write a narrative essay in the three languages.

In addition, the results of the interview indicated that there is a correlation between students' year of study and their strategy use in Arabic, French and English as respondents' reports revealed that students from 1st to 4th year moved focus from cognitive to metacognitive strategies in essay writing not only in English but in Arabic and French as well. These results further confirm our second research hypothesis.

Regarding the grades obtained by students in the three essays, they indicate a low writing achievement of many students in the three languages. This was largely attributed to one or both of the following factors:

- 1- either lack of use of writing strategies indicating deficiency in students' declarative knowledge as we noted that many students used few strategies namely metacognitive ones helpful for essay conception, organisation, and evaluation of writing (1st and 2nd year students);
- 2- or ineffective use of strategies underlined by deficiency in students' procedural knowledge as the data obtained from the survey questionnaire and the interview revealed that some successful strategies were used with little result generally in the three languages because they were ineffectively employed (e.g. *topic reading, revision and translation*).

These results seem to confirm that there is a correlation between strategy use in Arabic, French and English and achievement in writing. Indeed, the

best graded students among the sample chosen were found to focus on the use of metacognitive strategies, but more importantly, they used these strategies effectively in all three languages. These strategies are recognised to be very helpful in writing as they involve reflection about the process of writing and the most appropriate way to approach it. In fact, the strategies used by these students seemed more effective in their hands as they were supported by a strong underlying knowledge of the three languages.

Finally, the treatment of the teacher questionnaire revealed that most of them used a language based syllabus to teach writing giving priority to language mastery and grammatical accuracy over the development of effective writing strategies or essay writing strategies.

NOTE

¹ Mean (X) : The average of a set of grades, obtained by adding the grades together and dividing by the total number of grades.

CHAPTER SIX

PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

6.2 A NEW APPROACH TO TEACH WRITING: DEVELOPING STUDENT STRATEGIC COMPETENCE

6.3 IMPORTANT ISSUES IN THE DESIGN OF A STRATEGY-BASED WRITING COURSE

6.3.1 How Should Strategy Instruction be Incorporated?

6.3.2 Should Strategy Instruction be Explicit or Implicit?

6.3.3 What Strategies to Teach?

6.4 IMPLICATIONS FOR MATERIALS DEVELOPMENT: EXAMPLE OF A STRATEGIC LESSON

6.5 INCREASING STRATEGIC AWARENESS AND LEARNER REFLECTION

6.6 WOULD STRATEGY-BASED INSTRUCTION LEAD TO EFFECTIVE STRATEGY USE ?

6.7 CONCLUSION

6.1 INTRODUCTION

In this chapter we will not fall into the trap of considering our exploratory results as a starting point to justify any prescription for “good teaching”, but we will rather make some suggestions to help students to improve their writing.

This chapter therefore suggests to adopt a new approach to teach writing by integrating strategy instruction into the teaching of this skill to develop student strategic competence as part of his communicative competence. Important issues in this pedagogic undertaking are discussed. First, should strategy instruction be integrated into the main course or should it be carried out separately? Second, should the teaching of strategies be explicit i.e. inform students of the value and purpose of strategies taught, or should it be implicit i.e. presented with materials which elicit the use of the strategies being taught. Third, what type of strategies should be taught i.e., metacognitive, cognitive or social and affective? Thereafter, a description of the principles and objectives of materials development is provided, followed by a presentation of some teaching aspects such as the sequences of a strategic writing lesson including some sample activities. These stages are supplemented by some developmental tasks such as the think-aloud procedure and the writing of a learner’s diary that can be used to increase learners’ strategic awareness and encourage their reflection.

We close our discussion by pointing to the limitations of these pedagogic suggestions and by raising important questions such as: would strategy-based instruction produce better writers? Would the teaching of strategies insure their learning? And are teachers ready to implement this type of instruction?

6.2 A NEW APPROACH TO TEACH WRITING: DEVELOPING STUDENT STRATEGIC COMPETENCE

The teachers' responses to the questionnaire indicate that teachers' assessment of their students' achievement in writing is rather negative ranging from weak to average. They tend to blame the current methods of teaching writing not only at university but at pre-university level too. The questionnaire reveals that teachers give priority to language mastery and grammatical accuracy essentially over the writing process. We may recall that a major finding of this research is the existence of a correlation between the strategies used to write an essay in Arabic, French and English and achievement in writing. It seems clear then that we need to re-assess the way in which writing is taught to students. It is not enough to present them with vocabulary, grammatical structures and tasks to do. More work needs to be done in teaching learners *how* to integrate the skills we expect of them and to raise their awareness of effective writing strategies. As we noted in chapter two from the Primary School to University, the curriculum fails to raise learners' awareness of *how* the learning process takes place, and therefore, to develop effective learning strategies in learners in order to help them cope with learning difficulties in general and writing difficulties in particular. This is a serious pedagogic gap that calls for innovative approaches in teaching which would have as a major objective to teach learners *how* to learn and not only *what* to learn and to promote effective learning strategies, for, as Holec (1995:264) remarks:

To teach the learner to learn, that is to enable him to carry out the various steps which make up the learning process, is considered as the best way of insuring that learning takes place.

Indeed, developing a number of thinking processes and strategies which can be used to solve problems should be given due

attention. We would like to suggest the design and implementation of a curriculum that would enhance the cognitive and metacognitive growth of the learner by integrating learner strategy training besides content/ skill teaching. This scheme could be used to teach not only writing, but other school subjects too, and could also be part of a university curriculum. Since the 1980's a number of researchers and educationalists have recommended the implementation of strategy-based instruction (Holec 1987, O'Malley 1987, O'Malley and Chamot 1990, Lessard-Clouston 1997, Oxford 1990, Graham 1997, Miliani 1998). Hismonoglu (2000) argues that "*the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way*". In effect, the results of the present research show that successful writers used effectively a wide variety of effective essay writing strategies (e.g. *topic reading, brainstorming, planning, revision, and re-reading*). Warger (2002) also reports that more than twenty empirical studies have shown that strategy training in writing instruction helps students become better writers. Earlier studies which investigated the effect of the instruction of learning strategies on language learning achievement found that equipping learners with appropriate learning strategies led to the improvement of their language skills (O'Malley 1987, Pearson and Dole 1987, Nunan 1997, Ayaduray and Jacobs 1997).

What emerges from the above discussion is the importance of including the teaching of effective strategies in writing instruction. Though teachers may feel the need to establish a firm grammatical base, it is not least important to train students to use some successful writing strategies such as *brainstorming, planning and revising*. The same idea is held by Best (2004:2) who explains that teachers should go beyond basic concepts in grammar and help students learn about:

...the strategies available to writers in order to develop their personal styles. In this context, the students engage in learning, and they operate at high levels of thinking ...

Many studies have held that linguistic competence will not produce good writing if not coupled with strategic competence (e.g. Jacobs 1982 and Zamel 1982). The results of this study appear to confirm this view as we found that, though some students possessed good language mastery in Arabic, they failed in the essay writing task as they did not use the most appropriate strategies or know how to employ them in the most effective way (e.g. student A3 misused the *planning* strategy in Arabic writing which resulted in irrelevance of content). Then, we suggest that teachers of writing develop a two-directional instruction working in a parallel manner: build and consolidate students' linguistic knowledge, and promote their strategic competence by raising students' awareness of effective strategy use. It should be noted that language mastery and grammatical accuracy share the lion's part in the current writing curriculum (as revealed by the teacher questionnaire). We, then suggest to incorporate a component of strategy training into the curriculum to build our students' strategic competence. This entails focusing on two types of knowledge :

- 1) Declarative knowledge (Anderson 1985).
- 2) Procedural knowledge (Anderson 1985), or how to use strategies.

It seems important to build students' declarative knowledge of learning strategies in general and writing strategies in particular, and specifically to stress metacognitive knowledge, that is those "*beliefs, insights, and concepts*" that students "*have acquired about language and the language learning process*" (Wenden 1991:34). Indeed, metacognitive knowledge appears to be essential for writing achievement as noted in some recent studies. Victori (1999, qtd. in Schoonen et al 2003) shows in

his study that successful and unsuccessful foreign language writers can be distinguished by their metacognitive knowledge. Likewise, Devine (1993) and Kasper (1997) establish a positive correlation between metacognitive knowledge and writing performance. These results should encourage teachers to give due attention to the development of learners' metacognitive knowledge to enable them to take on responsibility for self-direction in writing and become autonomous. Three types of metacognitive knowledge are defined by Wenden:

- Person knowledge i.e., the learner's beliefs and views on how learning takes place, on factors that enhance or inhibit it and on himself as a language learner.
- Strategic knowledge i.e., the learner's understanding of which strategies work best under which circumstances.
- Task knowledge i.e., the learner's understanding of how a certain task should be completed, the reason for doing the task, and the resources required for its completion.

The present research results indicate that some subject students presented a deficiency as far as metacognitive knowledge of writing strategies is concerned. It appears from the qualitative analysis of the think-aloud data and the interview that some students had an inadequate understanding of some strategies. For instance *revision* was seen as the correction of some surface errors and believed to be needless in Arabic writing because students were sure they made fewer mistakes in their L1. Likewise, deficient knowledge of the *topic reading* strategy was revealed by some students who regarded it as a merely mechanical activity involving reading the topic only. In addition, some students showed lack of task knowledge in the interview as their answers revealed an inability to

complete an essay writing task and which strategies to use for this task (Refer to question 2 of the student questionnaire). It follows that developing students' metacognitive knowledge of strategies is critical to writing as it will enable them to reflect on, evaluate and revise their use of strategies to gain greater control over the learned strategies and learning in general as explained in Anderson (2002):

When learners reflect upon their learning strategies they become better prepared to make conscious decisions about what they can do to improve their learning.

It also seems crucial to develop students' procedural knowledge of strategies (that is teaching them *how* to use writing strategies) because knowing *about* strategies is not a sufficient condition for knowing *how* to use these strategies. In effect, our research findings reveal that some students knew many successful strategies (e.g. *topic reading*, *key words*, and *revision*), but did not make the most effective use of them, thus showing deficiency in procedural knowledge. Student C1, for example extracted the *key words* from the topic in the three languages, but used only the first one and not the others in his essay. Likewise, student A3 planned the three essays, but did not follow the plan (This has already been mentioned in the analysis of the interview data and the qualitative analysis of think-aloud data). These learners' writing behaviours indeed imply that students need instruction on how to use those strategies effectively.

But an important question relating to the development of students' strategic competence is whether it should be carried out in Arabic (L1), French (FL1), English (FL2), or in the three languages? Our exploratory study revealed that students used similar writing strategies across the three languages. From the students' comments in the interview we inferred that they had first learned to write an essay in Arabic, then transferred what

they learned in L1 to write in the foreign languages. In other words, the skills and strategies involved in writing were first acquired in Arabic then transferred to French and English. These results are consistent with Anderson's (1985) and Cummins' (1984) views that L2/ FL learners transfer what they already know in L1 to L2/ FL. Then, we suggest that strategy instruction be done in the learners' L1, i.e. Arabic, so that they can understand and verbalize the strategies they use, and their learning behaviours. One may expect then that language learners will transfer knowledge and use of the strategies to the foreign languages as suggested in other studies (O'Malley and Chamot, 1990; Graham, 1997). It is clear that a consolidation of strategy instruction in the foreign languages is to be undertaken when learners become proficient enough in these languages to be able to report and explain their learning behaviours because learning strategies need to be proceduralised.

6.3 IMPORTANT ISSUES IN THE DESIGN OF A STRATEGY-BASED WRITING COURSE

In the preceding section, we have suggested the integration of strategy training into a university writing course to help students improve their writing. In effect, the strategy-based instruction is believed to help learners in three ways: first, it can assist students to become better learners, second, skill in using learning strategies helps them in becoming independent and confident learners, and third, they become more motivated as they begin to understand the relationship between their use of strategies and success in learning languages (Chamot & Kupper, 1989; Chamot & O'Malley, 1994). We are in no way being prescriptive, but if teachers intend to contemplate the teaching of strategies as part of a writing course, three important questions should be considered:

- 1) Should strategy training be incorporated into the main course or done as an additional component?
- 2) Should strategy instruction be explicit or implicit?
- 3) What strategies to teach?

6.3.1 How Should Strategy Instruction be Incorporated?

The question of whether learning strategy instruction should be carried out in a separate course or integrated into the main course has been met with opposing views. Those studies in favour of separate strategy training courses (Derry and Murphy 1986, Jones et al. 1987) indicate that when strategy training was taken care of in a separate programme, the strategies learned were generalizable to many contexts and not applicable to only one area, hence the advantage of teaching them separately. Moreover, when instruction focuses on strategy training only, students develop better strategic processing skills than when learning the strategies related to a specific content. McDonough (1995) goes even further and mentions the danger of constraining, rather than extending, the learner's range of strategy use when incorporating particular strategies in language instruction because strategy use can vary greatly between individuals. An example of separate strategy training for Computer Assisted Language Learning (CALL) was given by Dansereau (1985) who designed a programme to train students to use a sequence of reading comprehension strategies in pairwork.

Other studies (Campione and Armbruster 1985, O'Malley and Chamot 1990, Nunan 1997, Chamot 1998, Crandall et al. 2002) point to the effectiveness of strategy training integrated in language teaching claiming that students learning strategies in context can see the immediate use of these strategies. Moreover, the practice of these strategies in authentic

academic language tasks can lead learners to see the relevance of these strategies to similar tasks in other contexts.

A third model of strategy instruction using both non-integrated and integrated strategy instruction was proposed. Derry (1984) suggested an incidental learning model (using both content independent and content dependent strategies) in which students receive short periods of separate strategy training followed by application of these strategies in content classrooms. Weinstein and Underwood (1985) developed a similar model, a university programme where an independent course was designed to teach students how to use learning strategies effectively, and practice was provided through application of these strategies to students' other courses.

Regarding the writing skill, proposals were made for helping students to face writing problems by the integration of strategies into the teaching of this skill. An example of this approach is 'Process Writing' (e.g. Arndt and White 1991) which helped to develop teaching /learning materials wherein students are asked to use strategies such as *planning*, *editing* and *revising* in various process tasks. The incorporation of strategy training into the teaching of the writing skill was found to enhance the students' comprehension of the taught strategies and to facilitate their retention.

6.3.2 Should Strategy Instruction be Explicit or Implicit?

The second question to consider is: should strategy instruction be explicit or implicit? In other words, should students be informed of the value and purpose of the strategies they receive training in, or should they simply be presented with activities and materials structured to elicit the use of the strategies being taught but not be informed of the reasons why this approach to learning is being practised?

Early research (Brown et al.1986) on implicit teaching of learning strategies showed that learners cannot transfer these strategies to new tasks. Barnett (1988) undertook a study on implicit strategy training done with college students of French, to see whether reading strategies instruction would result in higher reading achievement. He remarked that though subject students showed greater improvement in reading comprehension than untrained students, they did not develop independent learning strategies as they were unaware of their use and they could not reach autonomy. Subsequent studies (Wenden 1987, Oxford 1994, Graham 1997) suggested a more explicit type of strategy teaching and added a metacognitive dimension to strategy training by informing learners about the purpose and importance of the instructed strategies, and teaching them how to regulate and monitor the learned strategies. The introduction of this metacognitive dimension into teaching proved to be helpful in maintaining strategy use over time and in transferring strategies to new tasks. Thus, Graham (1997:84) remarked that explicit teaching of writing strategies should be encouraged because students need to be in control of their learning. She stated:

One of the most vital factors is the need for strategy training to be 'informed', 'integrated', and to involve a high level of 'self-control'. That is to say, students need to be aware of the purpose and utility of strategy training, activities should be integrated into language learning tasks, and students should be encouraged to monitor, evaluate and control their use of strategies. Thus they should engage in a large degree of metacognitive reflection.

6.3.3 What Strategies to Teach?

Finally, when deciding to teach learning strategies, one important question is what strategies to teach? Will the focus be on some strategies specific to individual tasks (i.e. cognitive strategies) or on those highly

generalizable strategies (i.e. metacognitive strategies) or on those strategies that enable learners to control their affect and facilitate interaction with others (i.e. social/ affective strategies)?

In a study which examined the effectiveness of teaching different types of strategies, O'Malley (1987) found that the most effective strategies were a combination of metacognitive and cognitive strategies explaining that "*a combined metacognitive /cognitive training approach is superior in producing transfer of strategies to new tasks*"(p.134). In another study undertaken by Vann and Abraham (1990) which compared successful to unsuccessful language learners, it was found that though both learners may use actively similar strategies, 'unsuccessful' learners "*apparently ...lacked...what are often called metacognitive strategies ...which would enable them to assess the task and bring to bear the necessary strategies for its completion.*"(Vann and Abraham 1990:192). Likewise, Best (2004) reported in her paper that effective college writers showed a strong reliance on metacognitive strategies. Other studies (Brown and Palinscar 1982, Graham 1997, Anderson 2002) also highlighted the importance of students' knowledge and use of metacognitive strategies to enhance learning stressing that:

Students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions.

(O'Malley and Chamot, 1990:99)

As a matter of fact, the results of the present research indicate that students' absence of use or ineffective use of metacognitive strategies in the three languages (Arabic, French and English), led to disorganised ideas and irrelevant content in the essays. Students A3 and C2, for example, who did not use the strategies of *planning* and *key words* effectively, or did not use some useful metacognitive strategies such as *topic consultation* and

effective *revision* failed to answer the essay question and went astray though they used some cognitive strategies effectively. On the other hand, the best graded students were found to use some metacognitive strategies such as *topic reading*, *brainstorming*, *planning* and *revision* in the three languages effectively. These results seem to indicate the importance of teaching students metacognitive strategies. Nevertheless, our data also reveal that cognitive strategies were very helpful to students to generate sentences and carry on writing (e.g. *translation*, *re-reading* and *writing in two languages*) namely when writing in the foreign languages as students were not able to find their words easily. Likewise, affective strategies such as *false starts* and *risk taking* were also found to help students to break down their phobia of writing and to start or carry on their writing.

To summarize, our research results imply that training students to use cognitive and affective strategies successfully will probably help them in generating sentences, overcoming writing difficulties and controlling anxiety related to the task, but students will not be able to plan, control and evaluate the writing task they engage in unless they learn some effective metacognitive strategies. It then appears essential to combine the three types of strategies (metacognitive, cognitive and social/affective strategies) in a strategy-based writing course.

6.4 IMPLICATIONS FOR MATERIALS DEVELOPMENT: EXAMPLE OF A STRATEGIC LESSON

Having considered the most important issues in integrating strategy training in writing instruction, we would like to make some suggestions regarding materials development and to propose some materials that would promote learners' thinking skills and effective writing strategies (strategic

competence) besides consolidating the target language. The results of the present study have revealed that students do require instruction in specific metacognitive strategies such as *brainstorming*, *planning*, *revision* and *self-monitoring*. These can be supplemented by the teaching of some cognitive strategies such as *re-reading* and *translation* that were found to be helpful in writing but were inadequately used by students. Then, we suggest the design of writing tasks built around these strategies as well as other successful strategies such as *oral construction of the text*, *topic consultation*, *deduction* and *substitution*, used for a variety of topics and text types. The materials presented can establish a link between writing and the other subjects by helping students to see the relevance of their procedural knowledge for other modules such as civilisation or literature. This approach should lead students to perceive the usefulness of these writing skills and to better learning and improved performance in the target language. Nevertheless, one should not lose sight of language accuracy and appropriateness as tasks must include strategies which focus on clarity of content and accuracy of language (e.g. *revision* and *self-monitoring*). Therefore, one major consideration in task selection is to motivate students towards writing and get them involved for a more lasting writing experience.

A number of strategy teaching programmes and materials relating to language learning have been published since the 1980's (Weinstein and Underwood 1985, Jones et al. 1987, O'Malley and Chamot 1990, Chamot 1998, Anderson 2002, Chamot et al. 2003). These instructional models share common sequences of strategy training activities that may be summarised as follows: *preparation and assessment*, *presentation and modelling*, *practice* and *evaluation* that can be supplemented by a fifth stage, *expansion*, proposed in O'Malley and Chamot (1990). At each stage

there is a clear mix of student self-revelation and teacher input. To illustrate how these sequences progress in a strategic writing lesson, we deal with the *brainstorming* strategy. The latter is one of the metacognitive strategies revealed by our study to be either ineffectively used by some students or not used at all, though this strategy is useful for essay writing. The above mentioned sequences of a strategic lesson are, then, listed below and example activities related to *brainstorming* are provided. These activities can be used with first year university students. It should be noted that teachers can use some published materials relating to strategy training in writing such as those in Brown and Hood (1989), Arndt and White (1991), Tribble (1996) and Bell and Gower (1992), to plan a series of strategic writing lessons.

1-Preparation and preliminary assessment: during this phase the teacher tries to develop students' awareness to the strategy/ strategies to be learned. The theme of learning strategies is discussed with students. Then, with the help and guidance of the teacher, they try to discover the strategies they are currently using through group discussion. This activity can also be followed by a comparison of strategies used by other learners.

1- The teacher may ask students to write their autobiography in a paragraph, meant to be left to their children and later grand-children.
(Homework)

2. The teacher collects their papers and asks students to think about their experience when writing their autobiographies or any other writing experience and answer the following questionnaire which presents a set of metacognitive pre-writing strategies, but before he:

-Explains the general meaning of the term strategy in language learning:
"strategies are the tricks and techniques a learner uses to learn the language more quickly, easily and/ or effectively".

-Goes over the list and clarifies the statements providing examples if necessary.

Which of the following strategies do you use before you start writing a composition?

1. I read the question/ topic carefully and try to understand it.
2. I think of an idea/ ideas that may be related to the topic.
3. I write down the ideas found.
4. I circle/ identify keywords in a topic given for a writing task.
5. I order key words from the least important to the most important.
6. I find out ideas related to key words.
7. I organise the ideas I have found into: beginning, middle and final ideas.
8. If it is an essay writing, I decide on the number of paragraphs and the ideas included in each paragraph.
9. I just think of the first idea and start writing.
10. I start writing directly; I take no time to think.

Can you think of any other strategies you may use before starting to write to add to this list? Write them down.

4. The teacher collects students' answers and counts the number of answers for each point.

5. In a class discussion the teacher presents those strategies, which were revealed to be used by many students, and induces students to speak about and explain their use of these strategies.

2-Presentation and modelling: this stage is aimed to develop students' knowledge about strategies through teacher demonstration and description of the targeted strategy /strategies. This may be illustrated as follows:

The teacher first defines *brainstorming* as follows:

"When asked to write a composition, you put down any idea that comes to your mind, that is you storm or search your brain for ideas".

Then, he explains the importance of this strategy before he models its use on the board, for example:

Example 1: Prepare for a job application letter.

Assistant Chef - Advertiser Sat 11th July

Asian cooking is my specialty

2 years experience in America

Prefer part time work but full is ok

Close to home

3 years certificate course

(Adapted from Brown and Hood 1989:7)

3-Practice: learners are provided with activities to practise the strategy/strategies in order to develop their skills in using the strategy/strategies. The teacher provides as much support as needed. An example of an activity to practice the strategy of *brainstorming* may be as follows:

Prepare for writing your autobiography that you will leave for your children and grandchildren. Make notes on things such as:

- when you were born and where you grew up (e.g. the country, town, house).
- your family, relatives and friends.
- your schools
- your early memories.

Use the following example to help you.

Date/ Place of birth:

16 October 1975, a small farmhouse
near Tlemcen.

Grew up:

moved to Oran age 8
lived in modern flat

Family:

mother, father, Meriem and Mehdi

Relatives:

grandmother lives with us

Friends

Amina best friend until I was 12

Schools:

(Adapted from Bell and Gower 1992:8)

4-Evaluation: students are encouraged to assess whether their use of the strategy proved its efficiency or not through group discussion or diaries as illustrated below.

Use the notes made in the previous activity to write your autobiography.

After you have completed your composition, compare it to the first autobiography you have written at the beginning of the lesson.

What do you notice? Is there any difference between the two compositions in terms of ideas? Do you notice/ feel any improvement?

In groups discuss your observations.

5- Expansion: it is the application of the acquired strategies to new tasks through additional practice on similar academic tasks or tasks related to

students' real-life activities, or simply through discussion on metacognitive and motivational aspects of strategy use. The value of this last sequence is that it reinforces strategy use and allows students to develop transfer of the acquired strategies to new tasks and this will be useful to bridge the gap between the different modules of the English curriculum. Figure 6.1 summarises the five sequences of a strategic lesson.

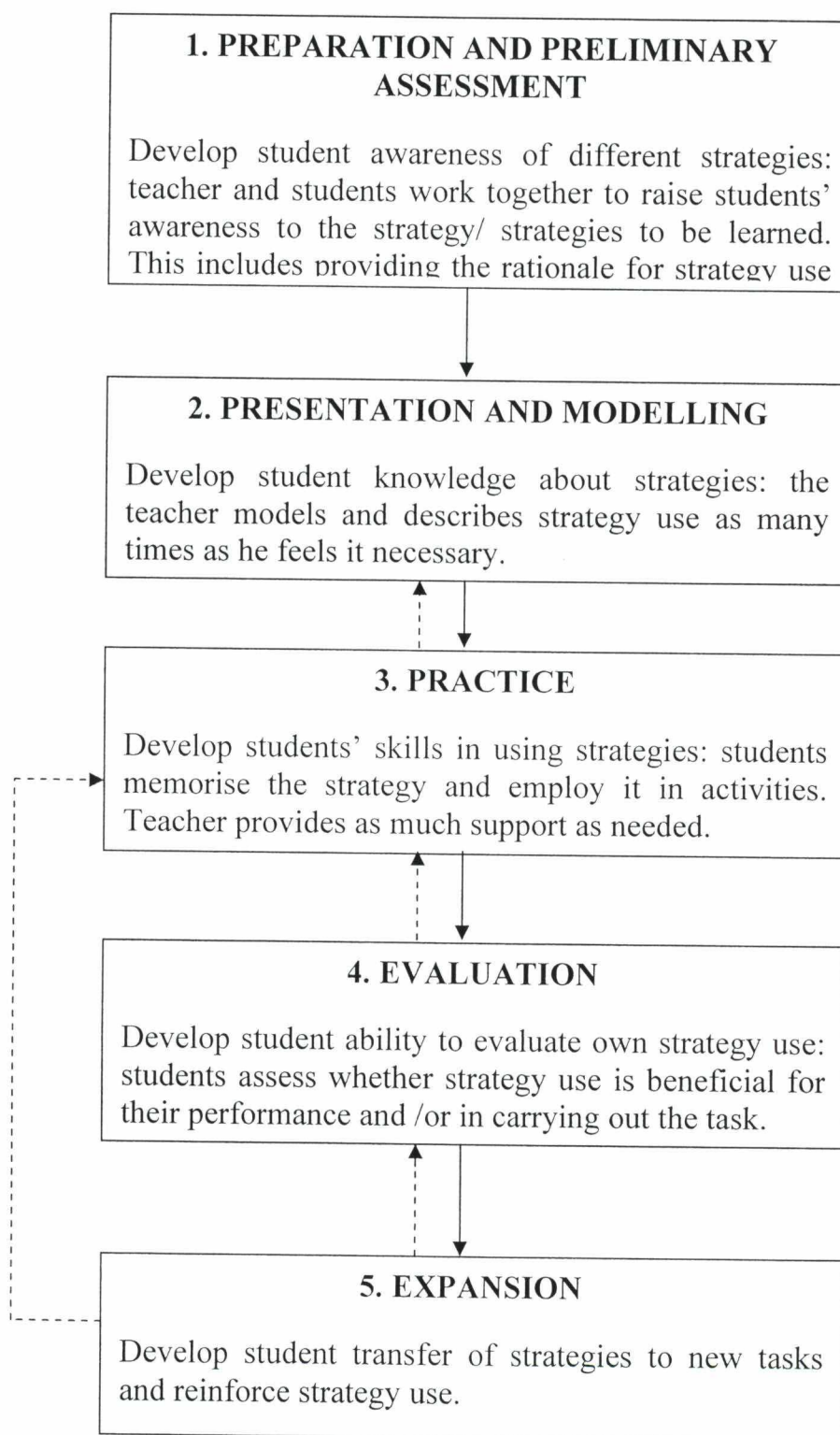


Figure 6.1: Sequences of a strategic lesson

It should be noted that the teacher has to be flexible through the different stages of a strategic lesson. He needn't be strictly linear because after *practice* the teacher may feel that his students need more *modelling*, or at the stage of *expansion* he notices that his students need more *practice* then he may return to preceding stages of the lesson as shown by the discontinuous arrows in figure 6.1. Thus, the teacher is required to follow students' progress not the lesson progression.

6.5 INCREASING STRATEGIC AWARENESS AND LEARNER REFLECTION

Teachers may argue that they may not have sufficient time to devote to strategic activities as their main concern is to complete the syllabus. However, increasing students' strategic awareness is as valuable as increasing their writing performance. The results of our study indicate that the subject students required particular guidance in *how* to apply writing strategies to respond adequately to the writing tasks they have to fulfil. We, then, suggest that activities such as the think-aloud tasks (used in this research) or the writing of a learner's diary could be usefully incorporated in the teaching of writing. Such activities are believed to lead to more efficient teaching in the long term (Graham 1997).

The think-aloud task as a pedagogical tool, engages the student in thinking loudly while writing. His loud thoughts are recorded on a tape. After completion of the writing task, he listens to what he was saying when writing, and these data may reveal a great deal about the thinking processes he went through when writing and the type of difficulties he encountered. Our analysis reveals that the think-aloud task gave students the opportunity to review their writing steps and the strategies they used to compose their essay, and this activity induced them to reflect on their strategy use and writing behaviour. However, it is important for the teacher to explain the

procedure in a preliminary practice session and to model it. In addition, the tasks given for thinking-aloud should be carefully selected, motivating but not very difficult. They should be *“just challenging enough to bring learning strategies into play, without placing so great cognitive load on the learner that thinking aloud becomes impossible”* (Graham 1997:196).

The teacher may use these recorded think-aloud thoughts to discover with students the different steps and thoughts undertaken by the writer to accomplish the task, the difficulties he encountered and whether he undertook ineffective steps to be regulated in future writing. Being initiated in how to analyse think-aloud data, students may proceed to think-aloud recordings at home and use their own tapes to discover the process through which they go when writing and to diagnose their writing behaviour.

In sum, think-aloud tasks give the opportunity for the teacher to discover how students go about writing and which type of difficulties they encounter; and for the learner to stand back and reflect on his own writing and assess which steps need to be taken to regulate it.

The diary can also be viewed as a useful pedagogical tool to be used by students because it values learner process writing as less attention is paid to the finished product and more to the writing process itself. It is held that diary keeping can establish learner's fluency because the student is involved in a non-threatening exploration and development of ideas. For EFL university students, keeping a learner's diary will give them extra insight into their writing. A diary may be used to comment on the writing activities they are asked to complete as well as on any other language activity in the other modules of the degree course they feel like speaking about. They may note what in the task/ tasks they found easy or difficult to do and what they have learned or achieved, analysing their language progress and suggesting ways of directing their writing in the future.

Regarding the language used to write the diary, Graham (1997) indicates that L1 is more appropriate because students may have difficulties to express themselves in L2/ FL. However, Parkinson and Howell-Richardson (1989) hold that the use of the target language can heighten student's perception of diaries' utility. In effect, in the case of EFL university students, it is more useful to ask them to write their diaries in English because it makes them reflect on their learning and enables them to practise regularly writing in English, which is much needed. In case students lack the linguistic means to write their diaries, it is advisable to prepare them linguistically in the classroom by inducing them to speak about their feelings and perceptions of the activities and strategies used in a class discussion. In fact, diary keeping in the target language engenders other advantages for students such as lending a sense of purpose to their writing -they are no longer writing for grades- and free the writer from anxiety as nobody will check his diary for grammatical mistakes or for giving grades. Nunan (1992: 120) highlights additional benefits of using a diary:

- *Students can articulate problems they are having with course content and therefore get help.*
- *Diaries promote autonomous learning, encouraging students to take responsibility for their own learning.*
- *By exchanging ideas with their teacher, students can gain confidence, make sense of difficult material, and generate original insights.*
- *Keeping journals can lead to more productive class discussion.*
- *Students are encouraged to make connections between course content and their own teaching.*

- *Journals create teacher-student and student-student interaction beyond the classroom.*

The above mentioned advantages may further prompt teachers to encourage learners to use diaries for the benefits they offer of raising students' awareness of how they are learning, undertaking tasks and using strategies, and inducing them into reflection.

6.6 WOULD STRATEGY-BASED INSTRUCTION LEAD TO EFFECTIVE STRATEGY USE ?

In the preceding sections we suggested the design and implementation of strategy-based writing tasks to lead EFL students to obtain a better achievement in writing. However, would the teaching of successful writing strategies lead to effective use of strategies and produce better writers?

In fact, it is not clear that what differentiates good and poor writers is the choice of strategies. It could be the way strategies are used or the way they are orchestrated. Strategies are not necessarily good in themselves: almost any strategy can lead to failure if used inappropriately. In effect, our data showed that many of the strategies used by the best graded students were also used by the other students, however with little result (e.g. *topic reading* and *revision*). The difference between the two groups of students lies in more effective strategy use by the good writers. Therefore, selecting successful strategies to teach poor writers to use does not necessarily result in good learning of the strategy, effective use, and improved performance. Many other factors related mainly to individual variation may enter into play. Indeed, there are constraints on when a strategy works which are to do with individual learners, such as language proficiency and motivation.

In a study investigating the relationship between students' proficiency in the target language and their strategic competence, Si-Quing (1990) found that learner language proficiency affects the type and the effectiveness of the strategies used. Likewise, in the present research we found that some strategies such as *self-monitoring* and *revision* were more effective in the hands of more proficient students (3rd and 4th year students) for essay writing in English than in the hands of 1st or 2nd year students. We may draw the conclusion that language proficiency is an important factor for the effective use of strategies namely those strategies which necessitate the application of appropriate rules such as *self-monitoring* or *revision*. This implies that it is of limited value to train students to self-monitor or revise their language in writing if they do not have a firm grasp of the language to apply appropriate patterns.

Another factor which may encourage or discourage strategy learning and its use is motivation. If students are not motivated towards learning the taught strategies either because of the task chosen, the method used, or simply because the relationship between the use of strategies and achievement in writing is not clear to them, strategy learning and use may not be effective. In an intensive strategy training course given to ESL students at the American program of Columbia University, Wenden (1987) reports that the training did not bring satisfactory results because it lacked the motivational component. Her students developed negative attitudes towards the course because they did not perceive any value of the strategy training as they did not see a close relationship between the use of metacognitive strategies and achievement in language learning. On this point O'Malley and Chamot (1990: 185) remark:

Of particular importance is the inclusion of motivational training with learning strategy instruction in order to develop will as well as skill for learning.

In effect, a number of other researchers (Oxford 1994, Lessard-Clouston 1997, Graham 1997, Cohen and Dornyei 2002) state the importance of learner motivation to the learning, use and choice of strategies. Therefore, if students are not motivated towards the learning of strategies this may lead to ineffective learning and use of the taught strategies.

Finally, it should be mentioned that the teacher has an important role to play in strategy training. He may either encourage students to develop effective use of strategies or discourage them as pointed out in Graham (1990:145):

The greatest obstacle to developing effective learning strategies in students lies within their teachers. Lack of time, insufficient training in teaching strategies and low motivation to implement them may be some of the reasons behind this.

The study undertaken by Chamot et al. (1988) described by O'Malley and Chamot (1990:175-84) tries to evaluate the effects of persuading regular teachers of Russian and Spanish to add into their regular classes a component of learning strategy instruction. They observed that teachers did so, but in a number of different ways and with varied acceptance from the students. They also highlighted the difficulty of taking a set of ideas from research and getting teachers to implement it. The problem was in teacher training because teachers needed more than a couple of discussion sessions to change their ways of teaching, even for a limited period. Therefore, success or failure of inducing students to use strategies effectively depends in large part on the teacher, his training, his interest in the process of teaching strategies and the method and materials he uses to implement strategy instruction.

Although the teaching of writing strategies may hold many promises, great care has to be exercised in the preparation of teachers, the teaching

method and materials, in addition to consideration of some important learner variables such as language proficiency and motivation. For this reason teachers may argue that devoting time to strategy training rather than language or skill learning is rather risky as the pay off is not secure. However, in the light of the present research findings we may confidently assert that it may be very useful to teach students effective use of strategies as we found that unsuccessful use of essay writing strategies and lack of knowledge of these strategies (e.g. *topic reading, brainstorming, key words, planning, and revision*) led students to fail in the essay writing task as pointed out earlier in section 6.2. It seems then essential to take some pedagogic decisions to introduce strategy-based tasks in the teaching of writing to induce students to use writing strategies effectively and to change their behaviour in writing from a passive behaviour to a more reflective one to produce effective, efficient writers.

6.7 CONCLUSION

The results of this exploratory study, which revealed students' low use and /or ineffective use of writing strategies with an effect on narrative essay writing in the three languages Arabic, French, and English, lead us to make a proposal for a new approach to teach writing which would help students understand and control their cognitive processes and lead them to profound learning and improved performance. This approach - based on strategy training - would emphasise the development of effective writing strategies within learners not only in English, but in Arabic and French as well, as we found that students used similar strategies across the three languages for narrative essay writing. Developing students' strategic competence as part of their communicative competence is believed to promote higher writing achievement. Important issues were also discussed regarding the implementation of strategy-based programmes and the development of appropriate materials which emerged from the present research. Yet one question remains: would a strategy-based writing instruction produce better writers?

We have mentioned earlier that a number of studies showed that strategy instruction can improve students' language performance and that inclusion of a metacognitive component can induce learners in reflection about their learning and the strategies they use to gain greater control over learning and the learned strategies. Yet, this task is not without difficulties as many other parameters enter into play and will determine success or failure of this instruction. In effect, successful strategy-based teaching requires first the teacher's interest in the process in order to help learners to develop effective writing strategies. Second, teacher training into the appropriate methods to be used. And third, the teacher's consideration of

some learner variations such as language proficiency and motivation which may determine the effectiveness of learning and using the taught strategies.

GENERAL CONCLUSION

Our objective in this work was to explore the strategies used by EFL students as they engage in writing a narrative essay in Arabic, French and English. These students are increasingly required to write in acceptable correct English. However, many teachers in the Foreign Language Department complain about receiving poor pieces of writing in terms of grammatical well-formedness, coherence, organisation or style. Moreover, writing deficiency is exhibited by these students in Arabic and French as reported by the faculty in the department. To help these students overcome their writing difficulties, it seemed essential to investigate the writing strategies they use, as many researchers suggest a link between strategy use and writing achievement (Jones 1982, Jacobs 1982, Kasper 1997). We explored the strategies used by students in the three languages cited above posing the following research questions:

- 1) What are the strategies used by EFL students to write a narrative essay in Arabic, French and English? And are these strategies similar or different across the three languages?
- 2) Do EFL students use the same writing strategies in Arabic, French and English across the four years of study?
- 3) What are the strategies used by the best graded students in Arabic, French and English? And is student achievement in writing related to strategy use?
- 4) What are the implications of this study for learning and teaching the writing skill to EFL learners?

Multiple data sources (think-aloud protocols, questionnaires, interviews, students' essays) were used to support the hypotheses that:

- 1) There is a similarity between the strategies used to write a narrative essay in the three languages: Arabic (L1), French (FL1) and English (FL2).
- 2) There is a correlation between student strategy use in Arabic, French and English and year of study.
- 3) There is a correlation between student strategy use in Arabic, French and English and achievement in writing.

We started by reporting research in the areas of writing and learning strategies in chapter one, then we described the Algerian educational system and explained the conditions that shaped the development of the writing skills in EFL students in chapter two. The research design, data collection and methodology were fully described in chapter three. Chapter four dealt with the analysis of the think-aloud data and we analysed the data obtained from other instruments such as the student questionnaire, the student interview, the students' grades on essays, and the teacher questionnaire in chapter five. Finally, on the basis of the results obtained, we suggested in chapter six a contribution to educational change through the development of writing instruction that would integrate strategy training into skill teaching. This instruction would be aimed to create some conditions conducive to the development of learners' strategic competence, without losing sight of the importance given to language accuracy in a foreign language learning situation such as the Algerian context. Chapter six was not aimed to provide any prescription about teaching but rather to suggest possible ways of helping students improve their writing skills by encouraging greater reflection about how they write narrative essays, and how they write in general in any of the three languages that they know.

The results emerging from this study provided interesting insights into the EFL students' writing processes in the three languages, Arabic,

French and English. Students were found to use a number of strategies to write narrative essays in the three languages. These strategies were identified and classified according to the typology proposed in O'Malley and Chamot (1990) i.e., metacognitive, cognitive and affective strategies. The present study enabled us to draw the following conclusions with regard to our three research hypotheses:

The qualitative, quantitative and statistical analyses of the think-aloud data revealed that the majority of essay writing strategies were used by the EFL students across the three languages, Arabic, French and English. These strategies are mainly metacognitive and can be described as follows: *Topic reading, key words, oral construction of the text, brainstorming, self-monitoring, no draft used and revision*. We also noted similar use across the three languages of two major cognitive strategies (*re-reading and translation*), and two major affective strategies (*false starts and avoidance*). The qualitative analysis of think-aloud protocols also demonstrated that students used some strategies in the same way across the three languages either unsuccessfully such as students A3 and C2 who failed to use the strategies of *planning* and *key words* respectively in the three languages, or successfully such as the best graded students who succeeded in using many strategies (e.g. *oral construction of the text, brainstorming, topic reading, revision, self-monitoring and re-reading*) in the three languages. These results were further corroborated by students' answers to the questionnaire and the interview as most of them reported to use the same strategies to write an essay in Arabic, French and English except for *revision* or cognitive strategies reported (by few students) to be more frequently used in the foreign languages to help them overcome their language difficulties. In addition, the majority of interviewees stated that they learned the writing skills and strategies first in Arabic (in the Middle

and Secondary Schools) and transferred these skills and strategies to write in the foreign languages (French and English). All these results seem to provide evidence for students' use of similar strategies to write a narrative essay in the three languages and corroborate our first research hypothesis.

As far as the second research hypothesis is concerned, we found that students' year of study is significant for strategy use in essay writing. We noted that 1st and 2nd year students used a restricted range of metacognitive strategies (*topic reading, revision, and self-monitoring*) in the three languages, but focused on the use of cognitive strategies (*translation, re-reading, transfer, language switch and circumlocution*) namely in French and English. 3rd and 4th year students, on the other hand, favoured metacognitive strategies (*topic reading, key words, oral construction of the text, brainstorming, revision, time-saving strategies and self-monitoring*) in the three languages and showed little use of cognitive strategies (*translation, re-reading, transfer and writing in two languages*) except for English writing. In addition, we noted that some strategies such as *self-monitoring, rule application* and *revision* were, more effective in the hands of these students than in the hands of 1st and 2nd year students in English writing. The reason may be that as they become advanced writers, students acquire not only more linguistic knowledge (of English), but more experience on how to write an essay developing some effective strategies. And these strategies will also be used to write in Arabic and French as reported by students in the interview. These results indicate that there is a correlation between student strategy use in Arabic, French and English and year of study and confirm our second research hypothesis.

Regarding the third research hypothesis which relates achievement in writing to student strategy use in Arabic, French and English, the results of this study reveal a correlation between the two variables. We noted that

students showed little use of strategies when writing a narrative essay in Arabic, French and English. Many students did not use those successful essay writing strategies (i.e. *brainstorming*, *key words*, *planning* and *revision on the draft*). Moreover, a careful study of five metacognitive strategies in the three languages (i.e. *topic reading*, *planning*, *key words*, *self-monitoring* and *revision*) revealed that some students used these strategies inappropriately and thus ineffectively. This affected the content, organisation and coherence of their essays. We also found that some useful cognitive strategies such as *translation* and *generating sentences in Arabic/French* were inappropriately used by some students and therefore, impeded their writing process and resulted in fragmentary compositions. To summarise, we found that lack of use or ineffective use of strategies affected the quality of students' compositions and was reflected in the grades obtained on their essays in the three languages. The benefits of the effective use of writing strategies has already been highlighted as conducive to writing competence (Jones 1982, Graham 1997, Kasper 1997). In effect, the best graded students in the present research were found to use essay writing strategies effectively in the three languages. These findings indicate a correlation between student strategy use in the three languages and achievement in writing, and corroborate our third research hypothesis. They further suggest that linguistic competence alone is not a sufficient condition to achieve good writing as we noted that subjects of this study who had a good mastery of Arabic but unsuccessful use of strategies had a low achievement in Arabic writing. It appears from these results that linguistic competence needs to be combined with strategic competence to drive towards effective writing. One essential component of strategic competence is the metacognitive knowledge, that is those beliefs, insights, and concepts that students have acquired about language, the language learning process and learning strategies. These help learners to

actively set and regulate their own progress towards cognitive goals such as writing and learning. However, our students lacked the metacognitive knowledge which seems to be due to Fundamental and Secondary education where reflection and enquiry tend to be neglected in favour of rote-learning, drills and memorisation.

Then, the findings gathered in this study reveal that our learners show a serious deficiency in strategic competence. However, if one considers the rapid change in science and technology in the world, it seems necessary that our students be equipped with skills and strategies to be able to learn more efficiently to follow the track of modernity and meet the requirements of the third millennium. This may be achieved through a new educational approach that would lay emphasis on the cognitive and metacognitive growth of the learner by supplementing skill, language or content teaching with strategy instruction. This enterprise would encourage reflection by both teacher and learner: by inducing teachers to reflect on their own teaching, on the strategies that are most appropriate for given tasks and on the classroom decisions to be made, and by encouraging learners to reflect on strategy use and academic achievement to constantly monitor and evaluate the strategies they use and the progress they make in language and task performance. Indeed, inducing learners in reflection and developing their metacognition helps them understand and control their cognitive processes which is more likely to lead them to profound learning, improved performance and academic success. This may help set out the right conditions for our learners to self-direct their endeavours towards the success and development of our society.

It should be mentioned that the results obtained from this exploratory study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number

of participants. The present research was undertaken with sixteen EFL students (four students from each year of study), who are obviously not representative of all EFL students. In addition, this research did not investigate strategy use in relation to some learner variables such as: affective variables, gender or learning styles, which are claimed to influence strategy choice and use as highlighted in chapter one. This generates more questions and opens the door to future research. We also encountered some problems with the research tools that necessarily had some effects on the study. We used three self-report data collection instruments: the think-aloud procedure, the interview and the questionnaire to investigate the strategies used by EFL students to write a narrative essay in three languages, Arabic, French and English. When analysing the think-aloud data, there were some silent periods during which students undertook some mental processes that we could not unveil as the students were not verbalising. It is only after comparing the data obtained from the other two instruments that we were able to uncover the strategies which took place during those silent periods (*planning, brainstorming and self-management*). Yet, the think-aloud procedure was quite productive in unveiling the strategies used by students in essay writing than the questionnaire and the interview. As far as the questionnaire is concerned, this was not fully answered by a few informants as the second and third parts of question 3 in the student questionnaire were not answered by four out of fourteen respondents. We used the interview to complete the missing information. With respect to the interview, the data obtained was entirely informant initiated as we had difficulty as interviewer to strike a balance between the too-loose and the too-controlled interview. However, the multiple perspectives provided by the three research instruments enabled us to collect a variety of data. If methodological triangulation did not allow an accurate description of the situation, at least it helped to counterbalance the

instruments. The three instruments used in combination provided a larger quantity of data than each one in isolation. Also, the quality of the data was improved by using student initiated data as a starting point and enriching them by eliciting supplementary information. In sum, by using the three instruments as complements, we obtained richer and more informative data. Moreover, we were able to cross-check resulting information.

To conclude, the present doctoral dissertation has tried to explore EFL students' writing strategies, to give insights into how students proceed to write a narrative essay in the three languages, Arabic, French, and English, and to show the relationship between strategy use and achievement in writing. In this exploratory study our aim was to highlight the pressing need for innovation in writing instruction that would change our students' behaviour from a passive type of writing to a more reflective one. Such change would engage teachers in actively helping students to have access to their learning processes especially through metacognition. Continual encouragement of reflection about their strategic and linguistic development and fostering of greater autonomy in learning and in writing is more likely to lead them to attain writing competence so critical for their academic progress.

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APPENDIX 1:

ESSAY TOPICS

N.E. ARABIC:

جدك أو جدتك مجاهد(ة) شارك(ت) في حرب التحرير الجزائرية. تكلم(ي) عن احدى مغامراته(ها) أثناء الحرب.

N.E. FRENCH: Votre grand père/ grand mere etait un(e) moudjahid(a) qui a participé à la guerre d'Algérie. Racontez l'un de ses exploits pendant la guerre.

N.E. ENGLISH: Your grandfather/ grandmother was a moudjahid / moudjahida who took part in the Algerian War of Independence. Narrate one of his/ her exploits during the war.

APPENDIX 2:
THE INSERTED TABLES IN SYSTAT

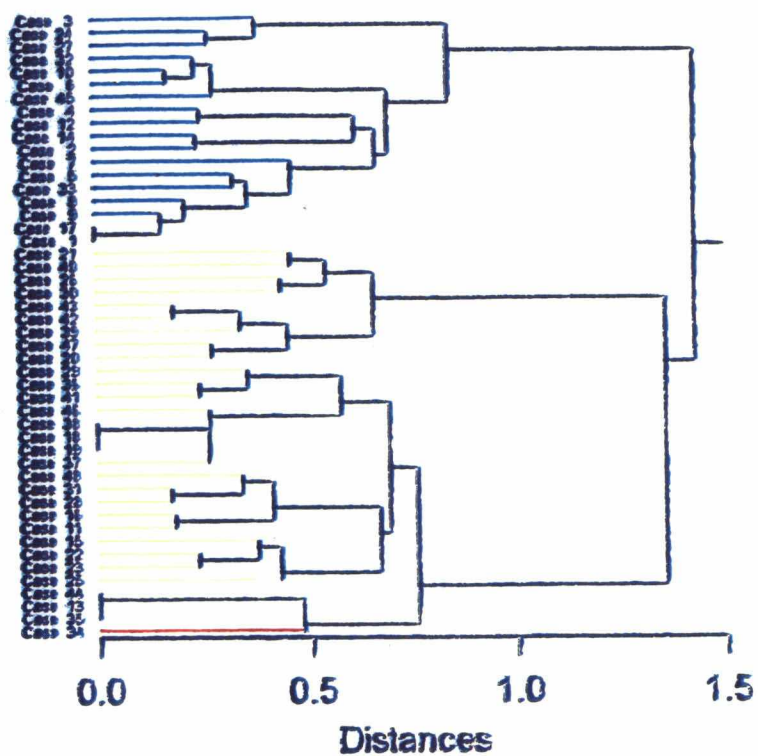
Gen L1/L2	Re-read	Top read	Find k w	Brainsto	Plan	Oral cons	
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Translate	Transfer	Comp.mo	Prod. Mo	Style mo	Audi mo	Visual mo	
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Top.cons	Plan cons	Rev.draft	Rev.copy	Rev. ex.p.	
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0	0	0	0	1	0

APPENDIX 3:
RESULTS OF SYSYTAT ANALYSIS

Cluster Tree



File: Untitled

Distance metric is Chi-square
Ward minimum variance method

Cluster containing	and	Cluster containing	Were joined at distance	No. of members in new cluster
Case 17		Case 1	0.000	2
Case 35		Case 13	0.000	2
Case 19		Case 18	0.000	2
Case 38		Case 19	0.000	3
Case 44		Case 35	0.000	3
Case 9		Case 17	0.154	3
Case 10		Case 6	0.173	2
Case 31		Case 28	0.173	2
Case 43		Case 42	0.179	2
Case 16		Case 11	0.181	2
Case 9		Case 8	0.209	4
Case 23		Case 22	0.231	2
Case 10		Case 32	0.236	3
Case 14		Case 2	0.239	2
Case 41		Case 36	0.239	2
Case 12		Case 4	0.247	2
Case 38		Case 37	0.259	4
Case 38		Case 46	0.262	5
Case 47		Case 20	0.267	2
Case 27		Case 24	0.267	2
Case 45		Case 10	0.279	4
Case 33		Case 5	0.323	2
Case 43		Case 39	0.334	3
Case 31		Case 48	0.337	3
Case 41		Case 29	0.351	3
Case 33		Case 9	0.356	6
Case 23		Case 15	0.373	3
Case 27		Case 3	0.380	3
Case 16		Case 31	0.410	5
Case 23		Case 25	0.426	4
Case 30		Case 26	0.433	2
Case 47		Case 43	0.448	5
Case 40		Case 21	0.456	2
Case 33		Case 7	0.459	7
Case 44		Case 34	0.479	4
Case 40		Case 30	0.540	4
Case 38		Case 41	0.572	8
Case 12		Case 14	0.615	4
Case 40		Case 47	0.655	9
Case 12		Case 33	0.664	11
Case 23		Case 16	0.666	9
Case 38		Case 23	0.692	17
Case 45		Case 12	0.694	15
Case 44		Case 38	0.759	21
Case 27		Case 45	0.843	18
Case 40		Case 44	1.357	30
Case 27		Case 40	1.428	48

APPENDIX 4:

STUDENT QUESTIONNAIRE

Instructions: Please answer the following questions.

Year of study:.....

1) What do you do before you start writing an essay:

a) In English?

.....

b) In French?

.....

c) In Arabic?

.....

2) How do you proceed to write an essay:

a) In English?

I start with.....

Then.....

After that.....

b) In French?

I start with.....

Then.....

After that.....

c) In Arabic?

I start with.....

Then.....

After that.....

3) Do you revise what you write in the three languages (English, French and Arabic)?

.....

a) Why do you revise in each language?

.....

b) When do you revise in each language?

.....

4) What do you do when you find the topic of an essay difficult:

a) In English?

.....

b) In French?

.....

c) In Arabic?

.....

5) What do you do when you don't find a word when writing:

a) In English?

.....

b) In French?

.....

c) In Arabic?

.....

6) What do you do when you don't know how to express an idea when writing:

a) In English?

.....

b) In French?

.....

c) In Arabic?

.....

7) Do you use the same strategies when writing an essay in Arabic, French and English?

.....

.....

.....

APPENDIX 5:
TEACHER QUESTIONNAIRE

Teacher Questionnaire

Dear colleague

I am presently conducting a research on university students' writing behaviours in English. I would be grateful if you could complete the following questionnaire. Thank you for your cooperation.

Mrs. Hafida Hamzaoui
Dpt. of Foreign Languages
Faculty of Arts, Human
and Social Sciences.

Instructions:

Please circle the appropriate answer / answers which best fits / fit your opinion when there is a choice to make; otherwise, answer freely.

-
- 1) What is your position in the university?
 - part-time teacher
 - full-time teacher: maitre assistant
chargé de cours
 - other (please specify).....

 - 2) a- For how many years have you taught written expression?
.....
 - b- At what level/ levels have you taught written expression?
.....

 - 3) a- List the main components of the syllabus you are presently using
.....
.....
.....
.....
.....
.....
.....
.....
.....
 - b- Are you following the official syllabus? ☐ Yes ☐ No
 - c- Have you designed your own syllabus? ☐ Yes ☐ No
 - d- What have you added to or omitted from the official syllabus?
.....
.....
.....

- 4) Do you teach your students any specific writing techniques or strategies to help them carry out successfully a writing task (such as how to start writing, to develop ideas, to link these ideas and build up a coherent text, etc.)?

☐ Yes Indicate which of the following techniques you are using with your students: -Generating ideas (i.e. eliciting as many ideas related to the topic as possible) - Planning (i.e. putting forward an organized outline of how to deal with the topic/ writing task) - Writing/ drafting (i.e. translating ideas into written text, linking ideas etc.) -Revising / editing (i.e. reviewing form and content of the written text and correcting what needs to be corrected) -Writing the final paper (i.e. last measures and strategies taken to copy down the draft on a clean sheet of paper to be returned to the teacher) Other (please specify)	☐ No Why?
--	--

- 5) Do you encourage your students to use more than one draft to do a writing task?

☐ Yes Why?	☐ No Why?
--	---

- 6) How do you help your students overcome their writing problems?

.....

.....

.....

.....

- b- Do you teach explicitly writing strategies? ☐ Yes ☐ No

- c- If yes, which ones do you deal with in your writing class?

Metacognitive strategies	- Previewing the main ideas
--------------------------	-----------------------------

	(brainstorming) - Selecting keywords -Organising ideas -Revising the written text -Evaluating the end product -Other (please specify)
Cognitive strategies	-Using translation to find out a missing word or expression -Writing down a word and use visual memory to recognize its spelling -Re-reading what has been written to be able to continue writing -Other (please specify)
Social/ affective strategies	-Cooperating with peers -Asking the teacher for help -Other (please specify)

7) Do you teach your students how to proceed to write an essay (i.e. essay writing techniques)?

☐ Yes Indicate the techniques taught: -Outline -Essay development (develop the points of the outline into meaningful sentences and build up a text) -Essay organisation (organization of the text into introductory ideas, the main idea, supporting ideas, etc.) - Essay form (layout+ writing mechanics) -Other (please specify)	☐ No Why?
--	---

8) How many writing assignments do you give your students during an academic year (on average)?

☐ 1 to 5

☐ 5 to 10

☐ 10 to 15

9) a- Would you assess your students as:

-**Weak** (i.e. lacking in coherence of content, in style, fluency and accuracy)

-**Average** (i.e. acceptable form and content)

-**Good** (i.e. mastery of the language, slips are occasional, good handling of the content)

-**Very good** (i.e. excellent performance from all sides: fluency, accuracy, style and mastery of content)

b- Give possible reasons for their performance (whether low or high).

.....

.....

.....

.....

10) What do you think your students mostly lack to be successful in their writing?

.....

.....

.....

.....

.....

.....

11) If you were asked to change something in your teaching of writing, what would you do?

.....

.....

.....

.....

APPENDIX 6 :
STUDENTS' VERBAL PROTOCOLS

Below are students' verbal protocols in the three narrative essays written in Arabic French and English. The words in italics indicate French words when writing in English and Dialectal Arabic words when writing in Arabic, whereas those underlined indicate when the writer was speaking and writing or self-dictating.

STUDENT A1

N.E. ARABIC

الآن نمر إلى الموضوع بالعربية نتكلم فيه عن مغامرة من إحدى مغامرات جدي أثناء الحرب، حرب التحرير الجزائرية سنتطرق إلى... نبدي بحياته... ومن بعد مشاركته في الحرب... ومن بعد... صحا... سنتطرق أولا إلى... حياته... لقد عاش الجزائريون أثناء الحرب... فقراء و مساكين و لكن ذلك لم يمنعهم من حب الوطن و كذلك الدفاع عنه... أما فيما يخص فيما يخص، و أما فيما يخص مستقبل الوطن و حمايته من المستعمر... ils étaient des hommes ordinaires, ils étaient... bon

...نستطيع القول أن يعني أن كل الجزائريين كل eh حمايته من المستعمر الفرنسي نستطيع القول أن... الجزائريين عاشوا في ذلك القهر و رغم ذلك و رغم ذلك استطاعوا استطاعوا نزع الحرية الحرية من... بالمقارنة مع قوة المستعمر... eh المستعمر المستعمر الفرنسي و لكن كان ذلك صعبا بالمقارنة مع... l'arsenal قوته و ضخامة قوته و ضخامة قوته من حيث... eh الفرنسي و ضخامة و ضخامة سلاحه... ils avaient un arsenal fort... من حيث... السلاح و القوات العسكرية إلا أن ذلك نستطيع القول... il était seulement une... un simple arsenal par rapport كان مجرد سلاح بسيط مقارنة مع مقارنة مع قوة الإيمان الإيمان و حب الوطن و حب الوطن التي كانوا يتميزون... من هذا سأتكلم قليلا عن ما رآه أو بالأحرى بالأحرى ما عاشه أحد ما عاشه by the way بها الجزائريون... أحد المجاهدين و هو بمثابة جدي فكنت قليلا كنت قليلا ما أسمع ما أسمع عن الحرب الجزائرية الحرب الجزائرية ومطاردة المجاهدين للجيش الفرنسي... إذن... الآن... مطاردة المجاهدين للجيش الفرنسي... حتى اليوم الذي قص الذي قص فيه قص فيه أبي حكاية جدي الذي نستطيع أن نأمله نأمله في الآخر في الأخير برجل شجاع شجاع eh كغيره من الشجعان الذين دافعوا دافعوا عن الوطن إذن كما سبق القول سبق القول كما سبق القول... كان... common dire les missions و إرسال... بارسالة... و شراء محتجيات محتجيات الجماعة... و أكثر من ذلك من il faisait le shopping لإيصال للرسائل و شراء... ذلك كانت له عدة مشاغل ومهمات أذكر منها أذكر منها واحدة كانت الأخيرة في حياته على حسب و لكن... منها واحدة كانت... is the last and not the least... ، yes... how do we say الأخيرة في حياته على حسب و لكن ليست الأدنى مهمة و هي حين كلف بوضع قنبلة... this ?

.... تقليدية قنبلة تقليدية تقليدية في إحدى السيارات العدو سيارات العدو eh... une bombe artisanale... si j'étais à sa place je ne le ferai pas كانت له كل تلك الشجاعة الشجاعة و الارادة... كل تلك الشجاعة و الارادة مسار رجل شجاع و بعد سنين و سنين بعد موته لا تزال ذكره لا تزال... دكره باطاحة جماعة المستعمر و أعماله الخالدة للجيش الجزائري.

و في الآخر لا يصح لنا القول

ils étaient proche du nationalism et proche du courage et tout ça

في الأخير لا يصح لنا القول إلا أن أن ما فعله أسلافنا و أعني جدي و غيره... و هو سيب سعادتنا الآن... لأنهم دافعوا عن حرية دافعوا عن حرية الأجيال اللاحقة الأجيال اللاحقة... فكرزوا كرزوا حياتهم و سعادتهم وسعادتهم لغيرهم

et ! come je l'ai déjà dis....

الآن نمر إلى ورقة الاختيار...

لقد عاش الجزائريون أثناء الحرب... فقراء و مساكين و لكن ذلك لم يمنعهم من حب الوطن و كذلك الدفاع عنه... أما فيما يخص مستقبل الوطن و حمايته من المستعمر الفرنسي ، نستطيع القول أن كل الجزائريين عاشوا في ذلك القهر و رغم ذلك استطاعوا استطاعوا نزع الحرية الحرية من المستعمر الفرنسي و لكن كان ذلك صعبا بالمقارنة مع قوة المستعمر الفرنسي و ضخامة قوته من حيث... السلاح و القوات العسكرية إلا أن ذلك نستطيع القول أن ذلك ان صح القول مع قوة الإيمان الإيمان و... و الارادة و حب الوطن و حب الوطن التي كانوا يتميزون بها الجزائريون... لا التي تمسك بها الجزائريون... و من هذا سأتكلم القليل و ليس الكثير عن ما رآه أو بالأحرى ما

عاشه أحد المجاهدين و هو بمثابة و هو جدي... أثناء الحرب فكنت قليلا ما أسمع عن الحرب الجزائرية ومطاردة المجاهدين للجيش الفرنسي.... حتى اليوم الذي قص فيه قص فيه أبي عن مغامرات جدي و الفداء و الشجاعة الذي نستطيع أن نأهله نأهله في الآخر في الأخير برجل شجاع كغيره من الشجعان الذين دافعوا دافعوا عن الوطن إذن كما سبق القول سبق القول..... كان جدي مستكفا مكلفا بارسال و إيصال و شراء محتجات الجماعة.... و أكثر من ذلك كانت له عدة مشاغل ومهمات أذكر منها أذكر منها واحدة كانت الأخيرة في حياته على حسب و لكن ليست الأدنى مهمة و هي حين كلف بوضع قنبلة في إحدى السيارات العدو الارادة كل تلك الشجاعة و الارادة مسار رجل شجاع و بعد سنين و سنين لا تزال ذكراه باطاحة جماعة المستعمر راسخة بأدهان كل من عاش معه و أعماله الخالدة للجيش الجزائري .

وفي الأخير لا يصح القول أو النسيان الا أن ما فعله أسلافنا و أعني جدي و غيره من المجاهدين كان سبب سعادتنا الآن.... لأنهم دافعوا عن حرية الأجيال اللاحقة.... فكروا حياتهم و سعادتهم وسعادتهم لغيرهمو هكذا قد أتينا إلى ذكر أجدادنا و أعز أسطورة في تاريخ الثورة التحريرية.

N.E. FRENCH

Bon maintenant on va parler du meme sujet, la participation de mon grand père dans la guerre d'Algérie.

Depuis que j'étais enfant ... mes parents racontaient toujours des actes de courages ... et les aventures racontaient toujours des actes de courage et les aventures que mon grand père faisait ... alors comme il etait un moudjahid il a surement donner tout son courage et sa fidélité... sa fidé..lité a son pays parceque sans ces deux dernieres choses on ne peut pas dire qu'il ya un esprit de patriote...de patriote so let's say de patriotism... eh, patriotisme ou de nationalisme. ... Mon grand père a participé par...ticipé dans une longue et souffrante guerre ...sans oublier le temps ou l'époque qu'il faisait . Alors malgré les difficultés qu'ils ont connus ils ont pu ...ils ont pu ...combattre plutot batter, non combattre l'ennemi mais tout cela dépendait ... (all depended on their their courage) tout cela dependait de leur courage et de leur acte de patriotisme... parce que généralement tous les moudjahidines ont souffert dans cette guerre. Mon grand père a été confié de faire... les courses de el djamaâ mon grand père a ete confié de faire les courses de el djemaâ ce qu'on appel le groupe en plus de ça de ça j'aurais du dire de cela il etait l'écrivain et le coursier de cette dernière. A part a part lui je ne dis pas qu'il y avait que luiqu'il y avait que lui je ne dis pas qu'il y avait que lui, qu'il avait que lui mais il était un spécialiste un expert en la matiere . Ok Alors maintenant je dis je suis vraiment, vraiment fière de mon grand père parce que sans lui et les autres moudjahidines notre pays reste ou resterait toujours colonisé par l'armée française alors sincerement je je leur tire chapeau.

Alors on va ecrire le propre pour ...vraiment c'était 150 mots ...so....clear

Depuis que j'étais enfant mes parents racontaient toujours ce que mon grand père faisait au sein de l'moudjahiddines. Alors comment il etait un moudjahid il avait l'espritl'esprit du nationalisme il assumait la responsabilité responsabimlité et il a surement donné tout son courage et sa fidelité pour son pays parce que sans les deux derniers choses on peut pas dire qu'il y avait un esprit d'un ...eh ..moudjahid Mon grand père a participé dans une longue et souffrante guerre sans oublier le temps ou l'epoch qu'il faisait . Malgré les difficultés qu'ils ont connus ils ont pu combattre l'ennemi mais tout cela dependait de leur courage et de leur acte de patriotisme... parce que généralement tous les moudjahidines ont souffert dans cette guerre.

En ce qui concerne mon grand pere , il a été confié de faire ..:tous les comisiions et les courses de el djemaâ. En plus de cela il était un écrivain et le coursier de cett dernière . A part lui je ne dis pas qu'il y avait que lui mais il était un spécialiste un expert en la matiere.

Je suis vraiment fier de mon grand père parce que... il a prouvé beaucoup d'actes de courages beaucoup d'actes de courages et sans lui et les autres moudjahidines notre pays resterait ...resterait toujours colonisé ...ou pris par l'armée françaises, alors sincèrement je leur tire chapeau.

N.E. ENGLISH

The 3rd topic which speaks about my grand father in the Algerian war of independence. So since I was young I was always listening to my father and and mother , when they were telling me the story of my grand father when he was a moudjahid and they also they also tell me told me that my grand father was a courageous moudjahid and he was also a man which has had a ...a patriot or a nationalism.....or if you want a nationalism *ame* or character and it was a very bad life in that epoch but since they loved they loved their contry they were very happy and they were very happy and quiet in their life . Ok so what I want to say is my grand father look a part of the Algerian in the Algerian in the Algerian war of independence yes independence, and had many or did many exploits or courageous ach during this war. As I know my grand father was very young was very young when he left school and join the moudjahidin in the mountain. And they ...eh...eh... *ils ont fait des pieds et des mains* ... they made ... hands and feets to they made hands and feets to ...*quitter* to leave away the French army and my father, my father said that my his father was a specialist in, was a specialist in ... *faire des comissions...* in sending and writing commissions but he was very young he was also...so we put since he was very young he was also*comment dirai-jeeh.....ils lui ont confié...il lui ont confié des missions de.....* he was also specialised to do all the all the *comment dirai je ..il était spécilisé , on lui confié de faire tous les achats* to do all the shopping yes shopping....so ..these acts of courage were simply done by by our grand father and mother because they loved their contry and they paid they paidall their life to make out the French, the French army

Finally I think that I'm very *fier* , *la fierete* I am very satisfied ... *satisfait* also only this I'm very satisfied by ...by the things my father my grand father did and we can say that we can say that if they were not like this that is to say if they were not courageous , courageous and nationalist we are ? we will be ? if they were, we are ... *quel est le temps qu'il faut utiliser ?*... if they were not like this, courageous and nationalists, we are... *quest-ce que je veux dire ?* if they were not like this, courageous and nationalists so we are still, we can still yes we can be still colonised colonised yes .

Now we move to the proper sheet : since I was young , I was listening to my father and mother when they were telling me the story witch became a history yes... of my grand father when he was a moudjahid and they also told me that my grand father was a courageous moudjahid and he was also a man with a ...no who had a patriot and nationalist character.

It was a very bad..eh... hard life in that epoch since they lived they country they were very happy and quiet in their life. My grand father took a part as I said in the Algerian war of independence and had many or did many exploits or courageous acts during this war... and join the moudjahidin in the montain they made hands and feets to leave away the French army and father said his father was a specialist in sending and writing commissions but since he was very young he was also specialized to do all the shopping ...*je dois expliquer...* it means that he bought he bought food and all what the moudjahidin needed. these acts of courage were simply done by by our grand father and mother because they loved their contry and they paidall their life to make out no to leave away the French, the French army

Finally I think that I am very satisfied by the things my grand father did ..and we can say that if they were not like that courageous and nationalist co we can no could be still colonized.

C'est bon

STUDENT A2

N.E. ARABIC :

الموضوع :جدك أو جدتك مجاهد أو مجاهدة ساهم أو ساهمت في الحرب التحرير . تكلم عن مغامراته أثناء الحرب.
Le sujet parle de mon grand père qui était un moudjahid et qui a fait quelque chose pendant la guerre pour sauver l'Algérie.. ... donc il faut parler de ... de ...ok...

المقدمة، كان الجزائريون ... كان الجزائريون أثناء حرب التحرير..... من جراء قمع و قتل و تعذيب..... من قبل الفرنسيين... وذلك... من قبل الفرنسيين المستعمرين و ذلك منذ بداية الحرب إلى نهايتها، و لكن الشعب الجزائري قاوم...قاوم بكل قواته حتى أخرج العدو من ديارنا.

Et maintenant le developement نهدر على مغامرة من مغامرات جدي لقد كانت عائلتي تسكن ... لا تعيش حياة بسيطة في منزل صغير و ... و ... و عندما اندلعت ثورة التحرير ، ذهب كل إخوان جدي إلى الجبل ... لمساعدة المجاهدين ... بكل قواهم و طاقاتهم، و طاقتهم إلا جدي الذي بقي في المنزل، فكانوا بظنونه... فكانوا بظنونه... فكانوا بظنونه فكانوا بظنونه جيانا، و لكن كانوا خاطئين، فانه في الحقيقة كانا هو شجاع من بينهم فقد كان يقوم بعملياته في الليل ... فكل ليلة كان يذهب إلى ... إلى مخازن العدو و ينهبها... ثم يحرق كل ما في طريقه ... و يقتل أكثر الجنود في كل ليلة... و كان و كان يقوم بذلك دون أن يعلم أحد به ... حتى في ليلة من ليالي الشتاء البارد ... ذهب إلى كتيبة المستعمرين... ثم قام بحرق كل شيء... إلا أن رآه بعض الجنود، و قاموا بقبضه و إدخاله السجن، حتى قتلوه و عذبوه..... لم يكن أحد يعلم أنه هو الذي يقوم بهذه الأعمال حتى ذلك اليوم فأصبح في ذنهم شجاع مغامر شهيد و الآن نمر الى الخاتمة كان في الجزائر رجال واقفون... يقومون بالمحافظة على بلادهم... دون أن يعلم أحد حتى استشهدوا... استشهدوا في سبيل الله و الوطن ... و ذلك مثل جدي الشهيد الذي غامر بحياته... من أجل الوطن و العلم الجزائري ... لنعيش نحن في سلام و ونام.

كان الجزائريون أثناء حرب التحرير... من جراء يعانون من جراء قمع و قتل و تعذيب..... من قبل الفرنسيين من قبل المستعمرين و ذلك منذ بداية ... لا طول حرب التحرير ، و لكن الشعب الجزائري قاوم بكل قواته حتى أخرج العدو من ديارنا من دياره. لقد كانت عائلتي تعيش حياة بسيطة في منزل صغير في منزل متواضع و عندما اندلعت ثورة التحرير ، ذهب سعد كل أفرادها إلى الجبل لمساعدة المجاهدين ... إلا جدي الذي بقي في المنزل... لا في البلدة خير، في البلدة، فكانوا بظنونه جيانا، و لكن كانوا خاطئين، فانه في الحقيقة كانا شجاع ، فقد كان يقوم بعملياته في الليل ليلا، فكل ليلة كان يذهب إلى المخازن العدو و ينهب ثم يحرق و أخيرا يقتل الجنود بكثرة ... و كان يقوم بذلك دون أن يعلم أحد به، حتى في ليلة من ليالي الشتاء البارد ... القارس ذهب إلى أحد كتيبة المستعمرين الجنود الفرنسيين الذين كانوا يتكئون له كيدا... بكمين فقبضوا عليه... و أمسكوه في السجن السجن، ثم عذبوه حتى أكلوا لحمه ثم قتلوه ... لم يكن أحد يعلم يظن بأنه هو الشجاع الذي يقوم الذي قام بكل هذه الأعمال ... فأصبح في ذنهم شجاع مغامر شهيد كان في الجزائر رجال واقفون يقومون بالمحافظة واقفون للمحافظة على بلادهم ... من أيدي الفرنسيين الاجرامية... حتى قتلوا في سبيل الله شهداء ابرار عند ربهم يرزقون . و ذلك الحال لجدي الشهيد ... المجاهد الذي غامر بحياته من أجل أن يرفع راية الوطن والاسلام ... و من أجل أن تعيش الاجيال القادمة في أمن و سلام و ونام و ونام .

N.E. FRENCH

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie racontez l'un de ses exploits pendant la guerre....

D'abord l'introduction....

La guerre d'indépendance en algerie a.....a fait beaucoup de dégâtshumains

....et....matériels . cette guerre qui atant tué lesd' innocents. Ma grand mèremère me raconte toujours les exploitsles exploits héroïque de mon grand pèrele ...dans le développement

Au début de la guerre tous les jeunes habitants des villages et des villes montent ...étaient montés en....aux montagnes ... dans notre familletous les jeunes hommes sont montés sauf mon grand père , tous les gens le croyaient un traître qui n'aimait pas le pays. ..Mais ..mais ils avaient tort car ce dernier était un héros. Il travaillait la nuit, il prenait son fusil et son couteau et allait dans les casernes des français il tuait et égorgeait plusieursplusieurs.....militaires françaissans que ...personne ne doute de rien. Un jouril sortit la nuitet un harki ...le vit etle suivit ...jusqu'àce qu'ilarriva à la caserne alors ...il poussa un cri ...et.l'armée tua mon grand père desang ..froid ...avec plusieurs balles .

Conclusion ...

Tout le monde avait tort....au ...sujet demon....grand pèremais ...enfin de compte il était leplusheroïqueet mourut ...en martyr pour....son pays.

Le propre...

La guerre d'indépendance en algérie a fait beaucoup de dégâtshumainset.....matériels. cette guerre qui atant tué d'innocents. Ma grand mère me racontait toujours les exploitsles exploits héroïques de mon grand père
Au début de la guerre tous les jeunes habitants des villages et des villes ...étaient montés aux montagnes ... dans notre familletous les jeunes hommes sont montés sauf mon grand père, tous les gens le croyaient un traître qui n'aimait pas le pays. ..Mais ils avaient tort car ce dernier était un héros. Il travaillait la nuit, il prenait son fusil et son couteau et allait dans les casernes des français il tuait et égorgeait plusieursplusieurs.....militaires françaissans que ...personne ne doute de rien. Un jouril sortit la nuitet un harki ...le vit et et ...et alla tous dire aux français...qui à leur tour tua mon grand père desang ..froid ...avec plusieurs balles . هكدا خير

Tout le monde avait tort....au ...sujet demon....grand pèremais ...enfin de compte il était leplusheroïqueet mourut en martyr...en véritable martyr pour son pour Dieu et....son pays.

N.E ENGLISH

Your grandfather or grandmother was a moudjahid or moudjahida who took part in the Algerian War of Independence. Narrate one of his or her exploits during the war.

Le sujet d'aujourd'hui parle de l'exploit de nos grand parents l'ors de la guerre de l'indépendance, l'ors de la guerre de l'indépendance je vais parler dans ce sujet d'une histoire que ma raconté ma mère ..eh.. ma grand-mère de mon grand père lors de cette guerre et de ce qu'il a fait , je vais commencer dans le brouillon

...eh Algeria was colonised by the French army for many years and the Algerian people ... ont beaucoup souffert... were suffering a lot my grandmother always narrate to me the exploits of my grandfather in this period

J'ai fini l'introduction et maintenant je vais raconter les exploits de mon grand pere l'ors de cette guerre.

...eh ..My grand parents were simple people living on peace but after the coming of the French armythey kill and brain the houses of people so so my grand father take his gun and go to the mountain mountain, he assemble so much people he can . One day he think ..no.. he thought to do as the French the French army he he made il a fabriqué une bombe artisanale he made artisanal bomb and give it give it to the woman , she went to the French café and put it on it , after a moment it it explode . Like this much of the French were afraid afraid كيش نكتها...no ..like this ..the French were afraid ...of the moudjahiddinand... no...also my grand father were...no... was very brave and they killed him on a battle in the mountain .

J'ai fini avec le developpement maintenant je vais parler des moudjahiddine et ce qu'ils ont fais de bien

This war was very hard for the Algerian people , and many people werekilled ...and killed...but this people were very strong and finally they win this war

J'ai fini dans le brouillon, je vais ecrire dans le propre mais avant je vais relire le brouillon .

(he read without changing anything)

Et maintenant j'écris dans le propre

Algeria was colonised by the French army for many years and the Algerian people were suffering a lot my grandmother always narrate لا نعملها au passé narrated to me the exploits of my grandfather in this period ... My grand parents were simple people living on peace but after the coming of the French armythey kill no killed and ...brained the houses of people so so my grand father take ...eh took his gun and go to the mountain , he assemble so much people he... could . One day he thought to do as the French the French army ... he he made artisanal bomb and give it ...no... give them to the woman , she went to the ...café and put it on it , after a moment it it explode . Like this the French ..the French were afraid ...of the moudjahiddin also my grand father was very brave and they killed him on a battle in the mountain ... one نبدلها لا هـ day ... in a great battle my grand father were killed by the army.

This war was very hard for the Algerian people , and many people werekilled...but this people were very strong and finally they win this war

STUDENT A3

N.E. ARABIC

جذك أو جدتك... ها ها ها... مجاهد أو مجاهدة ساهم أو ساهمت في الحرب التحرير. تكلمي عن مغامراته أثناء الحرب ... جذك أو جدتك مجاهد أو مجاهدة ساهم أو ساهمت في الحرب التحرير. تكلمي عن مغامراته أثناء الحرب يعني نتكلم على حاجة قام بها جدي ضد الفرنسيين....خصني premièrement فالمقدمة تعني نهدر شوي على حرب التحرير الوطني ... قاوم الشعب الجزائري ... الاستعمار الفرنسي ... الغاشم ... بضر اوة طيلة... طيلة... طيلة مائة... و اثنان و اثنان و ثلاثين... و ثلاثين... لا ثلاثون و ثلاثي... طيلة طيلة مائة و اثنان و ثلاثين عاما ضحى فيها بأعز ما بأعز... أوه... بأعز و أغلى ما يملك.. مليح... قاوم الشعب الجزائري الاستعمار الفرنسي الغاشم بضر اوة طيلة مائة و اثنان و ثلاثين عاما ضحى فيها بأعز و أغلى ما يملك ... الفرنسي الغاشم بضر اوة طيلة مائة و اثنان و ثلاثين عاما ضحى فيها بأعز و أغلى ما يملك... ما يملك... لا ماراش عاجبتني نبدل ... إبان الثورة الجزائرية... لا لا لا... عرف الشعب الجزائري أبشع صور الظلم و التعذيب و... و... أبشع صور التعذيب و ماذا؟... عرف الشعب الجزائري أبشع صور الظلم و التعذيب و قاسى ويلات الذل و الهوان... و... على يد... الاس... المستعمر على المستعمر الفرنسي الغاشم الذي سلبه حقه في الحرية... و العيش الكريم...

عرف الشعب الجزائري أبشع صور الظلم و التعذيب و قاسى ويلات الذل و الهوان على يد المستعمر الفرنسي الغاشم الذي سلبه حقه في الحرية و العيش الكريم... فقاومه فقاومه خلال... خلال سبع سنوات و نصف سبع و نصف سبع سنوات و نصف سنة فقاومه خلال... نحي هادي فقاومه بشراسة... و ضحى بكل... فقاومه بشراسة و وقف له... م... ت و وقف له وقفه الذي الذي وقفه الذي... و حاربه بكل الوسائل التي عرفها... عرف الشعب الجزائري أبشع صور الظلم و التعذيب و قاسى ويلات الذل و الهوان على يد المستعمر الفرنسي الغاشم الذي سلبه حقه في الحرية و العيش الكريم فقاومه بشراسة و وقف له وقفه الذي و حاربه بكل الوسائل التي عرفها... و كان... ندخل في *sujet* باش ندير *le même sujet* *français* و *anglais* ... و كان ككل عائلة جزائرية لا... ساهمت ساهمت كل العائلات الجزائرية... و كل أفرادها كبيراً و صغيراً شيخاً و شاباً... في المعارك التي خاضتها الجزائر ضد الاستعمار... و لعل... لا ماشي لعل... ساهمت كل العائلات الجزائرية و كل أفرادها كبيراً و صغيراً شيخاً و شاباً في المعارك التي خاضتها الجزائر ضد الاستعمار جدي؟... جدي نحي جدي و لعل أهم المعارك المشهورة في الغرب الجزائري... و التي حضر رهاها جدي من من... هي معركة فلاوسن و لعل أهم المعارك المشهورة في الغرب الجزائري... و التي حضر رهاها جدي... هي معركة فلاوسن... معركة تشهد لها الذاكرة الجماعية و الفردية أنها كانت من أك... لا... معركة تشهد لها الذاكرة الجماعية و الفردية لا نحيها... أوه و بين

مشيت... أنا خصني نهدر على مغامرة من مغامراته... عرف الشعب أو عرف الجزائريون ألوانا من العذاب و البطش إيان هذه المعركة حيث سبق الرجال إلى... مستوطنات لا... المحتشدات... عرف الجزائريون ألوانا من العذاب و البطش إيان هذه المعركة حيث سبق الرجال إلى محتشدات و نكل بهم أشد تتكيل... كما مارست... عاجبتني غادي ندير لا... عرف الجزائريون ألوانا من العذاب و البطش إيان هذه المعركة حيث سبق الرجال إلى محتشدات و نكل بهم أشد تتكيل و نكل بهم أشد تتكيل كما انتهكت حرمتهم و دمرت ديارهم... ماشي ديارهم منازلهم... أكوأهم... منازلهم ما عيش... منازلهم و شتمت... و شتمت أمهاتهم و... و بكى... ت... عرف الشعب الجزائري... صايي... كما تبادل الجنود الجزائريون كما تبادل الجنود الجزائريون إطلاق الرصاص... لا... كما قامت السلطات الفرنسية بإمطار المنطقة ألغاما و قنابل... كما قامت السلطات الفرنسية بإمطار المنطقة ألغاما و قنابل مدمرة و تشي... و تمشيط و تمشيطها... بحثا عن الجنود الجزائريين الذين قاوموهم بكل شجاعة مع أن... رغم قلة العتاد و العدة... عرف الجزائريون ألوانا من العذاب و البطش إيان هذه المعركة حيث سبق الرجال إلى محتشدات و نكل بهم أشد تتكيل كما انتهكت حرمتهم و دمرت منازلهم و شتمت أمهاتهم. كما قامت السلطات الفرنسية بإمطار المنطقة قنابل مدمرة و تمشيطها... بحثا عن الجنود الجزائريين الذين قاوموهم بكل شجاعة رغم قلة العتاد و العدة... لكن إيمانهم بالنصر و أنهم على حق... لكن إيمانهم بالنصر و أنهم على حق هو الدافع الذي كان يوجههم قدما إلى... الذي يوجههم قدما إلى تحقيق تحقيق النصر... أه... فانتصروا على العدو... في هذه المعركة كما انتصروا عليه في معارك أخرى... و تمكنوا من انتزاع حريتهم و استرداد كرامتهم... مضحين من أجل ذلك بأغلى... مضحين من أجل ذلك بأغلى... بالنفس و التقيس.

عرف الشعب الجزائري أبشع صور الظلم و التعذيب و قاسى ويلات الذل و الهوان على يد المستعمر الفرنسي الغاشم الذي سلبه حقه في الحرية و العيش الكريم. فقاومه بشراسة و وقف له وقفة الند للند و حاربه بكل الوسائل التي عرفها. ساهمت كل العائلات الجزائرية و كل أفرادها كبيرا و صغيرا شيئا و شابا في المعارك التي خاضتها الجزائر ضد الاستعمار و لعل أهم المعارك المشهورة في الغرب الجزائري و التي حضر رعاها جدي... هي معركة فلاوسن. عرف الجزائريون ألوانا من العذاب و البطش إيان هذه المعركة... لا إيان هذه المعركة، عرف الجزائريون ألوانا من العذاب و البطش حيث سبق الرجال إلى محتشدات و نكل بهم أشد تتكيل كما انتهكت حرمتهم و دمرت منازلهم و شتمت أمهاتهم. كما قامت السلطات الفرنسية... بحى كما... قامت السلطات الفرنسية بإمطار المنطقة قنابل مدمرة و تمشيطها بحثا عن الجنود الجزائريين الذين قاوموهم بكل شجاعة رغم قلة العتاد و العدة... لكن إيمانهم بالنصر و أنهم على حق هو الدافع الذي كان يوجههم قدما إلى تحقيق النصر فانتصروا على العدو في هذه المعركة كما انتصروا عليه في معارك أخرى و تمكنوا من انتزاع حريتهم و استرداد كرامتهم... مضحين من أجل ذلك بالنفس و التقيس

عرف الشعب الجزائري أبشع صور الظلم و التعذيب و قاسى ويلات الذل و الهوان على يد المستعمر الفرنسي الغاشم الذي سلبه حقه في الحرية و العيش الكريم. فقاومه بشراسة و وقف له وقفة الند للند و حاربه بكل الوسائل التي عرفها... ساهمت كل العائلات الجزائرية و كل أفرادها كبيرا و صغيرا شيئا و شابا في المعارك التي خاضتها الجزائر ضد الاستعمار و لعل أهم المعارك المشهورة... و لعل أهم المعارك التي ديع صيتها في الغرب الجزائري و التي حضر رعاها جدي... هي معركة فلاوسن. عرف الجزائريون إبانها ألوانا من العذاب و البطش... حيث سبق الرجال إلى محتشدات و نكل بهم أشد تتكيل كما انتهكت حرمتهم و شتمت أمهاتهم. قامت السلطات الفرنسية بإمطار المنطقة قنابل مدمرة و تمشيطها بحثا عن الجنود الذين قاوموهم بكل شجاعة رغم قلة العدة و العتاد... لكن إيمانهم... إيمانهم الحازم أنهم على حق و رغبهم في النصر هما الدافعان الذان كانا يوجهانهم قدما إلى تحقيق النصر... تحقيق النصر فانتصروا على العدو كما حدث في معارك أخرى... و تمكنوا من انتزاع حريتهم و استرداد... استرداد كرامتهم... مضحين من أجل ذلك بالنفس و التقيس.

N.E. FRENCH

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie, racontez l'un de ses exploits pendant la guerre.... racontez l'un de ses exploits pendant la guerre...

Quand meme je vais ... on va faire comment il s'appelle... le plan ... dans l'introduction
 Votre grand père ou grand mère a participé à la guerre d'Algérie racontez l'un de ses exploits

.....
 je vais commencer...

La guerre Algérienne, la guerre Algérienne... non ماشي la guerre Algérienne...

Durant les sept sept sept années et demie... durant les sept années et demie d'une d'une ماشي لا de la de l'Algérienne guerre d'indépendance... durant les sept années et demie de l'Algérienne guerre d'indépendance... Algérien bon ماشي
Algérien ... Hommes et femmes grands et petits ont servi ont servi de moudjahidine ...
ont servi ... ماشي هكا نحي ...

Hommes et femmes grands et petits ont participé..... durant les sept ans et demie de l'Algérienne guerre d'indépendance hommes et femmes grands et petits ont participé y ont hommes et femmes y ont participé... durant les sept ans et demie de l'Algérienne guerre d'indépendance hommes et femmes grands et petits y ont participé... نحن و نبدي ...ils ont tous servi, ils ont tous servi tous servi de moudjahidine
... لا نحن هدي ...ما را ش عاجبتني هدي المقدمة ...

durant les sept ans et demi de l'Algérienne guerre d'indépendance hommes et femmes grands et petits y ont participé ... moudjahidine moudjahidine moudjahidine... and ...

أما... *directement* *ف* *sujet, c'était très long comme introduction.* نحن هدي و ندخل

Grang père ...était... un moudjahid ... en sa qualité de moudjahid a vécu l'une des fameuses batailles de l'ouest... de l'ouest... Fellaoucen Fellaoucen Fellaoucen ...
Grang père en sa qualité de moudjahid a vécu l'une des fameuses batailles de l'ouest
Fellaoucen.....

كيش نعاود نبدي
 La bataille Fellaoucen c'est une des plus connues chez ... c'est une des plus connues
 ... c'est une des plus connues ... نحيها ... au cher et rare ont été ... لا ont tous cher et
 aimé ont trouvé sa mort laissant que des voix que des yeux que des coeurs en larmes et
 des fois en miettes, la cruauté de Français la cruauté Française a connu n'a pas connu
 n'a pas connu n'a pas connu limite tout ce qui était vert tout ce qui était vert devint en
 un clin d'œil ... eh... de la cendre rien que de la cendre en un clin d'œil... ils sont porté
 par le souffle d'air ... tout ce qui était vert devint en un clin d'œil en cendre الرماد تبالي
 par les souffles d'air لا par les courants d'air que produisait produisait
 produisait le rapide mouvement de fuite... tout ce qui était vert devint en un clin d'œil
 rien que de la cendre par les courants d'air que produisait le rapide mouvement de fuite.
 Vacarme, cries d'au secours cries d'au secours cries d'au secours ... machineries ...
 cries d'au secours, explosions, fusillade balles en l'air ... ماشي لا balle Vacarme, cries
 d'au secours, explosions, pleurs... ordre ... ordre ... ordre de bombardement volaient en
 tout sens ... eh... en tous sens enfants femmes piétinées, jeunes et vieilles femmes pié...
 pié ... piétinées, enfants ... ؟ كيش راني نهدر ... tout ce qui était vert devint en un clin
 d'œil rien que de la cendre par les courants d'air que produisait le rapide mouvement de
 fuite. Vacarme, cries d'au secours, explosions, pleurs, ordre de bombardement volaient
 en tout sens, jeunes et vieilles femmes piétinées enfants et bébés abandonnés ... la
 cruauté Française n'a pas connu limite tout ce qui était vert devint en un clin d'œil rien
 que de la cendre par les courants d'air que produisait le rapide mouvement de fuite.
 Vacarme, cries d'au secours, explosions, pleurs, ordre de bombardement volaient en tout
 sens, jeunes et vieilles femmes étaient piétinées, enfants et bébés abandonnés ... نحي هدي
 ... les accrochages... les accrochages moudjahidine ... les accrochages entre les
 moudjahidine et les soldats Français ... les accrochages entre les moudjahidine et les
 soldats Français ... نحي قاع هدي bon نعاود ... Vacarme, cries
 d'au secours, explosions, pleurs, ordre de bombardement volaient en tout sens, jeunes et
 vieilles femmes étaient piétinées, la pluie ... la pluie de quoi ? La pluie des balles
 résultat des accrochages ... entre les moudja ... كيش نكتب؟ les moudjahidine et soldats
 Français la pluie de balle arrosait tout le monde arrosait tout le monde ... les soldats
 Français arrosait tout le monde. Grand père ... grand père ... grand père comme comme

tout les autres ... comme tout les autres ... comme tout les autres qui défendent qui
défendaient leur ... qui réclamait leur liberté et droit d'exister et droit d'exister et de
vivre ... Grand père comme tout les autres qui réclamait leur liberté et droit d'exister et
 de vivre sont tué mille fois ... لا... ont été absorbé ... ont été absorbé... ont été absorbé
par le désir par le désir de ... d'effacer ... tout etre menaçant leur bien ... menaçant leur
bien ... وين راني ...

Grand père comme tout les autres qui réclamait leur liberté et droit d'exister et de vivre
 absorbé par le désir d'effacer tout etre menaçant leur bien se font tué ... combattaient a
 mort combattaient a mort. Le modeste le modeste équipement équipement qu'il avait ne
formait rien le comparant avec celui des Français ... mais leur foi leur foi et mais leur
foi et leur désir d'être libre d'être entendu et libre était l'arme qui combattait
vraiment. Bon رجي

Durant les septs années et demie de l'Algérienne guerre d'indépendance, hommes et
femmes grands et petits y ont participé. ... Grang père en sa qualité de moudjahid a
vécu l'une des fameuses batailles de l'ouest Fellaoucen. Ou tous cher et aimé a trouvé
sa mort laissant que des cœurs en larmes et foi briséé brisée en miettes.... وين راني ... La
cruauté Française n'a pas connu de limite tout ce qui était vert était devenu cendres
portées par les courants d'air que produisait le rapide mouvement de fuite. Vacarme,
cries d'au secours, explosions, pleurs, ordre de bombardement volaient en tout sens,
jeunes et vieilles femmes jeunes et vieilles femmes... وين راني ... étaient piétinées ... La
pluie de balles résultat des accrochages ... entre les moudjahidine et les soldats Français
la pluie de balle arosait tout le monde arosait toute la région. Grand père comme tout les
autres qui réclamait leur liberté et droit de vivre absorbé par le désir d'effacer tout etre
menaçant leur bien ... combattaient a mort. Le modeste équipement équipement qu'il
avait ne formait rien le comparant avec celui des Français ... mais leur foi et le désir
d'être libre et entendu était l'arme qui combattait vraiment

N.E. ENGLISH

Maintenant le sujet d'anglais ... Your grandfather or grandmother was a moudjahid or
 moudjahida who took part in the Algerian War of Independence. Narrate one of his or
 her exploits during the war.

Ok صحا نهدر على introduction, development, conclusion ... l'introduction
development ... eh ... نهدر على an exploit ... eh... kill a high responsible .. and ... and
... la conclusion ... ok bon

... Your grandfather or grandmother was a moudjahid or moudjahida who took part in
 the Algerian War of Independence. Narrate one of his or her exploits during the war...
 Algeria Algeria had been... colonized by the French ... eh ... the Algerian war of
independence lasted more ... independence lasted more than 7 years. Algerian ...
Algerian did ... no ... نحي Algerian... during this period Algerian suffer suffered a lot to
to ... استرجاع ... eh... to rebring ... Algerian suffered a lot to rebring... rebring كاي
?..during to be free to be free ... during this period Algerian ... استرجاع ...
their freedom ... Algerian suffered a lot to استرجاع their
freedom ... eh... no هدي نحيها ... thanks a lot... their only purpose is to rebecome ... لا is
to become free for another time ... and they must ... لا نحي هدي ... و ندخل ... My
grandmother, my grandfather ha ha ha ! my grandfather was a moudjahid a mou.dja. hid
he is one he is one of those of those who ... eh... assist he is one of those who assist to
the ... ندير Fellaoucen معركة فلو سن ... the Fellaoucen معركة ... bataille ? كيش نقولو معركة؟
... he told me ... ماشي he told me ... he is one of who assist the Fellaoucen معركة
l'anglais where he has lost one leg, معركة ما نيش عارف كيش يقولولها ب
when he told no ماشي he told when he is narrating this event he is always always

كيش نقولو رواية full of enthusiast when he is narrating this event... according to his to his كيش نقولو رواية... comment dirai je ? comment dirai je ?... to his oral statement according to his oral statement there were a lot of ... كيش نقولو helicopters throwing , throwing bombs French soldiers killing killing persons no killing old men and women and no and children with cruel cruel cruelty ...eh plutot 'y' . The French they destroyed they destroyed they destroyed

they destroyed all what they found. They burnt they burnt yes they burnt forests houses no burnt forests houses farms, they killed animals ...first full stop they killed animals and drive people to ... men to men to die to die to death ha ! to death starving هدي they killed animals and drive people and drive starving people... they drive starve people to death from starve yes هدي نحي many people many people starved starved many people starved lot of lot of lot of them have lost ... خصني جدي شا hors sujet ...lost... non نحيها ... houses farms هدي قاع hors sujet ...كيش نقولو استشهد ...and men... men and animals men قبل animals. My grand father as other moudjahidine mou... capital letter moudjahidine have done their best to stop the spread the sp... mince the spread of the French cruelty and desire and desire death and death desire الا تجي a lot of them were نحي هدي، ... راه و ربع... شحال الساعة..... واش راني نكتب... died were died كيش يقولو استشهد to rebecome ... redevenir... to to ... to rebecome to rebecome to rebecome to rebecome ... لا محال... more than one and a half million of persons die died to to reoffer reoffer us freedom where no has ... صاي نحبس هنا

Je vais relir une dernière fois et recopier

The Algerian War of Independence lasted more than 7 years. During this period Algerian suffered a lot. Their only purpose is ... ماشي is was , was to became free for another time. My grand father was a moudjahid, he is one of those who assist to the Fellaoucen battle ... where he has lost one leg ... eh one of his legs . When he is... لا he is always full of enthusiast when he is narrating this event.

According to his oral statement there were lot of helicopters throwing bombs French soldiers killing old men, women and children with cruelty. They destroyed all what they found . they burnt ... they capital letter ...forests, houses, farms . They killed men and animals . My grand father as other moudjahidine have done their best to stop the spread of the French cruelty and death desire. More than one and a half million of persons died in order to reoffer us freedom.

Je vais recopier

The Algerian War ... capital letter of Independence lasted more than 7 years. During this period Algerian suffered a lot. Their only purpose was to became free for another time for a second time. My grand father was a moudjahid, he is one of those who assist to the Fellaoucen battle ... where he has lost one of his legs . He is always full of enthusiast when he is narrating this great event. According according double c according to his oral statement there were lot of helicopters throwing bombs French soldiers killing old men, women and children with cruelty. They destroyed all what they found . They burnt forests, houses and farms . They drive to death men like animals. une repetition هدي... راني نعاود الفكرة... je vais l'annuler... c'est pas propre... My grand father as other moudjahidine have done their best to stop the spread of the French cruelty and death desire ماشي death ندير killing desire killing desire. More than one and a half million of persons died in order to reoffer us freedom ... نزيد during these 7 years.

STUDENT A4

N.E. ARABIC

إن الجزائر واحدة non دولة من... لا بلد من البلدان العربية والإفريقية التي عاشت ولايات الاستعمار الأجنبي
 إن الجزائر بلد من البلدان العربية والإفريقية التي عاشت ولايات الاستعمار الأجنبي... إن الجزائر بلد من البلدان
 العربية والإفريقية التي عاشت ولايات الاستعمار الأجنبي... وعليه... إن الجزائر بلد من البلدان العربية و
 الإفريقية التي عاشت ولايات الاستعمار الأجنبي... معظم شعبها شارك في حرب التحرير... ومن بين هؤلاء كان
 جدي رحمه الله non... إن الجزائر بلد من البلدان العربية والإفريقية التي عاشت ولايات الاستعمار الأجنبي معظم
 شعبها شارك في حرب التحرير ومن بين هؤلاء كان جدي الذي... يقص علينا... الذي يقص علينا بعض مغامراته
 ضد الاستعمار الفرنسي... ومن بين ومن بين هذه... إن الجزائر بلد من البلدان العربية والإفريقية التي
 عاشت ولايات الاستعمار الأجنبي معظم شعبها non نعاور
 إن الجزائر بلد من بلدان الحديثة التكوين حيث عاشت... إن الجزائر بلد من بلدان الحديثة التكوين و التي
 عاشت ولايات الاستعمار الأجنبي بصفة عامة و الفرنسي خاصة... إن معظم شعبها شارك في تحرير إن معظم
 شعبها شارك شارك في حرب التحرير في حرب التحرير سواء رجال أو نساء و عليه فقد كانت جدتي من تلك
 النسوة التي... eh... اللاتي وقفن مع إخوانهن لتحرير هذا البلد العزيز البلد الذي نعيش فيه الآن بحرية.
 إن جدتي دائما تروي لنا لنا تروي لنا تروي لنا دائما تروي لنا ما قامت ما قا... لا... ما
 كانت تقوم به من مغامرات و... من مغامرات... ما كانت تقوم به من مغامرات، مغامرات OK إن جدتي دائما
 تروي لنا ما كانت... il faut que je change, non... إن جدتي دائما تروي لنا ما كانت تقوم به من مغامرات إيان
 الثورة التحريرية إيان الثورة التحريرية. ففي يوم من الأيام كانت في الجبل كانت في الجبل مع إخوانها و كان
 عملها هو كان دورها لا عملها هو الاعتناء بالمرضى و الجرحى... إن جدتي دائما تروي لنا ما كانت تقوم به من
 مغامرات إيان الثورة التحريرية... إن جدتي دائما تروي لنا ما كانت تقوم به من مغامرات إيان الثورة التحريرية فقد
 كان فقد كان عملها هو بجانب الطبيب تعنتي بالمرضى و الجرحى تعنتي بالمرضى و الجرحى ففي يوم من الأيام
 خرج المجاهدين للقيام للقيام بهجوم...
 على الثكنات الفرنسية و عليه فلم يبق في الجبل... eh... eh... سوى بعض الحراس و بعض النسوة و من بينهم
 كانت جدتي و بينها... eh... إن جدتي دائما تروي لنا ما كانت تقوم به من مغامرات إيان الثورة التحريرية فقد كان
 عملها بجانب الطبيب تعنتي بالمرضى و الجرحى ففي يوم من الأيام خرج المجاهدين للقيام بهجوم على الثكنات
 الفرنسية و عليه فلم يبق في الجبل سوى بعض الحراس و بعض النسوة و من بينهم كانت جدتي و في ذلك الوقت
 eh... جاء كان الفرنسيون كان الفرنسيون في المنطقة بجانب جانب الجبل... و في ذلك الوقت كان الفرنسيون
 في المنطقة جانب الجبل... non... و من بينهم جدتي... non... و في الوقت الذي ذهب فيه
 المجاهدين... جاء، هاجم الفرنسيون ملجأ في الوقت الذي ذهب فيه المجاهدين إلى الهجوم، هاجم الفرنسيون
 ملجأهم فقد... فلم يعرفوا ماذا يفعلون non... إن جدتي دائما تروي لنا ما كانت تقوم به من مغامرات إيان الثورة
 التحريرية فقد كان عملها بجانب الطبيب تعنتي بالمرضى و الجرحى ففي يوم من الأيام خرج المجاهدين للقيام
 بهجوم على الثكنات الفرنسية و عليه فلم يبق في الجبل سوى بعض الحراس و بعض النسوة و من بينهم كانت
 جدتي. و في الوقت الذي ذهب فيه المجاهدين إلى الهجوم، هاجم الفرنسيون ملجأهم لكن الحراس و النسوة كانوا لهم
 بالمرصاد فرغم قلة عددهم إلا أنهم واجهوهم و قتلوا معظمهم رغم و عدم خبرتهم إلا أنهم واجهوهم و قتلوا معظمهم
 ... إن الجزائر بلد من بلدان الحديثة التكوين و التي عاشت ولايات الاستعمار الأجنبي بصفة عامة و الفرنسي
 خاصة. إن معظم شعبها شارك في حرب التحرير سواء رجال أو نساء و عليه فقد كانت جدتي من تلك النسوة اللاتي
 وقفن مع إخوانهن لتحرير هذا البلد الذي نعيش فيه الآن بحرية. إن جدتي دائما تروي لنا ما كانت تقوم به من
 مغامرات إيان الثورة التحريرية. فقد كان عملها بجانب الطبيب تعنتي بالمرضى و الجرحى. ففي يوم من الأيام
 خرج المجاهدين للقيام بهجوم على الثكنات الفرنسية و عليه فلم يبق في الجبل سوى بعض الحراس و بعض النسوة
 و من بينهم كانت جدتي. و في الوقت الذي ذهب فيه المجاهدين إلى الهجوم، هاجم الفرنسيون ملجأهم لكن الحراس
 و النسوة كانوا لهم بالمرصاد فرغم قلة عددهم و خبرتهم إلا أنهم واجهوهم و قتلوا معظمهم...
 هذه الحادثة كانت جدتي ترويها لنا دائما لأنها الآن... فخورة بما ضحت... قدمته و ضحت به من أجل وطنها و
 جدتي واحدة من هؤلاء الذين فضلوا حرية بلدهم على... هذه الحادثة كانت جدتي ترويها لنا دائما لأنها فخورة بما
 قدمته و ضحت به من أجل وطنها و جدتي واحدة من هؤلاء الذين فضلوا حرية بلدهم على على العيش في العبودية
 فقد ضحوا بكل ما يملكون في سبيل أن تعيش الأجيال القادمة في حرية و سلام.
 دروك نكوبيي: إن الجزائر بلد من بلدان الحديثة التكوين و التي عاشت ولايات الاستعمار الأجنبي بصفة عامة و
 الفرنسي خاصة. إن معظم شعبها شارك في حرب التحرير سواء رجال أو نساء و عليه فقد كانت جدتي واحدة
 واحدة من تلك النسوة اللاتي وفقت مع إخوانهن لتحرير هذا البلد الذي نعيش فيه الآن بحرية. إن جدتي دائما تروي
 لنا ما كانت تقوم به من مغامرات إيان الثورة التحريرية. فقد كان عملها يتجسد يتجسد بجانب الطبيب تعنتي
 بالمرضى و الجرحى. ففي يوم من الأيام خرج المجاهدين للقيام بهجوم على الثكنات الفرنسية... لتحرير إخوانهم من
 السجن لتحرير إخوانهم من السجن و عليه لم يبق في الجبل سوى بعض الحراس و النسوة. و في الوقت الذي
 ذهب فيه المجاهدين إلى الهجوم... لا و في هذا الوقت هاجم الفرنسيون ملجأهم لكن الحراس و النسوة كانوا لهم

بالمرصاد... فرغم قلة عددهم وخبرتهم إلا أنهم واجهوهم وقتلوا معظمهم... هذه الحادثة كانت جدتي تزويها لنا دائما لأنها فخورة بما قدمته و ضحت به من أجل وطنها و جدتي واحدة من هؤلاء الذين فضلوا حرية بلادهم على العيش في العبودية فقد ضحوا بما يملكون في سبيل أن تعيش الأجيال القادمة في حرية و سلام.

N.E. FRENCH

L'Algérie ... L'Algérie est une... L'Algérie est l'une des pays qui a souffré pour gagner leur independence. La plus part des gens algeriens ...de ces gens ...des gens algeriens ont participé dans la guerre d'algerie

Mon grand père a ...eh ... a l'un de ces gens. Alors l'agerie.... De ces gens alors... il ne me raconte nous raconte il nous raconte beaucoup de ces exploits..... un jour un jour les algeriens attaquent atta quaient ...non attaquent atta quent les francais les armées attaquent l'armée ... attaquentl'armée francaise dans فالطريق dans la route non... un jour les algeriens attaquent Dansle village ou les francais l'armée francaise sont la pourpour tuer leur habitantspour tuer leur gens sans sansfait fait attention à les grand oubien les femmes et les enfants ...ils sont tués tous ...alors les soldats algeriens eh ! (ردوها لهم ok) les soldats algeriens sont nerveux de cette de cette nerveux de de cette affaire et ils et ils attaquent, et ils attaquent les francais les francais pendant sont revenu.....pendant sont revenus a la ...caserne ...la caserne...pendants sont revenus ...chez ils alors les algeriens sont tué tué la plus part du du...des des ennemiesl'algerie est l'une des pays qui a souffré pour gagner leur independence.des gens algeriens ont participé dans la guerre d'algerie

Mon grand père a l'un de ces gens. Alors un jour les algeriensattaquent l'armée francaise dans le village ou l'armée francaise sont la pour tuer leur gens sans fait non sans faire attention à les grand les jeunes les femmes les enfants sans pitié ils sont tués tous alors les soldats algeriens sont nerveux de cette affaire et ils attaquent, les francais pendant sont revenu chez ils les algeriens sont tué la plus part des ennemies alors après son victoire ils sont très bien après sont victoir ils sont très bien alors mon grand père raconte cette histoire ...histoire كيش نكتبها هكا ولا هكا histoire beaucoup parceque paceque c'est la première c'est la première participation dans la guerre. C'est bon on va copier

l'algerie est l'une des pays qui a souffré pour gagner leur independence des gens algeriens لا la plupart des algeriens ont participé dans la guerre d'algerie

Mon grand père a l'un de ces gens là. Alors un jour les algeriensattaquent l'armée francaise dans le village ou l'armée francaise sont a là pour tuer leur gens sans fait non sans faire attention à les grand les jeunes les femmes les enfants sans pitié ils sont tués tous alors les soldats algeriens sont nerveux de cette affaire et ils attaquent, les francais pendant sont revenu chez ils les algeriens sont tué la plus part des ennemies après son victoire ils sont très bien alors mon grand père raconte nous nous cette histoire beaucoup parceque c'est la première participation dans la guerre ça va

N.E. ENGLISH

Algeria is one of the contries wich has many exploits to won her independence ...and most of her inabitants took part in the war in the indepence war so ...eh... Among among those my were my grand father ok! Father ...Algeria is one of the contries wich has many exploits to won her independence ...and most of her inabitants took part in the indepence war so among those were my grand father ...eh... Who who who tell me many of his exploits against the French armyeh.....Algeria is one of the countries

which has many exploits to won her indeindependence ...and most ...non...ça c'est l'introduction *من يدي* *le developement* *من يدي*
 most of her inhabitants etc. ... most of her inhabitants took part in the in the indepenence war among them, no! so among them those *المشاركين*...those among those people were my grand father who who tell me some of some of not of, who tell me some ...his exploits against the French army ...yes ...eh... one day the Algerian, no the Algerian ...the Algerian ...soldats, the Algerian soldats attack the French...des ennemie the French army ineh....under ok the brigde where the French army return of to their their to theirhomes ok homes after after the after burning the area of my grand father ...so they ...they killed a lot of them ok ...one day the Algerian soldats attack the French army under the brigde where the French army return of to their homes after burning the area of my grand father so they killed...a lot of they killed a lot of Algerian, no a lot of ...eh... of their not its inhabitants so so theyone day the Algerian soldats attack the French army under the brigde where the French army return of to their homes after burning the area of my grand father ok *هدى نقلها*
 after burning the area of my grand fathercomment dire they they killed a lot most of them most of the French army and the the last take them to their to the montagne montagne. So the they so they are very satisfied of their their success success succeeded *مكا*

work and this story myevery time time every time my grand father ...eh... Tell it to to us because it was the first the first exploit which he took part *c'est ça ...propre* *نكتها* *قال*

Algeria is one of the contries wich has many exploits to won to win her indepenence ...and most of her inabitants took part in the indepenence war so among those people were my grand father who tell me some of his exploits against the French Army. one day the Algerian soldats attack the French army under the brigde where the French army return of to their homes after burning the area of my grand father after buring a lot of houses in my grand father's village

The Algerians were nervous of this behaviour which is very very bad very bloody so they killed most of of the French army the last they take them to the montagne to tell the secret of the French army. So they are very happy of their succeeded work and my grand father every time tell this story because it was the first exploit which he took part

STUDENT B1

N.E. ARABIC

...التحق جدي بجبهة التحرير في ريعان شبابه و... ظل ينشط بها لمدة أربعة سنوات إلى أن ألقت الشرطة الفرنسية القبض عليه ... بقي في السجن لمدة عشر أشهر ليستطيع الفرار بعد ذلك و... يلتحق بالجيش التحرير و لتوكل له مهمة التجسس على العدو ... و جمع معلومات عن تحركاته.
كان يوميا ينزل الى المدينة لجمع المعلومات من المواطنين تفيد المجاهدين ...في عملياتهم ...الى أن أوكلت له مهمة تفجير محل يتردد عليه الفرنسيون.....قام بتهيئ نفسه للعملية ... فارتدى لباسا يشبه لباس المعمرين و حلاقة تشبه حلاقتهم.

...دخل المحل و ادعى شراء بعض الحاجيات ...و بعد...و بعد لفت انتباه صاحب المحل ...قام بوضع القبلة تحت بعض السلع و انصرف... و ما هي إلا دقائق معدودة حتى نسف المحل بكامله ...متسببا في وفاة العشرات من المعمرين الذين اعتادوا على زيارة المحل للتسوق.

نقل فلبروير التحق جدي بجبهة التحرير في ريعان شبابه و ظل ينشط بها لمدة أربعة سنوات إلى أن ألقت الشرطة الفرنسية القبض عليه ... بقي في السجن لمدة عشر أشهر ليستطيع الفرار بعد ذلك و... يلتحق بجيش التحرير و لتوكل له مهمة التجسس على العدو ... و جمع معلومات عن تحركاته. كان ينزل يوميا الى المدينة لجمع المعلومات من المواطنين تفيد المجاهدين ...في عملياتهم الى أن أوكلت له مهمة تفجير محل يتردد عليه الفرنسيون. قام بتهيئ نفسه للعملية ، فارتدى لباسا يشبه لباس المعمرين و حلاقة تشبه حلاقتهم. دخل المحل و ادعى شراء بعض

الحاجيات. و بعد لفت انتباه صاحب المحل... قام بوضع القنبلة تحت بعض السلع و انصرف. و ما هي إلا دقائق معدودة حتى نسف المحل بكامله متسببا في وفاة العشرات من المعمرين الذين اعتادوا على زيارة المحل للتسوق.

N.E. FRENCH

Mon grand père a ...participé dans... plusieurs opérations contre l'armée Français durant la guerre... une de cetttes opérations...non de ces opérations...de ses opérations une ambuscade contre une ... patriot française passé par une route étroite dans ...dans la montagne ... mon gand père était chargé de commander l'opération.....eh ...
 الانتشار...كيش نقولو الانتشار...eh ... ok عفني...il a été un chef d'une dizaine de soldats....
 Avec des armes simple ... contre un armé qui a été ... qui a été plus fort des des pays colonial.... Malgré tout ça et grace à la volonté et la stratégie bien étudier ... la patriot reçoie لا passé, la patriot a recevé ... une grande frappe qui devenait, devenir, qui a devevu l'une des defaite de de la France durant ça لا sa existence en Algérie
 Mon grand père a ...participé dans... plusieurs opérations contre l'armée Français durant la guerre... une de ses opérations une ambuscade contre une ... patriot française passé par une route étroite dans ...dans la montagne ... mon gand père était chargé de commander l'opérationil a été un chef d'une dizaine de soldats.... Avec des armes simple ... contre un armé qui a étéqui a été plus fort des des pays colonial.... Malgré tout ça et grace à la volonté et la stratégie bien étudier ... la patriot a recevé ... une grande frappe qui a devevu l'une des defaite de de la France durant sa existence en Algérie...

N.E. ENGLISH

My grand father was one of the great number of people who who joined the Algerian army in independence, during the war against the French. he was born in 1917, ...he joined the war in its beginning. ..one of his exploits that he always narrated, happened in the beginning of 1956... he get information about the enemy that he would make a patriot near their village.

...So, they prepare themselves to surprise him. My grand father was ...chargé de... Was charged of the operation...he first chose the most important points to supervise, then he organized his soldiers, who were with simple hunting guns. ..They spread all around the road that the enemy ...كان يفوت معاها...used to pass with...After hours of waiting, two lorries appeared with a big number of soldier. After the sign given by my grand father a big battle was started between the two armies, it was a great defeat reach by the French army

My grand father was one of the great number of people who joined the Algerian army in independence, during the war against the French. he was born in 1917, ...he joined the war in its beginning. ..one of his exploits that he always narrated, happened in the beginning of 1956... he get no they got information about the enemy that he would make a patriot near their village.

...So, they prepare themselves to surprise him. My grand father was charged of the operation...he first chose the most important points to supervise, then he organized his soldiers, who were with simple hunting guns. ..They spread all around the road that the enemy used to pass with...After hours of waiting, two lorries appeared with a big number of soldier. After the sign given by my grand father a big battle was started between the two armies, it was a great defeat reach by the French army

STUDENT B2

N.E. ARABIC

...معظم من أجدادنا ساهموا في حرب التحرير الوطنية و... من بينهم جدي... الذي كان من بينهم و من أبرزهم ... الذي حاول أن يساهم في الثورة و لو بشيء قليل حيث ترك عائلته و منزله لينظم إلى بعض المجاهدين ... الذين كانوا ... قد سبقوه... و الذين صعدوا إلى جبال بوسائل جد بسيطة و تقليدية و... رغم هذا فقد حاولوا قضاء على الجيش الاستعمار الذي كان ينتهك ثروات الشعب الجزائري... و يرتكب جرائم في حقهم... و لهذا قرر المجاهدين أن يخرجونه في أقرب وقت ممكن ليسترجعوا حريتهم و حقوقهم الوطنية و ممتلكاتهم التي أخذت منهم... و لكن... ولكن فليس من السهل مقاومة هذا الجيش الاستعماري الذي كان يمتلك كل القوة و أطور الأسلحة و العكس بالنسبة للمجاهدين، لكن بحيلهم.... و غرورهم للوطن وصلوا إلى إخراجهم... و منحهم الاستقلال و ذلك في 5 جويلية 1962... و هذا التاريخ لا يمكننا أن ننساه و لا يمكننا أن ننسى مجاهدين الذين ماتوا من أجلنا و من أجل الجزائر... بروك نكوبيي فال *propre*

معظم من أجدادنا ساهموا في حرب التحرير الوطنية و من بينهم جدي الذي كان من بينهم و من أبرزهم، الذي حاول أن يساهم في الثورة و لو بشيء قليل حيث ترك عائلته و منزله لينظم إلى بعض المجاهدين الذين كانوا، قد سبقوه و الذين صعدوا إلى جبال بوسائل جد بسيطة و تقليدية. و رغم هذا فقد حاولوا القضاء... هنا نسيت على على الجيش الاستعمار الذي كان ينتهك ثروات الشعب الجزائري و يرتكب جرائم في حقهم، و لهذا قرر المجاهدين أن يخرجونه في أقرب وقت ممكن ليسترجعوا حريتهم و حقوقهم الوطنية و ممتلكاتهم التي أخذت منهم. و لكن ليس من السهل مقاومة هذا الجيش الاستعماري الذي كان يمتلك كل القوة و أطور الأسلحة و العكس بالنسبة للمجاهدين، لكن بحيلهم.... للوطن وصلوا إلى إخراجهم و... وبالتالي منحهم الاستقلال و ذلك في 5 جويلية 1962 و هذا التاريخ لا يمكننا أن ننساه و... لا يمكننا أن ننسى مجاهدين الأبرار الذين ماتوا من أجلنا و من أجل الجزائر.

N.E. FRENCH

Mon grand ... mon grand père était un brave homme car... car il n'a pas hésité un seul instant à sacrifier sa vie pour sauver l'Algérie ...notre Algérieà l'âge de 27 ans il a monté au maquis pour rejoindre autre moudjahidine en... en laissant sa famille ses enfants et sa femme et il ne sa... raconte comment il est échappé plusieurs fois de la mort ...mais dieu vous ...dieu l'a... l'a protégé contre l'armée Française pour vivre librement avec ses enfants dans un pays libre ...et avec une grande fierté et une grande joie.

C'est bon je copie sur le propre.

Mon grand était un brave homme car il n'a pas hésité un seul instant à sacrifier ... eh... pour sacrifier sa vie pour sauver l'Algérie notre Algérie ...à l'âge de 27 ans et a monté au maquis pour rejoindre autre moudjahidine en laissant en laissant derrière lui sa famille ses enfants et sa femme et il nous a... raconté comment il est ... non il a échappé ...plusieurs fois de la mort mais dieu l'a protégé contre l'armée Française pour vivre librement avec ses enfants dans un pays libre et avec une grande fierté et une grande joie et avec une grande joie de se retrouver ensemble pour savoir ... la ...la souffrance de notre grand père et leur courage

N.E. ENGLISH

Our grand mother or grand father lot of them were moudjahidine ...to to solve our county from the French army... who who wanted to settle in Algeria and let the Algerians people suffers in the streets ...or to work ...to work very hard for them... unfortunately for them...the Algerian wake up ... the Algerian wake up and decide to fight the French ...and ...and among the Algerian who take arms, and won ...my grand father who was a big moudjahid, he ...went to the mountain with other moudjhidine without any... to.. they were very courageous ... they were very ... cou. ra ges oui es ...courage ...they left their family, their house, their children to declare revolution... against the French with the simple weapon... they try to fight them for the ... for

Algeria and for the future of their children, so, he was ... a legend to our generation, because this kind of generous courageous people who give us life and the independence to Algeria and thanks of them we are free we went to school we went work in our country without any forces.

Our grand mother or grand father lot of them were moudjahidine to solve our country from the French army, who wanted to settle in Algeria and let the Algerians people suffers in the streets or to work very hard for them unfortunately for them, the Algerian wake up and decide to fight the French and among the Algerian who take arms, and won my grand father who was a big moudjahid, he went to the mountain with other Moudjahidine they were very courageous they left their family, their house, their children to declare revolution against the French with the simple weapon, they try to fight them for Algeria and for the future of their children, so, he was a legend to our generation, because this kind of generous courageous people who give us life and the independence to Algeria and thanks of them we are free we went work in our country without any forces.

Our grand mother or grand father lot of many of them were moudjahidine to solve our country from the French army who wanted to settle in Algeria and let the Algerians people suffers in the streets ...or ...to work very hard for them unfortunately for them...the Algerian wake up ... the Algerian wake up and decided to fight the French and among the Algerian who take took arms, my grand father who was a big moudjahid, he ...went to the mountain with other moudjahidine they were courageous ...they left their family, their house, their children to declare revolution against the French with ... simple weapon... they try.ied to fight for Algeria and for the future of their children, so he was a legend to our generation, because this kind of people were generous and courageous who give us life and independence to Algeria and thanks to them, we are free, we work in our country without any forces

STUDENT B3

N.E. ARABIC

الموضوع: جدك أو جدتك مجاهدة ساهم أو ساهمت في حرب التحرير الوطنية للجزائر. تكلمي على مغامرة من مغامراته أو مغامراتها أثناء الحرب جدك مجاهد.... في حرب التحرير الوطنية للجزائر. تكلمي على مغامرة ... أثناء الحرب
لقد عانى الشعب الجزائري ... كثيرا ... في حرب تح... أثناء حرب التحرير ... التحرير ... لقد شاركوا في الحرب ... لقد شارك في الحرب ... النساء و الرجال و حتى الأطفال و ضحوا بأغلى ما لديهم بأغلى ما لديهم ... و من الذي قدموا أنفسهم ... أنفسهم فداء لهذا الوطن ... لهذا الوطن جدي رحمه الله، ... فقد شارك ... في حرب التحرير ... و ضحى بأغلى ما لديه ... و ذلك على حساب حياته ... و الآن س ... ساروي مغامرة من مغامراته التي ختم بها حياته.
في يوم من الأيام ... أحس جدي أن الجزائر ... تعاني من ظلم الاستعمار ... فقرّر ... أن يقوم ... بعملية فدائية ... يقوم بعملية فدائية حتى لو أدى ذلك إلى موته و بعد ... و في صباح الباكر الباكر قرر أن ينزل إلى المدينة و معه قنبلة و ذلك بعد تخطيط كبير من المجاهدين لكن بعد نزوله نزوله و لسوء حظه حظه صادف دورية من الشرطة مما أدى إلى تأخره ... و لكنه قرر أن يضع القنبلة في المقهى ... فنزل متخفيا ... إلى أن وصل ... و قبل أن يضعها ... كان الوقت قد حان قد فات قد فات فعندما وضع قدمه في المقهى انفجرت و استشهد بعد أن قام بعملية فدائية و ضحى بحياته من أجل استقلال من أجل استقلال الجزائر.
لقد عانى الشعب الجزائري كثيرا أثناء حرب التحرير ... فقد شارك في الحرب النساء و الرجال و حتى الأطفال و حتى الأطفال و ضحوا بأغلى ما لديهم ... و من لا الذين ... و من الذين قدموا أنفسهم فداء لهذا الوطن جدي رحمه الله فقد شارك في حرب التحرير و ضحى بالنفس و النفيس و الآن ساروي مغامرة ... مغامرة من

مغامراته التي ختم بها حياته.... في يوم من الأيام أحس جدي.... و بعد أن أحس جدي أن ظلم الاستعماريزداد يوم بعد يوم قرر أن يقوم بعملية فدائية في الصباح الباكر الباكر قرر أن ينزل إلى المدينة و معه قنبلة و ذلك بعد تخطيط كبير من المجاهدين لكن بعد نزوله و لسوء حظه صادف دورية من الشرطة مما أدى إلى تأخره لكنه قرر أن يضعها في المقهى فنزل متخفياً إلى أن وصل و قبل أن يضعها كان الوقت قد فات و عندما وضع قدمه في المقهى انفجرت و استشهد بعد أن قام بعملية فدائية و ضحى بحياته من أجل الجزائر و من أجل أن نعيش سعادة ننع بوطننا ... بالحرية في وطننا.

N.E. FRENCH

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie racontez l'un de ses exploits pendant la guerre....

Le peuple ...le peuple algérien a souffris beaucouppendant la guerremalgré çatout les algeriens ont participé dans la guerredans la guerre

Les hommes les femmes et même les enfants ont participé dans la guerreles femmes et même les enfantsmon grand pèreest un entre les Algériens qui ont participé dans cette guerremaintenant.... je vais vous raconté des cesexploits pendant la guerre

Un jour et après une grande oppressionnon souffrance dans le villagedans le petit village ou vivre mon grand pèreavec cesavec sa grand familleil décidera de faire quelque chosepour evitercette souffrancememesi ...si cela cause ...sa mort ...le matinil va chezses frèresmoudjahidines ...et leur demande demandé de lui donner quelque chose de faire ... doncel moudjahidine lui donne une bombe pour la mettre dans cafe....plus vitedescenda a la ville et choisie ... le plus proche café....لا نطلع هد...mais malheureusementil rencontra la policeet il ne peut pas arrivé au café ... في ...dans le temps malgré ça eh ... يعمل كل ...et avant ca ...et avant ca la bombe explose et mon grand pere ... mort ...dans le café.

le peuple algeriena souffris beaucoup ...pendant la guerre ...malgré çatous les algériens ont participé dans la guerreles hommes, les femmes et même les enfantsmon grand pèreest un entre les algériens ...qui ont participe dans cette guerre .maintenat je vais vous raconter un de ses exploitspendant la guerre

Un jour et après une grande souffrance dans le petit village ou vivre mon grand père mon grand père avec sa grande familleil decidera de fair quelque chosepour eviter cette souffrance ... au moin quelque chose ...لا...une petite chose une petite part de cette souffrancemême si cela cause sa mort cause sa mort . Le matin il va chez ces frères..... moudjahines.... Il leur demande de lui donné quelque chose.....de faire. Donc el moudjahidines , lui donné un bombe pour la mettre dans un café Sans réfléchir il descenda à la ville et choisie une café et malheureusementil rencontrerala police ...et il ne peut pas ...arrivé au cafédans le temps mais il fait tous ses efforts et pose la bombe dans le plus proche cafémais avant sortir ...café la bombe explose....et mon grand père mort dans le café ... et tous cela pour vivre libre .

N.E. ENGLISH

Your grandfather or grandmother was a moudjahid or moudjahida who took part in the Algerian War of Independence. Narrate one of his or her exploits during the war....

The algerian people suffer much... لا...suffered a lot during the warthey do all their bestfor Algeria...My grande father was among these people ...he took a great part in the Algerian war ...war so I am going ...to tell some of his adventures.....

One daythe moudjahidins ordred my grand father ...to make some thing for Algeriaso he choosedso he want to make a bomb in a coffee even this caused her death....

The following day before sun rise he took a bomb and went to the townbut in the streetrencontrer ...rencontrer ... ندير he found وسايي he found france armythe French army and this make him lateBut he make all ... مجهوده his efforts and try to put it the bomb in the caféin the café

When he arrived to the café and before put itit exploded..... exploded and this caused his death but even he made something for indepen.....for Algeria .

The Algerian people suffered a lot during the warthey did all their best for Algeria

My grand father was among these people he took a great part in the Algerian war the Algerian war and I am going to tell some of his ... to tell about one of his adventures. One daythe moudjahidines ordred my grand father ...to make ...no...to choose something ...and do it for AlgeriaSo he want to makethe bomb in coffee ...even this caused his death ...this caused his death his death... the following day before sun rise ...rise ...he decided to go to the town ...town took a bombfrom the M.....from his friend It means moudjahiddines but unfortunatelyin the streethe founda French armyand this make him late Even this he make all his efforts and try to put the bomb in the caféin the coffee when he arrivedto the café and before put the bomb putting the bomb...it exploded and caused and causes this caused his death ...but even this he made something ...something for his contry خلاص

The Algerian people suffered a lot during the war they did all their best for Algeria my grand father was among these people he took a great part in the Algerian war and I am going to tell about one of his adventures .

One day the moudjahidins ordred my grand father to choose something and to do it for Algeria so he want to make a bomb in a coffee even this caused his death

The follwing day before sun rise he decided to go to the town he took a bomb from his friends but unfortunately in the street he found the French army and this make him late even this he make all his efforts and try to put the bomb in the coffee when he arrived to the coffee and before putting the bomb it exploded and this caused his death but even this he made something for his contry .

STUDENT B4

N.E. ARABIC

كان الشعب الجزائري ... كان الشعب الجزائرياندلعت الثورة الجزائرية.....

ان الحياة الحرة التي نعيشها... ان الحياة الحرة التي نعيشها... هي ثمرة نجاح كل أعمال أعمال و... مش...و جهود أبائنا و أجدادنا التي بذلوا خلال حرب التحرير الجزائرية ضد الاستعمار الفرنسي ...الحرب التي بدأت... و لا ... التي اندلعت نيرانها التي اندلعت نيرانها التي اندلعت نيرانها في الفاتح نوفمبر 1954 ... ان الحياة الحرة التي نعيشها هي ثمرة نجاح كل أعمال و جهود أبائنا و أجدادنا التي بذلوا خلال حرب التحرير الجزائرية ضد الاستعمار الفرنسيالحرب التي اندلعت نيرانها في الفاتح نوفمبر 1954 ان كل مواطن و مواطنة جزائري أو جزائرية غيورين...غيورون على وطنهم... و... لا...وقد تبين ذلك في مساهمة جميع شرائح المجتمع في استرجاع سيادة و حرية البلاد من قبضة الاستعمار... لقد كانت جدتي شجاعة...حيث حيث لا.... لا تخشى الاستعمار الا على أبنائها الصغار ... لقد كانت جدتي شجاعة لا تخشى الاستعمار الا على أبنائها الصغار حيث كانت تنزل من أعالي

الجبال الى وسط المدينة... حيث كانت تنزل من أعالي الجبال إلى وسط المدينة... ل... لشراء كل مستلزمات
المجاهدين من مأكّل، ملابس و وسائل الاتصال المختلفة... كانت تنقل كل هذا على ظهر حمار أو حصان فقط... لكن
عند... وصولها القرية القريبة من الجبل الذي... يخطط فيه المجاهدون للايقاع بالعدو... كانت تخبأ... كانت تخفي...
بعض تلك الضروريات تحت ملابسها لتوصلها اليهم في الوقت المتفق عليه... لقد كانت جدتي شجاعة لا تخشى
الاستعمار الا على أبنائها الصغار حيث كانت تنزل من أعالي الجبال إلى وسط المدينة لشراء كل مستلزمات
المجاهدين من مأكّل، ملابس و وسائل الاتصال المختلفة كانت تنقل كل هذا على ظهر حمار أو حصان فقط لكن عند
وصولها القرية القريبة من الجبل الذي يخطط فيه المجاهدون للايقاع بالعدو كانت تخفي بعض تلك الضروريات
تحت ملابسها لتوصلها اليهم في الوقت المتفق عليه كانت دوما... كانت دائمة الحركة و النشاط معهم لهذا أثارت
الشبهة أثارت الشبهة عند الاستعمار الذي حاول ايجادها بشتى الطرق لولا حماية الله لها و أي... لإيمانها القوي به
هو العامل الذي ساعد نجاح الثورة... لولا حماية الله لها و لإيمانها القوي به هو العامل الذي ساعد في نجاح الثورة... لولا حماية الله لها و
الثورة... لولا حماية الله لها و لإيمانها القوي به هو العامل الذي ساعد في نجاح الثورة... لولا حماية الله لها و
لإيمانها القوي به هو العامل الذي ساعد في نجاح الثورة بتكليل النصر و الحرية... حيث كللت حيث كل كل كل...
في نجاح الثورة و استعادة الحرية و خلاص

ان الحياة الحرة التي نعيشها... هي ثمرة نجاح كل أعمال و جهود آبائنا و أجدادنا التي بذلوا خلال حرب
التحرير الجزائرية ضد الاستعمار الفرنسي الحرب التي اندلعت نيرانها في الفاتح نوفمبر 1954... ان كل مواطن
و مواطنة... ان كل مواطن جزائري غيور على وطنه و قد تبين ذلك في مساهمة جميع شرائح المجتمع في
استرجاع سيادة و حرية البلاد من قبضة الاستعمار... لقد كانت جدتي شجاعة لا تخشى الاستعمار الا على أبنائها
الصغار... حيث كانت تنزل من أعالي الجبال الى وسط المدينة لشراء كل مستلزمات المجاهدين من مأكّل و ملابس
و وسائل الاتصال المختلفة... و كانت تنقل كل هذا على ظهر دابة كالحمار فقط... لكن عند وصولها القرية الق الى
أقرب قرية من الجبل... تخفي بعض تلك الأغراض تحت ملابسها لتوصلها اليهم في الوقت المتفق عليه. كانت
دائمة الحركة و النشاط معهم لهذا أثارت الشبهة عند الاستعمار الذي حاول ايجادها بشتى الطرق لولا حماية الله لها
و لإيمانها القوي به... لا زالت على قيد الحياة... لولا حماية الله لها و لإيمانها القوي به لنال منها الاستعمار آنذاك.
ان الحياة الحرة التي نعيشها هي ثمرة نجاح كل أعمال و جهود آبائنا و أجدادنا التي بذلوا خلال حرب التحرير
الجزائرية ضد الاستعمار الفرنسي. الحرب التي اندلعت نيرانها في الفاتح نوفمبر 1954. ان كل مواطن جزائري
غيور على وطنه و قد تبين ذلك في مساهمة جميع شرائح المجتمع في استرجاع سيادة و حرية البلاد من قبضة
الاستعمار. لقد كانت جدتي شجاعة لا تخشى الاستعمار الا على أبنائها الصغار حيث كانت تنزل من أعالي الجبال
الى وسط المدينة لشراء كل مستلزمات المجاهدين من مأكّل و ملابس و وسائل الاتصال المختلفة و كانت تنقل كل
هذا على ظهر دابة كالحمار فقط. لكن عند وصولها الى أقرب قرية من الجبل تخفي بعض تلك الأغراض تحت
ملابسها لتوصلها اليهم في الوقت المتفق عليه. كانت دائمة الحركة و النشاط معهم لهذا أثارت الشبهة عند الاستعمار
الذي حاول ايجادها بشتى الطرق لولا حماية الله لها و لإيمانها القوي به لنال منها الاستعمار آنذاك.

N.E FRENCH

Mon grand père était ... eh ... était ... لا ... La guerre Algérienne est... est ... eh... نعاود
... la guerre d'Algérie est une ... un événement très important li .. dans l'histoire
d'Algérie et de France aussi ... c'est un guerre ma grande mère aussi a participé... لا مشي
... ma grande mère a participé dans cette guerre ... be cause... because ... oui c'est
parce que tous on aime Le peuple Algérien aime sa pays... la guerre d'Algérie est
une un événement très important dans l'histoire d'Algérie et de France aussi ma grande
mère a participé dans cette guerre c'est parce Le peuple Algérien aime sa pays... لا... Ils
ont ... ouf ... c'est parcequ'elle aime sa pays ... la guerre d'Algérie est une un
événement très important dans l'histoire d'Algérie et de France aussi ma grand mère a
participé dans cette guerre c'est parcequ'elle aime sa pays et elle... elle تتمنى... تتمنى
souhaite elle souhaite que ses enfants va vivre et grander dans leur pays de liberté ...
elle a participé ... avec ... prendre ... بأخذ السلاح ... prendre ... مانديرهاش... dans
différents domaines elle a participé dans différents domaines pour que les moudjahidine
ont tous les moyens pour que ... to get leur liberty pour ... tous les moyens parce que
parce que parce que... pour qu'ils ont leur liberté c'est c'est la mercy mercy... eh ...
c'est dieu ... الايمان الايمان ... dieu qui est ... help ... eh aide à libérer... l'Algérie
avec les ... avec les... la ... تحي... qui aide à libérer l'Algérie avec les efforts de ... la
peuple Algérien Algérien...

la guerre d'Algérie est un événement très important dans l'histoire d'Algérie et de France aussi ma grand mère a participé dans cette guerre c'est parcequ'elle aime sa pays et elle souhaite que ses enfants va vivre et grandir dans leur pays de liberté ... elle a participé dans différents domaines pour que les moudjahidine ont tous les moyens pour qu'ils ont leur liberté c'est dieu ...qui est aide à libérer... l'Algérie avec les les efforts de ... la peuple Algérien

la guerre d'Algérie est une un événement très important dans l'histoire la guerre d'Algérie est un événement très important dans l'histoire d'Algérie et de France aussi ma grand mère a participé dans cette guerre c'est parcequ'elle aime sa pays sa pays et elle souhaite que ses enfants va vivre et grandir... et grandir grandir dans leur pays de liberté ... elle a participé dans différents domaines pour que les moudjahidine ont tous les moyens pour qu'ils ont leur liberté c'est dieu ...qui est aide à libérer... l'Algérie avec les les efforts de ... la peuple Algérien

N.E. ENGLISH

Now I deal with the English topic

My grand mother my grand mother was

...eh.....

The Algerian war of independence...the Algerian war against the French ... آه أنا درته ... started on the first november 1954, The Algerian war against the French army started on the first november 1954 ... eh... the Algerian problem for independence was was was difficult because because it couldn't be solved politically. The Algerian war against the French started on the first november 1954 the Algerian problem for independence was difficult was so difficult because it couldn't be solved politically ... they were not ... √ although they were living in a ... The Algerian war against the French started on the first november 1954 the Algerian problem for independence was so difficult because it couldn't be solved politically although they were living in a miserable conditions they decided to took take war with ... eh against the French French Arm... French coloniza... French Army against the French colonization

All the Algerian... all the Algerian people had participated had participated had participated... All the Algerian people had participated

..... in this war to get to get to get their ... their liberty ... their liberty and peace. All the Algerian people had participated in this war to get their their liberty and peace ... thanks to God, thanks to God

..... and the courage cou.ra.ge of people of the Algerian Algerian people thanks to God and the courage of the Algerian people the war began. My grand ... the Algerian people the courage of Algerian people the war began. My grand mother was courageous enough And the ... was ... and because she likes her country she took a place she took a place with moudjahidine and participated by bringing food ... clothes ... shoes... communicative communicative instruments. My grand mother was courageous enough and because she likes her country she took a place with moudjahidine and participated by bringing food, clothes, shoes, communicative instruments on a donkey and because her numerous dangerous works she was she was she was remarked by by the French army who searched for her for for searched for her for a long time .

The Algerian war against the French started on the first november 1954...the unfair the unfair and the difficulty of the Algerian problem ... made all the people participate in solving it. Although they were living in a miserable conditions they decided to took to take war with the ...against the French colonizationThe Algerian people had participated in this war no decided to participate in this war to get their their liberty and peace ... thanks to God my grand mother was courageous enoughto take place within the organization of moudjahidine and participated by bringing food, clothes, shoes, communicative instruments radio on a donkey... because her numerous dangerous works she was remarked by the French army who searched for her ... because her numerous dangerous works she was remarked by the French army who searched for her ... eh... because of this she was obliged to leave her home for a long time.

STUDENT C1

N.E. ARABIC

جدك أو جدتك مجاهد شارك في حرب التحرير الجزائرية، تكلم عن إحدى مغامراته... حرب التحرير الجزائرية... جدك أو جدتك مجاهد شارك في حرب التحرير الجزائرية، تكلم عن إحدى مغامراته...مغامرة... حاجة شجاعة قام بها جدي ولا جدتي فالحرب...شا كانوا يديرو المجاهدين...تقجير قنابل... اقتناء أسلحة... eh... حتى إطعام المجاهدين و إخفاءهم جهاد في سبيل الوطن...صحا...نبدي ب la situation générale

لقد عانى شعبنا الجزائري، لقد عانى شعبنا الجزائري الكثير من ويلات الحرب، ويلات الحرب أثناء الثورة التحريرية المدثرة، أثناء الثورة التحريرية المدثرة...لقد أعطينا... للعالم كله مثالا... مثالا رائعا للتضحية التضحية في سبيل الحرية والوطن...لقد عانى شعبنا الجزائري، الكثير من ويلات الحرب أثناء الثورة التحريرية المدثرة لقد أعطينا للعالم كله مثالا رائعا للتضحية في سبيل الحرية والوطن... مثالا رائعا عن التضحية في سبيل الحرية والوطن...و إليكم الآن... إليكم الآن قصة إحدى المجاهدات...لا قبل نكمل على شهداء الحرب...لقد أعطينا للعالم كله درسا رائعا عن التضحية في سبيل الحرية والوطن...لقد ضحينا فقد ضحينا بأكثر من مليون ونصف مليون، شهيد لقد ضحينا بأكثر من مليون ونصف مليون شهيد... ونحن الآن، إليكم مثالا... إليكم مثالا عن...لقد ضحينا بأكثر من نصف مليون شهيد ok... وإليكم الآن قصة جميلة عن مآثر ثورتنا العظيمة...ok إليكم الآن قصة جميلة عن مآثر ثورتنا العظيمة... بطلها... بطلتها جدتي أجل... بطلتها جدتي أجل جدتي.

في ذلك الوقت، في ذلك الوقت كان في حوالي 58 حوالي 1958... في ذلك الوقت يعني 1958 كان جدي في الخارج جدي يعمل في الخارج وكانت جدتي وحدها... وحدها كانت جدتي مع أهلها في بيتها كانت Bon...تربي أولادها بصبر وثقة، تربي أولادها بصبر وثقة ففي قريتنا، اتصلت بمنطقة، بقرية مع أهلها... كانت تربي أولادها بصبر وثقة وهي محاطة بأهلها في قرية تربي أولادها بثقة وصبر في قرية صغيرة من قرى الجزائر العميقة في قرية صغيرة من قرى الجزائر العميقة التي شهدت جبالها ووديانها قرى الجزائر العميقة التي شهدت جبالها ووديانها على فضاغة الحرب وسبالة الشعب الجزائري... ذلك الوقت يعني 1958 كان جدي يعمل في الخارج وكانت جدتي تربي أولادها بصبر وثقة في قرية صغيرة من قرى الجزائر العميقة التي شهدت جبالها ووديانها على فضاغة الحرب وسبالة الشعب الجزائري...donc...كانت جدتي مع أولادها في بيتها، كانت جدتي في ذلك اليوم بالذات...كانت جدتي في ذلك اليوم بالذات...كانت جدتي bon وفي ذلك اليوم بالذات...اليوم بالذات في يوم من الأيام كلن المجاهدون يأتون...كان المجاهدون

يأتون إلى القرية..... من وقت لآخر يقاتون ويستريحون قليلا..... يقاتون ويستريحون قليلا من عناء. كان المجاهدون يأتون إلى القرية... يهبطون من الجبال ويأتون إلى القرية يهبطون من الجبل..... OK يهبطون voila نريد هادي كان المجاهدون يهبطون من الجبل voila هنا نريدها.

ويأتون إلى القرية..... من وقت voila كان المجاهدون يهبطون من الجبل ويأتون لآخر يقاتون ويستريحون قليلا من عناء المعارك من عناء الكر والفر، من عناء من عناء الكر والفر..... يقاتون ويستريحون قليلا من عناء المعارك من عناء الكر والفر يعني من عناء المعارك..... عناء الكر والفر في خنادق حفرها السكان السكان..... سكان، في خنادق حفرها السكان تحت بيوتهم..... تدعى بالكانيات يأوون فيها تدعى بالكانيات..... تدعى بالكانيات..... يستريحون فيها ويتغذون..... بيوتهم تدعى بالكانيات يستريحون فيها أما الآن علي أن أنقل le point est fini bon ويتغذون..... الإجابة مباشرة في ورقة الإجابة مشى الحال

لقد عانى شعبنا الجزائري، الكثير من ويلات الحرب، ويلات الحرب أثناء الثورة التحريرية المظفرة..... أثناء الثورة التحريرية المظفرة لقد أعطينا للعالم كله مثالا رائعا عن التضحية في سبيل الحرية والوطن..... فقد ضحينا أه OK فقد ضحينا بأكثر من مليون فقد ضحينا..... بأكثر من مليون ونصف مليون شهيد ثمن الحرية..... هذي تزيدها على خاطرش ما درتهاش في، mais c'est une belle idée, brouillon ، ثمن الحرية..... voila.

وإليك الآن قصة جميلة عن مآثر ثورتنا العظيمة..... مآثر ثورتنا العظيمة بطلتها جدتي. بطلتها جدتي أجل في ذلك الوقت، أجل في ذلك الوقت وفي حوالي 1958 voila 58 كان جدي في الخارج..... يعمل هناك كانت جدتي تربي أولادها بصبر وثقة، كانت تربي أولادها بصبر وثقة، بصبر وثقة في قرية صغيرة من قرى الجزائر..... من قرى الجزائر العميقة التي شهدت جبالها التي شهدت جبالها ووديانها على فضاة الحرب التي شهدت جبالها ووديانها على فضاة الحرب وبسالة الشعب الجزائري..... وبسالة الشعب الجزائري Bon كان المجاهدون يأتون إلى القرية، كان المجاهدون يأتون إلى القرية non كان المجاهدون يهبطون من الجبل ويأتون إلى القرية c'est mieux يهبطون ويأتون إلى القرية في وقت آخر ليقاتون ويستريحون قليلا من عناء الكر والفر في خنادق، خنادق حفرها السكان..... في حفرها السكان في، تحت بيوتهم..... ثم OK..... وكانت..... كانوا يستريحون فيها يستريحون فيها ويتغذون bon يستريحون فيها ويتغذون bon كانوا كانوا كما تحكي لنا جدتي كانوا كانوا يتغذون كانوا يتنفسون كانوا..... أيو كانوا يتنفسون عن طريق حفر صغيرة في البيوت في الحائط من خلالها كذلك كانوا يتغذون من خلالها..... كانوا يتغذون حين تكون القرية محاصرة كانوا يشربون القهوة مثلا من خلال قصبات كانوا يصبون لهم فيها القهوة... ويستقبلونها من جهة أخرى بكؤوسهم..... OK في يوم من الأيام كان..... المجاهدون في ذلك الخندق تحت البيت وعلم الفرنسيون بمرورهم عن تلك، بتلك القرية فحاصروها وأخذوا يفتشون البيوت، أخرجوا..... نعاوني هذي الفكرة فحاصروها وأخرجوا الأهالي وأخذوا يفتشون البيوت، أخرجوا الأهالي وأخذوا يفتشون البيوت..... وأخرجوا الأهالي وأخذوا يفتشون البيوت وحين وصل أحد الجنود الجنود الفرنسيين إلى بيت جدتي فدخل بيتها..... كانت جدتي محاطة بأولادها كانوا صغارا صغارا جدا أخذت تقرصهم حتى يبيكون، كانت تقرصهم حتى يبيكون bon بكوا كانوا يبيكون بصوت مرتفع حينما سألها

الجندي هل من جنود عندكم في البيت فأجابت جدتي بثقة وشجاعة كبيرين ليس عندي
 سوى أبنائي..... آخر..... ابحثوا..... ابحثوا في مكان آخر، ابحثوا عن
 الجنود في مكان آخر، كانت تتكلم بثقة..... ولم تظهر أي ضعف..... أو
 خوف فخرج الجندي ولم تظهر أي ضعف..... أو خوف..... فخرج
 الجندي ولم يزد كلمة واحدة وفي المساء.
 خرج الجندي ولم يزد كلمة واحدة في المساء خرج الجنود بعد انقضاء الحصار وعادوا
 إلى الجبال الجبل سالمين..... voila

N.E. FRENCH

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie racontez l'un de ses exploits pendant la guerre....

Je vais vous raconter une histoire, je vais vous raconter une histoire des nombreuses histoires nombreuses histoires de notre guerre ... notre guerre de l'indépendance
 La ou notre peuple ... a souffert le martyre souffert le martyre pour gagner ... son indépendance ... je vais vous raconter des nombreuses histoires de notre guerre de l'indépendance La ou notre peuple a souffert le martyre pour gagner son indépendance .. les hommes quittaient leur maisons, quittaient leur maisons et perdaient de ce qu'ils avaient les hommes quittaient leur maisons et perdaient de ce qu'ils avaient de plus chère... leur vie.... dans un village de notre Algerie.... de notre Algerie dans les années 50.... les années 50 dans les années 50 vivait ma grand-mère ... ma grand-mère et sa famille sa famille, elle prenait soin de ses enfants ... dans un village de notre Algerie dans les années 50 vivait ma grand-mère et sa famille, elle prenait soin de ses enfants

Les moudjahiddines venaient ... venaient de temps en temps ok, donc les moudjahiddines venaient de temps en temps au village pour se reposer, se reposer et se nourrir ... et se nourrir pour gagner des forces, pour se nourrir et regagner aussitôt, aussitôt les maquis ok. Les habitants, les habitants les accueillirent dans des caves sous terre, caves sous terre conçues spécialement spécialement pour eux conçues spécialement pour eux ok..... eh..... un jour les moudjahiddines étaient en passage, un jour étaient en passage, ils sont venus au village et quelques uns sont venus au village et quelques uns ont venus chez ma grand-mère ils avaient l'eau, ils avaient mangé et repris un peu de repos.... ils avaient mangé et pris un pris un peu de repos quand des nouvelles arrivent ... des nouvelles arrivent ... disant que les soldats avec un 't' je pense, je pense avec un 't' donc les soldats arrivent disant que les soldats français font, un retissage, font le retissage dans la région là où les moudjahiddines étaient les moudjahiddines étaient dans la maison ... eh ... effectivement ils sont venus ... effectivement ils sont venus et ils étaient entrain de sortir les habitants de leur maisons et aussitôt ... ils fouillir leur maisons quand un soldat est venu, chez ma grand-mère . il a entré et il a demandé a demandé à ma grand mère si elle si elle elle si elle cachait des moudjahiddines donc si elle cachait des moudjahiddines donc si elle cachait des moudjahiddines eh.... donc elle était entourée de ses enfants entourée de ses enfants tout en pleur alors et elle lui a répondu, répondu, répondu vous faites peur à mes enfants ... avec un temps confirme sur d'elle donc répondu, lui a répondu.... yes vous faites peur à mes enfants non, il n'y a pas il y a pas de moudjahiddines pas de moudjahiddines ici je suis qu'avec mes enfants allez chercher ailleurs allez chercher ailleurs elle a dit ça avec forces et avec courage le soldat a reculé et il a sorti sans rien dire sans rien dire et le soir, comme il était impressionné par la force, impressionné avec le caractère et la force

de ma grand mere ...pas_il y a pas demoudjahiddines ici je suis qu'avec mes enfants allez chercher ailleurs. Elle a dit ça avec forces etavec courage le soldat a reculéet il a sorti sans rien dire doncle soir , après le départ des soldats français les moudjahiddines sortaientde la maison le soir , après le départ des soldats français les moudjahiddines sortaient de la maison en remerciant ma grand mèreoui ...lmn remerciant ma grand mère et ils ont regagné le maquis...avec prés pour une nouvelle bataille pour l'indépendance de leur pays

Now I finish the subject

Je vais, bon, now , I'm going to write on the exam paper . Bon.

Je vais vous raconter, je vais vous raconter , une histoire quiune des histoires des nombreux , nombreuses histoires de notre guerre de l'indépendanceje vais vous raconter une de nombreuses histoires de notre guerre de l' indépendance , la guerre de libérationNotre peuple a souffert , notre peuple , là ou notre peuple a souffert le martyre pour gagner pour gagner son indépendanceil a perdu tous ce qu' il avait le plus cher , ils ont perdaient tous ce qu il avait , tous ce qu ils avaient , les hommes perdaient tous ce qu'ils avaient , les hommes perdaient tous ce qu' ils avaient le plus cherils ont quitté leurs maisons les hommes ont quitté leurs maisons , les hommes c'est mieux comme ça , les hommes quittaient leurs maisons et perdaient tous ce qu'ils avaient tous ce qu'ils avaient de plus cher , ...leurs viespour leurs pays , leurs vies okbon un jourun jour , un bataillon est venu enfin ok un jour une bataillon , une armée nonun jour dans un ok dans un village de notre Algérie dans les années 50 dans un village de notre Algérie dans les années 50 vivait ma grand mère et sa famille , elle prenait soin de ses enfants ok , bonUn jour dans un village de notre algerie dans les année 50 vivait ma grand mère et sa famille ok donc dans les années 50 vivait ma grand mere et sa famille et elle prenait soin de ses enfantsbon....et elle vivait paisiblement dans sa maison entourée donc, elle vivait paisiblement dans sa famille entourée de ses enfants ...donc ma grand mere paisiblement ...enfin dans sa famille entourée de ses enfantsok .elle prenait soin de ses enfants toute seule parce que mon grand père bon était à l'étranger quoi.... Bon ça c'est un détailelle prenait soin de ses enfantsbondonc les moudjahiddines venait de temps en temps au village donc pour , donc pourprendre un peupour prendre, je suis fatigué, comme je suis fatigué je me repose donc quand je suis fatigué je me repose donc , ils venaient au village pour se reposerpour se reposer et se nourrir voila pour gagner de force pour regagné de forces et regagner aussitôt le maquisok.....donc les habitants, les habitants les accueillirent dans des caves conçues spécialement donc les accueillirent dans des caves conçues spécialementdans des caves sous terre conçues spécialement ...pour eux

Bonet pouvaient ...donc contunera a se nourrir et se reposer, quand il y aura une embuscade.....pour eux doncet un jour les moudjahiddines étaient au passage donc ils sont venus au village et quelques uns ont venu chez ma grand mèreet quelque uns ont venu chez ma grand-mère ok.....et après qu'ils avaient mangé, et ils avaient mangé et ils sont mais ils avaient mangé يساح , bon voila ils avaient mangé et pris un peu de repos des nouvelles viennent quand des nouvelles arrivent et disant , disant que les français les soldats français font un ratissage, une embuscade, un ratissage dans la region la ou les moudjahiddines étaient dans la maison donc les français ont venu effectivement, ils sont venus et étaient entrain de faire sortir les habitants de leurs maisonset puis , et aussitôt ils fouillir leurs maisons quand un soldat est venu dans notre maison enfin chez ma grand-mère ... il a rentréeil a demandé a ma grand-mère si elle na pas été , si elle cachait des moudjahiddinesdoncma grand-mère était entourée de ses enfant tout en pleur et elle lui a repondi قاتله vous faite peurpeur

a mes enfants , allez vous en, vous faites peur a mes enfants non il n'ya pas de moudjahiddines iciok allez les chercher ailleurs, je ne suis qu'avec mes enfants , allez les chercher ailleurs. ..elle a dit ça avec force etet avec courage le soldat a reculéet il a sorti sans rien diresans rien dire il sort sans rien direil sort comme il était impressionné par la force.....impressionné avec le caractère et la forcede ma grand-mère , donc et le soir après que, après le départ des soldatsfrançais les moudjahiddines sortaient de la maison en remerciant ma grand-mèreils ont regagné ils ont regagné près pour de nouvellesbatailles de l'indépendance
Now I finish the subject.

N.E. ENGLISH

Your grandfather or grandmother was a moudjahid or moudjahida who took part in the Algerian War of Independence. Narrate one of his or her exploits during the war.
...was a moudjahid ... in the Algerian War of Independence an exploit ... during the war

The subject tells that your grand father or mother was a moudjahid in the Algerian war of independence, narrate his or her exploits during the war.

..... In the war of Independence my grand mother ... *l'histoire de cacher les moudjahidine* ... yes my grand mother was living ... in ... eh ... a sort of ... eh.....

So ... ok ...*on commence* ... *بسم الله* donc, one day *بسم الله*

One day I was in my grand parents parents' house in ...one day I was in my grand parents' house in the....one day I was in my grand parents' house inin Maghnia, ok,It was in Maghnia and we didn't, non... don't see them before a long time, we don't see them before a long time okone day I was in my grand parents' house in Maghnia , we don't see them before a long time and we have depassed the time Theok...em...enjoyed really.....ok..... one day I was in my grand parents' house in Maghnia , we don't see them before a long time and we have depassed the timethe, ok.....we enjoyed reallyem les retrouvailles ok, the meeting ok, the meeting and we a passed good time , ok, we enjoyed really the meeting and we a passed good time and after the dinner, after no dinner my grand mother nous.... ok we talked about every thing and after the dinner my grand mother and I*enfin* , we and I my grand mother Ok areafter dinner we start talk After dinner my grand mother start to talk, start to speak ok.... Ok.... And after dinner my grand mother start to speak ok.....first she spoke about, she ... ok ,....first she*elle nous a posé des questions , enfin ...nous a parlé* ..., *je ne sais pas , elle nous a*after dinner my grand mother start speakok.....ouf.....and she okI will tryafter dinner , my grand mother start to speak ok... speak to us ...she starts to speak to us about her life and she wants to ...speak to us about what we are nowadays.....she start to speak about By asking questions about what we are doing about our life ... doncso, afterdinner my grand mother to us, she wanted to knowabout whatshe wanted to know about what we do it about our life, what we do it ... what we do ok and what we are ...ok and suddenly an idea, came to meok . I tell her I tell her grand mother we passed all time ok , we passed all the time speak about us about us Let's speak about your grand mother can you tell us ok let's speak ok about us Let's speak about you , let us speak about you grand mother , what did you do, ok, what did you do ...during your *jeunesse* , during your..... during your ancient time ...let's speak about you what did you do during your I don't know, what did you do during your *la jeunesse je suis un jeune, je suis un jeune, je suis un jeune*, I am a

student, *je suis jeune* I am a I don't know *le mot m'a échappé*ok
 ok.....*ca ne fait rien*. What did you do during youryour*la jeunesse* .
jeunesse je suis *un jeune* I'am a studentok 5 minutes ok *Bon de toute façon ,*
on doit changer le mot, what did you do during the independence ,ok during the
 independence.....combien de tempsصحا *ca ne fait rien*ok what did you do
during the independence and how you lived these days, how you lived in the past
let's speak about you what did you do during the independence and how you lived
 in the past ok....she start to speakto speak with the she was I don't know ok
 during the independence and how you lived your past ok she start ...during
 occupationokok.... during the occupation and how you lived in the past during
the occupation she start to speak with I don't know , she starts to speak in the
*visage avec visage**triste*..... *un peu triste**bon* she starts to speak
 with.....I don't know *le mot* , *c'est* ...*problème*, she start to speak difficult, with
 difficultyshe start to speak with difficulty and she start to speak with difficulty
that way she start and she start with difficulty okand finally ...ok *bon* and
but she speaks ok but with a great enthusiasm ok a great enthousiasmewith a
great confidenceok ... She said one day in the pastin the past I was in the
 village and ... لا d'abord quand ?..one day I was in the village I don't know in 1960, 56
 pehaps in I don't know past exactly not exactly but one day in the past during the
*voila simplement* during the independencewar, ok one day in the
 independence daynon war , okone day in the independence war we were in the
villageand I was okin the village ok and Iwe have the moudjahiddine
and that day we have in the past ...ok in the past during, bon, one day قلاعها من اللول
et puis je reviens icione day in *donc* in the past directly in the past *directement* , in
 the past during the independence war we were in the village and that dayولا
directement , *on verra* صحا....that daywe havethe moudjahiddine ...the
 moudjahiddine at home ...in ..at homein aa ...cave, in a sort of cave , sort of
 cave undergroundunderground ok built manually , built manually with the ...ok
 built manually ok sort of cave underground.....ok.....em...ok in a sort of cave
 undergroundbuilt with the local materialsok *donc* they were...em....ok. they
 they was *donc* they stayed therestayed there to eat and they stayed there to eat and
take rest before reaching the donc reaching le maquisI don't know what comment
 كيفاش *bon la pronunciation en français , non en arabe, non en anglais je veux dire*
 before reaching *le maquis je ne sais pas the maquis* or the mountains before reaching je
 ne sais pas bon ,the before reaching thethe mountain *directement* *Je ne sais pas*
comment le mot exact*qu'on utilise ici dans cette situation* ,ok *ca ne fais rien* . before
 they stayed there to eat and to take rest before reac hing the mountain.....before
 returning *c'est mieux* before returning to the mountain to the resistance place ok, to the
 mountain ...ok, *bon* ...and that time that they stayed ok they stayed in the, French army
 make a great, a big embargo, embargo, a bigeh ...*ratissage* in the I don't know how
 to speak how to express in English *je ne sais pas comment le ratissage donc*....*bon*
and this day the french army make a big ratissage I don't knowbigok
but this day the French armydoncok.....searchedthis .searched
moudjahiddinesلافي searched but this day the french army searched this
the moudjahiddines and this day in this place in our village and they cameto
our home, I,....I sit on thesit on the ok and they came to our home I sit on the
 On thedoor of the cave I make on the door*bon* I I put aI don't know how to
 express itI sit on the door of the cave with my children ...I sit on the door of the
 cave with my childrenand a harky tells me that and a harky tells me that ok he
 tells me that , what do you do, what did you do ...ok ...don't you What do you do

...ok what ...don't you have a thing to hide in this in your home and the harky tells me don't you have ...some moudjahidines hidden in your home and I tell him with a great ...a great himlook at the homeI tell him with a great confidence ...look at the home , look at us I am only in my grand , my children and I'm feeding them ok I 'm the only with my childrenhe looked to me , looked to me and he noticed any thing the strongnest the strength and the ...confidence ..and he looked to me and he noticedand he noticednoticed the confidence ...ok .I sit on the....door of the cave with my childrenand a harky tells me don't you have some moudjahidines hidden in your home ? I tell him with a great confidence, I 'm the only with my children. He looked to me and he noticed the confidence ... and he noticed in my ...in my face confidence in my ...my... he noticed the confidence in my eyes so he bon he ok so he *he avant de sortir* without adding any word so he *il a sortie* so he *il a sorti*so he ...ok...ok. *Sortir enter* to enter *ou* tothe home and leaved to ...he leaved ok ...so he leaved ... so he leaved without adding any word ...and I tried to tried to....I saved the moudjahiddines which were underunderground under the house under our house ok that's all.

Now I 'll try to write on the exam paper

One day I was in my grand parents parents' house in Maghnia ok....we don't see them before a long time ...enjoyed, we enjoyed really..., we enjoyed really the meetingand we passed a good timewe passed a good time ...and after dinner ...eh... after dinner هنا نطلع, after dinner directly not and after dinner, after dinner my grand mothermy grand mother start to speak to usstart to speak to us she wanted to know about our life about our life what we do and what we are One day I was in my grand parents parents' house in Maghnia, we don't see them before a long time, we enjoyed really the meeting and we passed a good time after dinner. My grand mother start to speak to us, she wanted to know about our life what we do and what we are ...and suddenly an idea came and suddenly... ok, we drop the and another time ...suddenly an ideacame to me, came to me... suddenly an idea came to me, I tell her, and suddenly an idea came to me I tell hergrand mother, we pass all the time speakingyes, ok, we pass all the time speaking. *deux minutes* ok. We pass all the time speaking about us , all the time ok, let's speak about youlet's speak about you what did you do during the independenceduring the independence and how you lived in the pasthow you lived in the pastI, during the occupation ok. صحا. To start she start to speak , she start to speak with difficultybut with a great confidence, but with a great confidence she saidone day in the past during the independence warwe were in the village that day we have the moudjahiddinesmoudjahiddines at home in a sort of cave underground ok....they stayed there to eat.... they stayed to eat and to take rest to take rest before returning to the resistance front... ouf ! *c'est mieux* than the mountain , it better than the mountain before returning to the resistance front , donc *c'est mieux* than the mountain before returnng to the resistance front ok;.....with local materiels ok but this daythe French army searched the moudjahiddines in our village ...I'm here , in our village ok and they came to our villagethey came to our home, I sit....I sit on the door of the cave with my children and el harki tells me, ok, I sit on the door of the cave with my children and el harki tells metells me don't you have some moudjahiddines Don't you have some moudjhiddines in your home, ok hidden in your home..... I tell him with a great confidence look at uslook at us I'm only with my children, my children.....yes, he looked to me and noticed the confidence..... in my eyes ...and I saved ...so he leavedso he leaved with adding , without adding any word and I saved the moudjahiddinesmoudjahiddines who were underground.

STUDENT C2

N.E. ARABIC

We have got now to deal the Arabic topic

جذك أو جدتك ساهمت.....التحرير الوطني الجزائري تكلم عن مغامرة من مغامراته أثناء

الحرب.....ساهمت في حرب التحرير الوطنية للجزائر...مغامرة...سمعت Bon.....

عندنا حرب التحرير الوطنية و مغامرة هدمها key words.....

.....

إن الاستقلال السياسي للجزائر... للجزائر..... لم يكن..... لم يكن إلا..... ثمرة

..... كفاح مستمر..... طويل وشاق..... كفاح..... ساهم فيه..... جميع أفراد

المجاهدين الجزائريين..... بدون..... بدون..... ضحوا..... في سبيل استرجاع

السيادة الوطنية..... لا... بدون أن يخلوا بنفيس ولا رخيص في سبيل استرجاع السيادة الوطنية

..... فقد كان..... فقد سمعت من جدتي..... من جدتي..... عايشت

أحداث الثورة منذ بدايتها..... جدتي بصفتها عايشة أحداث الثورة منذ بدايتها entre parenthèse

..... الثورة منذ بدايتها حكايات تروي ما..... عاناه..... لا..... تروي ما عاناه عاناه

الشعب من اضطهاد و تنكيل من طرف

الفرنسيين..... الفرنسيين..... حيث تعرضوا للقتل و التعذيب و

المضايقة..... و حرموا..... و حرموا..... و حرموا من أبسط حقوقهم المشروعة و هم

يعيشون على أرضهم..... حيث..... إذ..... لم يكونوا يعاملون

إطلاقا..... إطلاقا..... ك..... كأفراد..... ينتمون..... ينتمون إلى

الجنس البشري mankind وهذا..... تصنيف تصنيف جدتي لهذا..... أضافت جدتي لا بد

لنا..... لا بد لنا من تثمين..... من تثمين..... ميم جزائرننا لأن استقلالها

..... استقلالها السياسي لم يمنح و لكن أخذ عنوة..... عنوة bon نعاونو نولو..... إن

الاستقلال السياسي للجزائر لم يكن إلا ثمرة كفاح مستمر و طويل و شاق كفاح ساهم فيه جميع

أفراد الشعب الجزائري بدون أن يخلوا بالنفيس و الرخيص في سبيل استرجاع السيادة

الوطنية..... و قد سمعت من جدتي بصفتها عايشة أحداث الثورة منذ بدايتها ذكريات تروي ما

عاناه الشعب من اضطهاد و تنكيل من طرف الفرنسيين و أبنائهم حيث تعرضوا للقتل و التعذيب و

المضايقات و حرموا من أبسط حقوقهم المشروعة و هم يعيشون على أرضهم إذ لم يكونوا يعاملون

..... يعاملون إطلاقا كأفراد ينتمون إلى الجنس البشري و من لهذا أضافت جدتي لا

بد لنا من تثمين جزائرننا لأن استقلالها السياسي لم يمنح و لكن أخذ عنوة la force.

N.E. FRENCH

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie

racontez l'un de ses exploits pendant la guerre....d'accord.... key words ...la guerre

de l'indépendance... moudjahid....et ... ses exploits...ok... Votre grand père ou grand

mère était un moudjahid qui a participé à la guerre d'Algérie... racontez l'un de ses

exploits pendant la guerre...je commence par l'introduction... introduction...

l'Algérie... a été ... a...été... est est ...l'un des victimes des... du ... du colonisation ...

yes co.lo.ni.sa.tion...t.i.o.n... pendant ... une period... une longue period dans

l'histoire... l'Algérie est ... était... l'un des victimes du colonisation pendant une

longue period dans l'histoire... les événements les événements racontés ... par les

gens... les gens... qui ... qui ont ... non est un argument ... un argument clarifié... les événements racontés par les gens est un argument... non met...met en évidence... un... un... the fact... un ... une vérité peu consi...qui ... qui on peut utiliser on peut l'utiliser ... comme ... comme évidence pour juger ... l'Algérie était l'un des victimes du colonisation pendant une longue period dans l'histoire... les événements racontés par les gens ...met en évidence une vérité qui on peut l'utiliser comme évidence pour juger ...pour juger la colonisation comme une ... une big... une immense crime ...contre l'hu.ma.ni.té... ok ... les droits de l'homme... les droits de l'homme... n'étaient qu'un... qu'un... qu'un a...eh...rève dans l'esprit des... l'esprit de la population Algérienne... les droits de l'homme n'étaient qu'un rê.ve...e dans l'esprit de le population Algérienne... la souffrance était ... la vérité... plus ... plus courante... dans ses jours et ses nuits... لا نحي هدي ... les droits de l'homme n'étaient qu'un rêve dans l'esprit de le population Algérienne, la souffrance était la vérité plus courante... qui est ... qui est ...était... était donc le responsable des droits de... des droits des Algériens comme une ... comme un... une... living community ... communauté vivante... نعاود لا نكتب propre

l'Algérie était نريد هنا et le peuple Algérien évidemment était l'un des victimes ...du colonisation pendant une longue period dans l'histoire... les événements racontés par les gens ...met en évidence une vérité ... une vérité.. double é qui on peut l'utiliser comme évidence arguments لا ...c'est à dire témoin pour juger...la colonisation comme une immense crime contre l'humanité ...l'humanité double é ...les droits de l'homme n'étaient qu'un rêve... dans l'esprit de le population Algérienne la souffrance était la vérité plus courante qui est ... qui est donc le responsable ...le responsable des droits des algériens comme une communauté vivante...c'est bon.

N.E. ENGLISH

Your grand father or grand mother was a Moudjahid who took part in the Algerian war of Independence.....narrate one of his or her exploits during the war..... I'm asked to deal with the Algerian war of Independence.....but what.....God.....so the key words are Moudjahid.....took part in the Algerian war of independence narrate is also something important.....introduction.....so.....introduction should be ? maintenant bon.....yesI have to speak about the Algerian war in purpose.....Algerian war of course.....la durée.....non la cause.....the Algerianeh.....le temp c'est le past.....yes.....the past.....fought.....to fight fought.....fought against.....against French.....that.....dominateddominated Algeria.....between.....betweenfor more than.....for more than one century.....and no.....and, and just just be 1962 that.....Algeria.....got its.....independence.....il faut préciser its political independence.....independence. My grand father...my grand mother was moudjahid.....introduction... and.....and this was only a fruit of a long period period.....a long period of what.....suffering.....yes.....of suffering.....suffmy grand mother.....was.....yes.....my grand mother took partno yes.....took part.....because in this in that on that this war.....because we were referring to it... to this war... she told me that ... every member of people. I remember this ... every member of people...every member of

people... took place ...oh no took part... took part in what? In this war ... they had ... no they were ... exposed but this is related to topic parcequ'il y a un relation between ... between the topic and this... *c'est pas vrai*... took part in this war ... every member of people took part in this war ... she said ... she said ... we were we were exposed ... exposed ... exposed to different kinds different kinds... kinds of of ... tor... torture... and our essential basic rights ...eh... were abolished ... it is true?... it is ... right to say abolished?... yes *je garde* were abolished...so somy grand mother took part this war she told me ...yes she told me ... every member of people took part in this war she said we were exposed to different kinds of torture basic rights were abolished completely... completely... we were treated ... exactly ...as animals. Is it right?
 ... War of independence narrate one of his her exploits during the war of independence... I think it is enough *bon* مبعد ... the Algerian the Algerian fought ...*je ne suis pas sur* من هدي ...ok fought against against the French... yes the French that dominated dominated ...Algeria for more ... than one century... just by 1962... that Algeria... eh ... got its independence... its ولا her ? its independence... political... but no ... its political independence and this was... this was... this was... only the fruit of, yes the fruit of a long ... period... of suffering... suff... my my grand mother took part ...in this war she told me ...that ... every member of people took part ... that ... every member of people took part ...what she said? Never mind... took part in this war... she said we were exposed to different kinds ... *j'ai pas assez de temps*...kinds of torture ... *le temps est limité* ... *donc il faut faire vite* فهمت
our basic rights have been abolished... *le temps doit changé*... completely we were we were not treated ... as human beings. It's enough.

STUDENT C3

N.E. ARABIC

جدك أو جدتك مجاهد شارك في حرب التحرير الجزائرية، تكلم عن إحدى مغامراته... تكلم عن إحدى مغامراته.....
 ساهم الكثير من ... كان المجاهدون... شهدت حرب التحرير الوطنية الجزائرية... الكثير من بطولات شهدائنا الأبرار الذين ضحوا بالنفس والنفس في..... سبيل الأرض
 في سبيل الله لتحياء الجزائر حرة مستقلة..... في ليلة من الليالي التي كانت..... لا.....
 كان جدي أحد مجاهدين الذين شاركوا بكل ما لديهم من عتاد وشجاعة..... في
 تحرير الوطن وفي ليلة من الليالي طلبت منه أن يقص علينا أحد
 المغامرات أثناء الحرب نقطة بدأ يحكي وعيانه تقيضان بالدمع فقال
 لن أنس تلك المغامرة مدى حياة في يوم مدى حياة في يوم وفي يوم
 من تلك الأيام الحاسمة .. تعاهدنا نحن المجاهدون أن ننافس ونقضي على
 العدو وبأي ثمن كان كنا نفكر في خطة تمكنا من الانتصار فقال أحد
 المجاهدين سنغادر بالسر إلى مكان اختباء العدو محملين بالأسلحة التي نملكها
 صبا ... التي نملكها في شاحنة وعند الوصول نهجم عليهم مرة واحدة نقطة
 اتفقنا كلنا على هذه الخطة وفي اليوم التالي قررنا تنفيذها
 حملنا في هذه الشاحنة ولما وصلنا كان الاستعمار الفرنسي في استراحة قلت
 لزملائي المجاهدين يختبئ كل واحد منا في مكان معين وعند
 إشارة الانطلاق نبدأ الهجوم..... نقطة (همس) تماسكنا في يد واحدة وهتفنا الله أكبر
 الله أكبر تحيا الجزائر... وبعد مهلة..... اعطيت لهم إشارة الانطلاق وخرجنا... بدأنا...
 بدأنا نطلق الرصاص على العدو وهو هاجمنا بالمثل ولكن تلك المفاجأة لم تمكنها

من الفوز أنذاك فرغم كثرة عددهم وعدتهم..... بالقضاء بالقضاء على كل من كان في ذلك المعسكر ... انتصرنا عليهم.. ولم يجرح بالقضاء بالقضاء على كل من كان في ذلك المعسكر ولم يجرح وبالمقابل جرح القليل منا بجروح طفيفة في الأخير تنهد وقال... وقال... the will... الإرادة هي الإرادة و... الشجاعة وحدهما مكنتا الشعب الجزائري من الانتصار فالإرادة يا أبنائي هي الطريق الوحيد للمجد..... رغم الصعوبات وقلة الامكانيات وتلك الحرب علمت الشعب الجزائري الإرادة وعدم الاستسلام.....

شهدت حرب التحرير الجزائرية شهدت حرب الجزائرية الوطنية الكثير من بطولات شهدائنا الأبرار الذين ضحوا بالنفس والنفيس في سبيل الله والوطن فاصلة كي تحيا الجزائر حرة مستقلة نقطة وكان جدي أحد المجاهدين الذين شاركوا بكل ما لديهم من عتاد وشجاعة وإرادة لتحرير الوطن في ليلة من الليالي فاصلة طلبت منه أن يقص علينا أحد مغامراته أثناء الحرب نقطة بدأ يحكي وعيناه تفيضان بالدمع وقال نقطتين أو مزدوجتين لن أنس تلك المغامرات حتى الممات وفي يوم من الأيام الحاسمة عفوا... وفي يوم من تلك الأيام الحاسمة تعاهدنا بين عارضتين نحن المجاهدين أن ننافس العدو ونقضي عليه بأي ثمن كان وكنا فاصلة وكنا نفكر بخطة تمكننا من الانتصار نقطة فقال أحد المجاهدين المجاهدين سنغادر بالسر إلى مكان اختباء العدو محملين بالأسلحة في شاحنة وعند الوصول نهجم عليهم نهجم عليهم مرة أخرى واحدة اتفقنا كلنا على هذه الخطة فاصلة وفي اليوم التالي قررنا تنفيذها نقطة حملنا في تلك الشاحنة ولما وصلنا كان الاستعمار في استراحة سكت فقلت فاصلة فقلت لزملائي المجاهدين نقطتين أو مزدوجتين يختبئ كل واحد منا في مكان معين وعند إشارة الانطلاق فاصلة نبدأ الهجوم تماسكنا نقطة تماسكنا في يد واحدة وهتفنا الله أكبر الله أكبر تحيا الجزائر بعد مهلة نقطة إلى السطر بعد مهلة أعطيت لهم الإشارة... بدأنا نطلق الرصاص على العدو وهو هاجمنا بالمثل ولكن تلك المفاجأة لم... المفاجأة لم تمكنهم من الفوز أنذاك فرغم كثرة عددهم وعدتهم انهزموا... فرغم كثرة عددهم وعدتهم انهزموا وقتل الكثير فاصلة وبالمقابل جرح القليل منا بجروح جد طفيفة في الأخير في الأخير فاصلة تنهد وقال نقطتين، تنهد وقال هي الإدارة والشجاعة وحدهما فاصلة، كانتا طريق الأمل والانتصار فيا أبنائي الإرادة والطموح..... هي هما الطريق الوحيد... هما السبيل الوحيد... للرفعة والمجد وهذا رغم قلة الإمكانيات وكثرة الصعوبات وغلق المزدوجتين في الأخير والحرب التحريرية الجزائرية الكبرى علمت الشعب الجزائري الإرادة وعدم الاستسلام في أي ظرف من الظروف نقطة النهاية.

N.E. FRENCH

votre grand père ou grand-mère est un des Moudjahidine qui participait dans la guerre d'Algérie ... racontez l'un de ses exploits pendant la guerre..... L'Algérie était ... a été colonisée... l'indépendance de l'Algérie ... La révolution Algérienne reste toujours incrusté dans la mémoire Du peuple Algérien elle était, point. Elle était pleine de exploits et de victoires grâce à notre soldats qui ont qui ont été Courageux et audacieux mon grand père était parmi c'est Moujahidine..... Qui ont qui jouaient un très grand rôle dans la guerre point... je le demande je l'ai demandé une fois De me raconte l'un de ses aventures

Pendant la révolution Avant de commencer il pleurait, il pleura
 silencieusement Car je voyait les larmes des yeux pales
 après un moment et après un moment il commença Deux
 point guillemets..... j'oublierai jamais ce ça ce qu'on a vécu
 Dans ces amère année..... cependant la guerre
 était une bonne leçon pour tout les algérien..... il à continué pardon il
 continuait en parlant et soupirant si mu- l tanaiment
 et il a dit deux point guillemets un jour en avait vraiment
 l'attension de battre..... l'ennemie et en a décidé vraiment de gagner la
 bataille..... Cette fois ci point..... L'un entre nous
 pensait Comment Faire (silence) on pouvait faire léchec
 Des français Le lendemains on nous là on nous a le
 lendemain ont nous a transporter Dans une camionnette
 Sans aucun soupeçon des ennemis Quand Quand n'arriver
 Quand on arrivait là bas on disperser Attendait
 le signe Le feu vert ... de la bataille Un moment plus tard
 on nous a donné l'ordre Et s'était le commencement d'un
 vrai bataille Cette surprise a causenon..... Faisait l'échec des
 brutale des français Et la vaste majorité En De
 leurs soldats ont été tué Mais face à de légères blessures
 De notre de nos soldats C'était une journée de gloire A la
 fin il nous a conseillé a jamais Perdre l'espoir dans la vie
 Et porter toujours La bonne volonté et l'ambition ces deux
 qualités Sont le chemin a la réussite La gloire
 et la poursuite
 La révolution algérienne reste toujours incrusté dans la mémoire Du
 peuple Algérien Elle a été elle était pardon ...pleinne de exploits et
 victoire grasse a ...a nos soldats Qui etaientt courageux et audacieux
 Mon grand père était parmi ces moudjahidines qui jouaient un très
 grand rôle Dans cette guerre J'ai demandé Une
 fois A mon grand père de me raconter L'une de ces
 aventures Pendant la révolution..... Avant de commencer
 il pleura silencieusement..... Car je voyais les l'armes dans ces
 yeux pales... après un moment il disait Il dis ait deux point
 guillemets j'oublirai jamais ce qu'on a vécu dans ces amères années
 cependant la guerre était bonne leçon Pour tous les algériens point
 Il continua, il continuait Pardon, en parlent et soupirant si
 mul tanaiment deux point guillemets Un jour on avait vraiment
 l'attention de battre l'ennemie et on décidait vraiment De gagner la
 bataille De gagné la bataille cette fois ci..... Point, l'un entre
 nous pensait comment on pouvait faire L'échec
 des français le lendemain on nous a transporté dans
 camionnette.....sans aucun soupçon des ennemiesquand on
 arrivait la bas on dispersait enen attendant le feu vert
 Un moment plus tard on nous a donné l'ordre
 Et c'était le commencement d'un vrai bataille Cette surprise faisait
 l'échec des français brutales Et la vaste majorité parmi leurs soldats
 ont été tué et face à de légères blessures Parmi les notres
 C'était une journée de gloire A la fin il nous a conseillé de
 jamais Perdre l'espoir dans la vie Et porter toujours

..... La bonne volonté et l'ambition dans nos ames..... ces deux
qualités Sont le chemin a la réussite La gloire
..... et la poursuite

N.E. ENGLISH

.... Now we deal with the English subject... Your grand father or grand mother was a Moudjahid who took part in the Algerian war of Independence...narrate one of his or her exploits during the war.....ok...The war...of... no...The Algerian... War of Independence.....triumph..... was triumphly.....
succesed..... succesed thanks to our brave solidiers...My grand father...
took part...who took part in...the...war told me..... What happened in
one of his exploits..... In 1957 exactly...eh...in the 1st of November .. night
intended..... what..... his, he intended with... his collaborative.....
rative sol...soldiers.....collaborative solidiers to put a bomb in..... eh.....
into enemy.....enemy's.....in the..... enemy's barraks and then to
attack..... to attack them.....and then to attack themthey
thought of a brainy idea..... about how they could do it..... My grand
..... My grand father said either we win today or we ... we ... échouer
...échouer...fail...or we fail.....we should defeat the French army..... now
his mates if I may say agreed totally with him and began to shout ...said
God is the great..... God the greatlet's go to devas
..... Devastate.....tate them, then they went In a track secretly
and when they reached the enemy barrack..... Sca scattered
scattered. Andhoped no hade and eacheach of them was
holding his weapon..... The enemy did not the enemy don't care..... no the
enemy did not care about their existence..... as they thought we not
able to defeat them my grand father give them To his
mate the sign for their prelude..... prelude how to say
..... the beginning of fighting they fought and fought
with their..... banal weapons till they killed..... al most all of them
and uno one. No one was even injured no.....no. injured from our fighters
..... fighters..... this this this victory ..enabled them to do more
.....on battles ...on other battles... and inspired them more ...till they ob
tained their independence independence..... and finally we can say
.....we can conclude with ... famous proverb wich is quite relevante to this
incident if there is will there is a way.....
The war of ...no the Algerian war of independence war triumphly
succesed..... Tanks to our brave ...soldiers full stop My grand
father.....who took partin this revolution told me..... What happened
in one of his exploits.....during those year of war exactly
in nineteennineteen seventyno in 1957 they intended
..... with his collaborative soldiers to put a bomb in the enemy
..... my's barrack..... And then to attack them they thought of a brainy idea
about how They could do it my grand father said
either we win today or we failwe should defeat the French army
now His mates if I may say ...agreed totally with him and ... and
began to shout and say God is the great God is the great ..let's go to
devastate tate them full stop ...after that they went in a track secretly
coma and when they reached the place They scattered
everywhere..... in the barrack and hade..... each of them..... Was

holding a weapon full stop The enemy did not know..... of their existence there when full stop when my grand father gave to his mates the sign There was coma there was prelude of the battle they fought and fought with their banal weapons ... I don't know ... ok arms arms weapons.... as well as their strong will till they killed almost all of them Full stop... no one from our fighters our fighters was even injured this glory gave th'm gave them more will and more enthusiasm to those to go on with other other battles till they obtained their independence full stop..... Finally.... We can say or we can conclude lude With the famous proverb which is quite relevante to this incident if there is a will there is a way full stop.

STUDENT C4

N.E. ARABIC

And now I'm dealing with the topic in Arabic

أولاً: نقرأ le sujet، جدك أو جدتك مجاهدة ساهمت في حرب التحرير الوطنية للجزائر. تكلمي على مغامرة من مغامراتها أثناء الحرب ... مجاهد أو مجاهدة ساهمت في حرب التحرير الوطنية للجزائر ... مجاهد أو مجاهدة ساهمت في حرب التحرير الوطنية للجزائر نهدر على حاجة، عمل فدائي قام به جدي ولا جدتي خير أيام الحرب بصح نهدر قبل على حرب التحرير الجزائرية ... نعرفها Donc je vais, je vais
..... نبدا بالمقدمة

المقدمة، إن إن إن الثورة الثورة التحريرية ... الجزائرية ... ثورة لاماشي ثورة تعد من أعظم من أعظم الثورات التي شهدتها البشرية جمعاء من قبل ... من بعد نهدر على المقدمة تاع
إن الثورة الجزائرية تعد من أعظم الثورات التي شهدتها البشرية جمعاء من قبل لأن فيها استشهد فيها مليون و نصف مليون شهيد و ضحى من أجلها الملايين الأشخاص بحياتهم، أولادهم، عائلاتهم عامة و كذا ب non ما شي ... بأموهم نعم في سبيل نيل حرية هذا الوطن و و بالتالي و بالتالي و بالتالي و بالتالي non ما شي و بالتالي الحصول على هيئة و مكانة الجزائر العزيرة بين بين الدول الأخرى أو العالم نقول الدول الأخرى أو العالم نقطة

.....
جدتي التي اسمها و تلقب اسمها خيرة ... هي الآن هي الآن في سن في سن الثامنة ما شي الثامنة ها ها ها ... في سن الثمانين عاما هي امرأة قوية جدا و لا تهاب أي أحد لأنها عاشت إبان الثورة الجزائرية لهذا لم تعرف الخوف يوما و عندما نكون جالسين أمامها في سهرة عائلية حميمة نقوم ب... نقوم ب يعني تنور تحكي كيش نقول تحكي ... en arab ... نقوم ب ... ب ... ب ... نقوم ب ... التكلّم عما حدث لها في الماضي surtout/يه خصوصا خاصة عن كفاحها ضد الاستعمار الفرنسي فكانت تقول بأنها شاركت في هذه الثورة و كانت تأخذ السلاح كيش نقول
pourtant ... رغم ... رغم أنها امرأة تأخذ السلاح و تخرج لتحارب مع المجاهدين الأحرار ... فأنداك كانت امرأة شجاعة تخرج في الليل و ... و كما قالت لنا بأنها كانت أنها ... بأنها كانت أنها كانت بن عمي كيف كيف بأنها كانت تساعد تساعد المجاهدين ب لا ماشي في و ذلك بنقل الأخبار لهم كما، non ما شي كما ... أيضا أيضا كان لها في بيتها القديم مخبأ تحت الأرض كانت كان ماشي non كانت كان الذي الذي كان مخبأ للمجاهدين و أمي كانت تعد لهم الطعام لأن كل عائلتي منهما ما شي ... أبي و أمي و جدي و جدتي شاركوا في الحرب أمي شاركت non ماشي شاركت ساعدت و ذلك بإطعامهم و جدتي بالكفاح المباشر و ذلك بمشاركتها في المعارك و هي فهي كانت مغامرة جدا و لا تخاف من أحد لا ماشي من أحد و لا تخاف من نتائج أو ماذا سيحصل لها من مكروه لأنها في ذلك الوقت كانت تخمن فقط على استقلال بلادها و فعلا في الأخير بعد كفاح طويل و عناء صعب استطاع الشعب الجزائري أن ينال حريته و از و بالتالي ازدهار بلاده مستقلة عن الغرب بيت قوسين فرنسا و هي لحد الآن فخورة بنفسها بكونها كانت مجاهدة كما و و أجرها على الله كما قال الله تعالى:

" و لا تحسن الذين قتلوا في سبيل الله أموالا بل أحياء عند ربهم سيرزقون " صدق الله العظيم
إن الثورة الثورة التحريرية الجزائرية تعد من أعظم من أعظم الثورات التي شهدتها البشرية جمعاء من قبل ... لأن فيها استشهد مليون و نصف مليون شهيد و ضحى من أجلها الملايين من الأشخاص بحياتهم، أولادهم، عائلاتهم عامة و كذا بأموهم نعم في سبيل نيل حرية هذا الوطن و بالتالي الحصول على هيئة و مكانة الجزائر العزيرة بين بين الدول الأخرى أو العالم ... جدتي التي اسمها خيرة، هي الآن في سن الثمانين عاما إنها امرأة قوية جدا و لا تهاب أي أحد لأنها عاشت إبان الثورة الجزائرية لهذا لم تعرف الخوف يوما، و عندما نكون جالسين أمامها في سهرة عائلية

حميمة تقوم بالتكلم عما... عن إحدى مغامراتها التي حدثت لها في الماضي خاصة عن كفاحها ضد الاستعمار الفرنسي فكانت تقول بأنها شاركت في هذه الثورة وكانت تأخذ السلاح رغم أنها امرأة وتخرج لتتبارح مع المجاهدين الأحرار... فأذاك كانت امرأة شجاعة تخرج في الليل و... كما كانت تساعد تساعد المجاهدين هناك خير وذلك بنقل الأخبار لهم أيضا كان لها في بيتها القديم مخبأ تحت الأرض الذي كان مخبأ للمجاهدين وأمي كانت تعد لهم الطعام لأن كل عائلتي منهما أبي وأمي وجدي لا لا لا كل من أفراد عائلتي شارك في الحرب، فأمي تقوم بمساعدتهم بإطعامهم وجدي بالكفاح المباشر معهم... فقد شاركت في المعارك فهي مغامرة جدا بحياتها ولا تخاف من النتائج أو ماذا سيحصل لها، لا مانقولوجس سيحصل لها... سيصيبها سيصيبها من مكروه لأنها في ذلك الوقت كانت تخمن أو تفكيرها الوحيد هو استقلال بلادها الجزائر. و فعلا في الأخير بعد كفاح طويل... ونفال عسير ومعاناة استطاع الشعب الجزائري أن ينال حريته... هدي نبيلها... أن يثبت بأنه قوي ودليل على ذلك أنها الجزائر اليوم مستقلة حرة وهي جدتي لحد الآن... تذكر نفسها وقوتها آنذاك... وهي فخورة وسعيدة بما فعلته اتجاه وطنها وأجرها على الله كما قال الله تعالى:

"و لا تحسبن الذين قتلوا في سبيل الله أمواتا بل أحياء عند ربهم سيرزقون" صدق الله العظيم نقطة.

N.E. FRENCH

And now I am dealing with the French language votre grand père ou grand-mère est un Moudjahid qui a participé dans la guerre d'Algérie ...racontez l'un de ses exploits pendant la guerre.....

Now I... I start....comme comme tout le monde...

Quand ...quand ...? Non ...non c'est évident que la guerre d'Algérie est une est une eh...est une révolution qui a un valeur ... un grand valeur parce que tous le monde a participé dans cette guerre comme les enfants les femmeseh... vieilles jeunes les hommes ... vieux et en plus de les martyres que cette guerre a laissé...mon père , ma mère dit que ...cette guerre a laissé ...donc ...donc la force de peuple Algérien c'est pour donner le droit de gagner et la chance de prendre la liberté algérienne ...ma grand mère est une moudjahidaqui a participé ...participé dans la guerre d'Algérie ...pendant...

... pendant ... pendant sept ans et demis donc la période ... indiquée indiquée que que ils ont souffré .. pour prendre la liberté ...et ...et aussi ils ont subit durant subit... de ont subit ... de plusieurs maladies, et même que la famine.

Mais ma grand mère ma grand mère ...était patiente était patiente parce que elle refelle a reflé....reflichie ...reflichie de reflichie de ...de ...الأحياء التابعة... la suite génération

C'est pour ça elle a sacrifié de sa vie pour l'algérie pour l'algerie pour l'indépendance de l'algerie complete ...completementet cette ...ce fact cette raison de cette raisonqui qui a poussé ma grand mère de travailler et de de ...révolu révolution dede participer dans cette guerre et ...enfin ...elle était forte courageuse ...et elle était aussi ...était jalouse était jalouse ...vers l'algerie car elle aime l'algerie très fort et enfin c'est vrai que l'algerie ont ...non a des enfants qui ...qui...qui defend qui protege ...qui protege qui la protège de l'ennemi... l'ennemi France ...heureusement l'algerie a son indépendance ...a la a la fin...le 5 juillet 1962.....et c'était le plus merveille merveilleux temps et ... jour pour les algeriens petits et grands et propre ننقله في

.....C'est évident que la guerre d'algerie est une revolution qui a qui a un ...qui a des valeurs des valeurs des valeurs importantes importantes point... parceque tout le monde a participé dans cette guerre guerre ...comme les enfants les femmes les veilles les jeunes, les hommes ...les vieux parenthèse virgule ...et en plus les martyres qu'on qu'on nous qui ont qu'il faut jamais les oublier... donc la force du peuple algerien donné ou bien donné donné le droit de gagner de gagner et la chance de prendre la liberté algérienne point. ...ma grand mère est une est une moudjahida moudjahida qui a participé dans cette revolution durant 7 années 7 ans et demis ...donc la periode

donc la périodeindiquée que qu'ils ont souffré pour prendre l'indépendance ...et aussi ils ont subi du subit de duplusieurs maladies et même que la famine ...mais ma grand mère était patiente parcequ'elle non ...elle aelle réfléchi elle réfléchit que que de l'algerie et le future de la suite generation ...c'est pour ça elle a sacrifié de sa vie pour que les autres vivent tranquillement de cette raison qui a poussé ma grand mère et les autres gens de revolue contre l'ennemi c'est la France point ... ma grand mère était ...à l'époque était jalouse vers l'algerie car elle aime l'algerie très fort,... et en fin c'est vrais que l'algerie a des enfants ...qui la porté ...qui l'a protégé de les ...des choses inconnues de l'ennemi France... heureusement...l'algerie a son a gagné ...oui a gagné son son l'indépendance et liberté le 5 juillet 1962 et c'était la joie le bonheur des algeriens ...et ils ont sortir dehors ...pour exprimé leur joie par chanter dancer crier et ... donc c'était les plus merveilleux ... temps et jours passé par le peuple algerien et point final...et donc j'ai terminé

N.E. ENGLISH

And now I am dealing with the English topic so I start...

Your grand father or grand mother was a Moudjahid who took part in the Algerian War of Independence...narrate one of his or her exploits during the war...

All we know thatthe.....Algerian revolution was . the Algerian revolution is ...yes is عظمى...عظمى...is ...a great we say a great ...yes ... the Algerian revolution ... not is has has a great a great has a great has a great ...Algerian revolution has a great value yes a great valuea great value since ...since since all the Algerians are concernedno the past were concerned with it . and and as we know all Algerian people without exceptionshad participated in that war in order to get liberliberty and ...libertyand peace full stop.

My grand mother was a moudjahid she was ماشى my grand motherI prefer speaking about my grand father yes. My grand father ...my grand father he was a moudjahid a moudjahid he was a religious man before ..and he was شجاع...شجاع...a strong ...can we say strong?... He was a strong قالت ..yes he was a strong man and helike his contry Algeria and ...and he loved his contry Algeria and ...no not and therefore he wanted to fight a gainst the enemy ...the enemy he wanted to fight against the enemyand...and...at that time ...at that time ...life was hardand they were living in a poor ..a poora poor situationa poor situationthat is to say in bad living conditions despite this my grand father nevernever....? تردد كيش نقولو ترددnever hesitate so we say hesitate ?

ما رانيش عارفة و الله ما راني عارفة I dont know ...nevernever....hesitate hesitate hesitateto ...to....hésiter ...hesitate to to defend our contry....he ...during his life , when he is alive that is to sayare, in other words when he is alive when he was ...yes when he was alive not when he is parceque passé backwhen he was alive he always he always tell me he was always he always he always tell us he always tell us about hisno not about, yes not about he also ...I repeat, he al... he ... he always tell us what, yes that's it, that's it, what he didhe told us that ...one day ...one ...oneday ...he was meeting the others with the others he told us then, I repeat again, he told us that his his ..home was the center of meeting and my grand motherhelp in helped them in preparingpreparing food for them to them ...we say for themand also ...the arms were were were there ...and whenever whenever wheneverit was necessary to it was necessary toto... whenever it was necessary to use them ...also he told us he told us that they were They were ...afraid from the French because they were they were...dangerous. But ...and ...but thanks to their union they had succeeded they had succeeded ingetting ...the peace I loved my grand father

because ...cause he was unlike the others he had worked he had worked for Algeria without payingthat's why? Of course he had suffer the ...he had suffered much very very much thatwhen he was finally . theytheywhen they got their liberty theygot were ...very happy ...and ...they ...in....theytheythey done a party in order to express their happiness ...and I hopeI hope that every one no not every one I hope that that ...every country get their liberty ...I have finished full stop and now I will... I will Write it in the the sheet of paper yes

I start ...all we know that the Algerian revolution has a great value since all the Algerians were concerned with it ...full stop and as we know all Algerian people without exceptions...had participated to this and that ...in that war ...in that war ...in that war yes in orderto.... in order to ...get liberty and peace ...my grand father was a moudjahid a moudjahid he was ...a religious man too imambefore and he was a strong man, he loved his contry Algeria therefore he wanted to fight against the enemy ...at that time life was hard and they were living in a poor situation that is to say in in a in a bad in a ..in a ..where is it yes in a bad living conditions full stop ...despite this comma my grand father never hesitate to defend our country full stop ...during his life or in order to in other words was ...he was alive because he now he is dead ...he was alwaystell us what he did he told us that his home was the center ...of meeting, and my grand mother helped them in preparing food.... Protecting them no ... and also the arms were there when ever ...also he told us that they were afraid from the French because... they...were... dangerous but thanks to their union they had succeeded in getting peace ...I loved my grand father because he was a honest man who wants to work and ...wants to ...wants to work ...and suffer for Algeria in order to get peace and freedomof course without paying or asking for a pay he had suffered very much....Finally when they got libertythey...they were very happy and they have done a partyto express their happiness and I hope that every country get their liberty in order to live at ease

And I have now I have finished I have finished my work

STUDENT D1

N.E. ARABIC

الموضوع: جدك أو جدتك مجاهد أو مجاهدة ساهم أو ساهمت في حرب التحرير الجزائرية تكلم عن مغامرة من مغامراته أثناء الحرب ...مغامرة... قام بها جدي أثناء حرب التحرير الجزائرية... في سنة 1960... لا من قبل... let's say في سنة 1957 ...كان جدي أحد أعضاء جيش التحرير ... كان من الذين صعدوا إلى الجبل ... كان يقوم بعمليات ضد الجيش الفرنسي... لا eh ... حصل هجوم عليهم... okd'abord ...كان جدي... كان جدي أحد أعضاء جيش التحرير الوطني أحد أعضاء جيش التحرير الوطني عند اندلاع الثورة التحريرية وكان عضوا نشيطا ضمنه... لكن الاستعمار الفرنسي (لا) لكن الشرطة الاستعمارية كانت على علم بأنه أحد أعضاء الناشطين في جيش التحرير وأنه يشكل خطرا كبيرا على الجيش الفرنسي... على الجيش الفرنسي... في أحد الأيام في أحد الأيام من سنة 1957 كثفت كثف الجيش الاستعماري الجيش الاستعماري... مطارده لجيش التحرير في جبال في قمم الجبال وكان جدي من بينهم... بينهم أناذاك حيث استعمل معدات حربية كثيرة وعتاد ثقيل وعتاد ثقيل للقضاء عليهم كالطائرات والمدافع... والمدافع الثقيلة... وكان أعضاء جيش التحرير... يراقبون تحركات الجيش الفرنسي برا... برا وجوا وحين حدد... لا... وبعدها حدد الاستعمار الفرنسي مواقعهم... شرع في... شرع في الهجوم بكل الأسلحة بكل الأسلحة بما فيها القصف الجوي... ولكن لحسن الحظ اختبأ الجيش... اختبأ جيش التحرير داخل أدغال

أدغال تلك الجبال وبعد ذلك... لا... وساد الصمت وساد الصمت بعد اختفائهم وساد الصمت بعد اختفائهم... ولكن الطائرات بقيت تحلق على ارتفاع على ارتفاع منخفض فوق الجبال للبحث عنهم..... الجبال للبحث عنهم وبعد ذلك وبعد ذلك مرت إحدى الطائرات إحدى الطائرات بسرعة جد منخفضة جد منخفضة فوق المكان..... فوق فوق المكان الذي اختبأ فيه فوق المكان الذي كمنوا فيه فوق المكان الذي كمنوا فيه... حينما رفع جدي رفع جدي رشاشة إلى السماء وأطلق عدة رصاصات وأطلق عدة رصاصات في اتجاه تلك الطائرة فأصاب فأصاب خزان الوقود خزان الوقود واشتعلت واشتعلت النيران فيها وسقطت على وسقطت في منطقة في منطقة غير بعيدة ولكن ولكن الـ..... ولكن الجيش الفرنسي أصيب أصيب بالذهول بالذهول والخوف والذعر والذعر لذلك ورجعوا ورجعوا خائبين ورجعوا خائبين دون أن يحددوا مكان جيش التحرير وبذلك نجحت نجحت هذه العملية نجحت هذه العملية بفضل بفضل شجاعة شجاعة جدي وجـ..... شجاعة جدي وجميع الأعضاء الآخرين.

كان كان جدي أحد أعضاء جيش التحرير الوطني عند عند اندلاع ثورة التحرير وكان عضوا نشيطا نشيطا ضمنه لكن الشرطة لكن الشرطة الاستعمارية كانت على علم بذلك بذلك..... وذلك..... وشرعت شرعت في البحث عنه البحث عنه ونشر ونشر صورة في كل مكان في أحد الأيام من سنة 1957 كثف الجيش الاستعماري مطارده لجيش التحرير لجيش التحرير الوطني في الجبال وكان جدي من بينهم أناذاك حيث استعمل حيث استعمل معدات حربية ثقيلة ومتنوعة ثقيلة ومتنوعة... eh... للقضاء عليهم كالتائرات والمدافع الثقيلة وكان أعضاء جيش التحرير الوطني يراقبون تحركات الجيش الفرنسي الجيش الفرنسي eh... برا وجوا برا وجوا وبعدما حدد الاستعمار موا..... مواقعهم مواقعهم شرع على الفور على الهجوم بكل الأسلحة بما فيها القصف الجوي ولحسن الحظ لحسن الحظ فقد اختبأ أعضاء كتبية جيش كتبية جيش التحرير داخل أدغال تلك الجبال وبعدها ساد الصمت لدقائق لدقائق كثيرة لدقائق عدة عدة..... ولكن الطائرات..... الطائرات لم تزل لم تزل .. هكذا خير..... تحلق على ارتفاع تحلق على ارتفاع منخفض على ارتفاع منخفض فوق الجبال للبحث عنهم وبعدها مرت إحدى الطائرات إحدى الطائرات بسرعة منخفضة فوق فوق المكان فوق المكان الذي كانوا يتواجدون به وحينما رفع..... رفع جدي وحينما رفع جدي رشاشة إلى السماء وأطلق وأطلق عدة رصاصات في اتجاه تلك الطائرة فأصاب خزان خزان الوقود واشتعلت النيران النيران واشتعلت النيران فيها وسقطت وسقطت في منطقة في منطقة غير بعيدة عنها ولكن الجيش ولكن الجيش الفرنسي أصيب بالذهول والذعر لذلك والذعر لذلك ورجعوا خائبين ورجعوا خائبين دون دون القضاء عليهم أو تحديد مكانهم وبذلك نجحت هذه العملية بفضل شجاعة جدي وجميع أعضاء..... الأعضاء الآخرين وتضحياتهم وتضحياتهم (voila) وتضحياتهم.

N.E. FRENCH

Votre grand père ou grand mère était un moudjahid qui a participé à la guerre d'Algérie, racontez l'un de ses exploits pendant la guerre.

Bonen français ...d'accord .. un exploit de mon grand père pendant la guerre... la guerre de libération... bon quelle année ?...au début, la fin ?... فلوسط Et puis quel exploit ?... eh.... d'abord l'introduction....mon mon grand père mon grand père était était un un de plusieurs membre actif active membre active de l'armée na..tionale....de l'armée libérale nationale libérale et nationale ...eh....il a battu il a battu dans certain... dans plusieurs dans plusieurs..eh .. batailles dans plusieurs

batailles.. dans.. la guerre dans la guerre libérale libérale dans l'armée libérale ..voilà.. dans l'armée libérale.

Eh ..mais.. un jour de l'... un jour de l'année 1956 mon grand père mon grand père était à la maison était a la maisonil...et...l'un un de ses un de ses collègues de l'armée collègues de l'armée de l'armée... venait chez lui et lui racontera racontera quelque... chose quelque chose peut être les mouvementde la police françaisequelque mouvement de la policefrançaise mon grand père mon grand père... immédiatement immédiatement ...prenait ...prenait son arme et ...prenait son arme et ...parti ..et parti.... il était parti ...parti avec..... avec cet hommeaprès après deux heures ou trois heures.. trois heures après trois heures..... après trois heures ils étaient ils étaient au centre au centre ville ils étaient au centre ville eh..... ma grand-mère ... mère a ..eh ..eh.....ma grand- mère savait que quelque que quelque chose n'était n'était pas normal n'était pas normal..... la police..... colonialiste la police coloniale...listela police colonialiste eh...eh... trouvait trouvaitla maison .. dans quelle ils étaient cachés ils étaient cachés.. et... demandait ...demandait ademandait aux ces membres de l'armée l'armée secrète de se rendrede rendre.... de rendre... rendre mais ces derniers ... ses derniers ne voulaient ne voulaient jamais faire ça parce qu'ils parce qu'ils avaient parce qu'ils 'avaient ...eh... beaucoup beaucoup...de... beaucoup d'armes chez eux beaucoup d'armes chez eux ...alors que... eh... deux membres ...eh.. deux membres de la police intervenait intervenaient avec force avec force et obligeaient et obligeaientet obligeaient mon grand père mon grand pere et ses.... et ses amis de rendre de se rendre de se rendre et poser leurs'armes a cet moment a cet moment là mon grand père est l'un..... et l'un de cet groupe l'un de cet groupe jeta jetai ...jeta une bombe ...une bombe ...eh.... manuelle manuelle..... sur sur les autres membres de la police française française ...et et tuait... et tuaitquatre quatre personnes quatre personnes...d'eux.. et les autres... les autres policiers tiraient dans tiraient dans dans tout toutes les directions les directions etet tuaient et tuaient deux personnes... deux membres deux membres de l'armée... secrète secrète algérienne algérienne algérienne mais mon grand père mon grand père s'enf...uait.. s'échappait s'échappait avec une blessure sur sur son son épaule etet courait courait rapidement à la maison de l'un de ses amis... ..dont dont il était dont il était soigné soigné soigné dont il était soigné et resta restait restait ..eh.. plusieurs jours plusieurs jours. Voilà.

.....mon grand père mon grand père étaitl'un de plusieurs plusieurs membres active de l'armée libérale nationale. il a il a battu il a battu dans plusieurs batailles dans .. durant la guerre la guerre libéral.

un jour un jour de l'année 1956 mon grand père était à la maison mais l'un de ses collègues dans l'armée l'armée secrète l'armée secrète était venu était venu était venu chez lui et lui raconta quelque chosepeut être peut être a... a propos des mouvement des mouvement..... de la police française de la police française . Mon grand mon grand père immédiatement immédiatement prenait son arme prenait son arme et partait ...et quittait avec cet homme ...quittait... quittait double 't'...et quittait avec cet homme après trois heures après trois heures ils étaient au centre ville ...mon grand pèreeh... ma grand mère savait que quelque chose ... quelque chose n'était n'était pas normal. la police colonialiste colonialiste trouvait a trouvé la maison a trouvé la maison dans quelle ils étaient ils étaient cachés et demandaient au ces au ces membres.... de l'armée secrète de rendre mais ses derniers mais ses derniers ne voulaient jamais faire ça parce qu'ils avaient beaucoup d'armes.... chez eux.

Alors que deux alors que deux membres ...de la police intervenaient intervenaient avec force et les obligeaient et les obligeaient obligeaient de se rendre et poser leur armes .

a cet moment là l'un de ce groupe de ce groupe...jetait a jeté une bombe manuelle une bombe manuelle sur les autres ...membres ..de la police française et tuait quatre personnes de euxles autres policiers les autres policiers tuaient ..tiraient ...tiraient... tiraient... oui ti..raient dans dans toutes les directions dans toutes les directions et tuaient et tuaient deux tuaient deux membres membres de l'armée algérienne mais mon père ...~~Y~~... mon grand père mon grand père s'échappa avec une blessure une blessure sur son épaule et courra courra rapidement à la maison de l'un de ses amis dont dont il... était dont il était était soigné dont il était soigné et restait plusieurs jour avant rentrer chez lui ,voilà ,rentrer chez lui .

N.E. ENGLISH

Your grand father grand mother was a moudjahid who took part in the Algerian war of independence write about one of his or her exploits during the war.

How should I start ? ...one exploit....one exploit ?....A story which happened during the war of independence...but which period will I speak about ? 19...1955 or 56 *les premières années de la guerre...alors* my grand father was a moudjahid...*mais quel role a-t-il joué ?* He was a member in the organization of FLN... (A silent period) ... bon ok...

My grand father was was thirty five years thirty five years during the Algerian Algerian .. Algerian war of independence of independence...

In 1956 he joined the army or engaged engaged... with... the army and became and became an active member an active member with them.....

one day one day the French the French police discovered discovered that he was a member in the in the organization organization of FLN..... so they came they came and took and took him by force took him by force to the to the prison to the prison after that... nobody nobody knew about him about him afterwards afterwards afterwards... three months three months after that or three months later we heard that we heard that he had escaped escaped from prison escaped from prison and joined joined his..... fellows his fellows in the mountains in the mountains..... and begun tofight.... the enemyall his all his fellows who are who are still alive say that he had been.... been courageous a courageous moudjahid courageous moudjahid so that he fought without without any fear or hesitation..... then came the day... when when.....when he and his colleagues..... made... made an ambush... made an ambush to the French fren yes French army when this latter was passing was passing along along the the along the place along the place they were in ...the ...the moudjahidines started firing firing firing with with all what they with all what they possessed possessed as arms... my grand father said that they said that they that they killed about fifty about fifty French soldiers about fifty French soldiers and took most of their arms most of their arms most of their arms and belongings most of their arms and belongingsto the mountains..... he was telling me this and his and his and his eyes full and his eyes full of tears of tearsbecause he was proud of this noble noble task...task as he said.

My grand father was thirty five years..... at the time when he when the revolution began. In 1956 he joined the organized army of the Algerians of the Algerians and became an active member of Algeria....

One day.....the French police discovered..... discovered that hediscovered that he was a member in the army so so they came and took and took him by force to the prison by force to the prison.

three months three months later three months later he escaped ... he escaped from prison from prison and rejoined in the army in the army in the mountains in the mountains and begun to fight the enemy..... then came the day when he and his fellows he and he and his fellows made an ambush made an ambush to the French army when this latter when this latter was passing along the place along the place they were in... the moudjahidines the moudjahidines started started firing started firing with all with all the arms that they possessed that they possessed.

My grand father.....my grand father said that they they killed about they killed about fifty soldiers fifty soldiers and took..... most of their arms and belongings and belongings to the mountains to the mountains to the mountains.

He was he was telling me this with his eyes full full of tears full of tears becausebecause he was he was proud of this noble task ...no duty as he said. ok

My grand father was thirty five years.....was thirty five years at the time when the revolution begun. In 1956 he joined the organized army of the Algerians and became an active member. One day the French police discovered that he was a member in the army so they came and took him by force to the prison.

Three months later he escaped from prison and rejoined in the army in the mountains and begun to fight the enemy. Then came the day when he and his fellows made an ambush to the French army when this latter when this latter was passing along the place they were in... the moudjahidines started firing with all the arms that they that they possessed. My grand father said that they killed about about fifty soldiers and took most of their arms and belongings to the mountains. He was telling he was telling me this with his eyes full of tears because he was proud of this noble duty as he said.

STUDENT D2

N.E. ARABIC

يقول السؤال جدك أو جدتك تلك المجاهدة..... جدك أو جدتك مجاهدة، ساهم أو ساهمت في حرب التحرير الجزائرية تكلم أو تكلمي عن مغامرة من مغامراته أو مغامراتها أثناء الحرب.

.....قع الجزائريون شاركوا في الحرب ... بطرق شتى...ok... في المدينة و في البادية... لم يكن الجهاد إلا بالسلاح ... نعم ... كان هناك من يقوم بالاتصالات... يقولوله ال... المسبل ... ok ... في الحقيقة، في حقيقة الأمر كانت الثورة الجزائرية الممجة... في حقيقة الأمر الثورة الجزائرية غنية بالبطولات والأحداث... في حقيقة الأمر الثورة الجزائرية غنية بالبطولات والأحداث التي جعلت من الناس يضحون بكل ما يملكون..... التي جعلت من أولئك الناس الذين ضحوا بكل ما يملكون في سبيل الاستقلال... الحرية والعيش تحت كنف... العيش تحت كنف... أو في ظل الاستقلال... كانت جدتي تقول... لا... حدثتني جدتي حدثتني جدتي أو بالأحرى أمي عن جدتي... في حقيقة الأمر لم تكن لتشارك مباشرة في حرب التحرير بل ساهمت من بعيد في ذلك... فهناك ما يقال له المسبل... فهناك ما يقال له المسبل.... أو يدعى المسبل بمعنى ذلك الشخص الذي كان يحمل المؤن والأمتعة والأدوية ويتحرى الأوقات المناسبة خاصة بالليل ب..... ب... ليقوم بدوره... فالثورة لم تكن... لم تكن.. الذين يحملون السلاح... لم تكن فقط لأولئك الذين يحملون السلاح بل حتى الشعب فالثورة لم تكن فقط لأولئك الذين

يحملون السلاح بل حتى الشعب أعني الناس العزل والرحل الذين كانوا يقطنون في البادية
ساهموا ساهموا ساهموا من بعيد من بعيد فلقد عمل لقد عمل فلقد عمل من... فلقد عمل
 OK..... OK..... لقد عمل لقد.....السكان الرحل على دعم والقيام
بدور الإطعام وإيصال المؤن إلى المجاهدين إلى المجاهدين... فجدتي حدثتني عن...
فجدتي حدثتني عن أحد أخوالي فجدتي حدثتني عن أحد أخوالي...eh... أو خالي هذا
الأخير هذا الأخير هذا الأخير الذي قام بهذا الدور مدة طويلة حتى ألقى عليه القبض وضع
في السجن وضع في السجن... لكن بعد نيل الحرية... أو بعد الاستقلال... كان من الناس
الذين أعطوا حريتهم ... لكن بعد الاستقلال كان من الناس الذين أعطوا حريتهم والفضل
في ذلك في ذلك يعود إلى تكاثف الجهود كل يقوم بدوره يقوم بدوره والنتيجة كانت
...والنتيجة كانت الاستقلال الذي... لم يكن لنا خيار غير ذلك ... والنتيجة كانت الاستقلال
الذي لم يكن لنا كجزائريين خيار غير ذلك...
 في حقيقة الأمر الثورة الجزائرية غنية بالبطولات والأحداث التي جعلت من أولئك
 الناس الذين ضحوا بكل ما يملكون في سبيل الاستقلال... الحرية والعيش تحت كنف.... أو
 في ظل الاستقلال...حدثتني جدتي أو بالأحرى أمي عن جدتي... في حقيقة الأمر لم تكن
 لتشارك مباشرة في حرب التحرير بل ساهمت من بعيد في ذلك..... فهناك ما يقال له
 المسبل.... أو يدعى المسبل بمعنى ذلك الشخص الذي كان يحمل المؤن والأمتعة والأدوية
 ويتحرى الأوقات المناسبة خاصة بالليل ليقوم بدوره... فالثورة لم تكن فقط لأولئك الذين
 يحملون السلاح بل حتى الشعب أعني الناس العزل والرحل الذين كانوا يقطنون في البادية
 ساهموا من بعيد...هم أيضا ساهموا من بعيد...خير هم أيضا ساهموا من بعيد فلقد عمل
 السكان الرحل على دعم والقيام بدور الإطعام وإيصال المؤن إلى المجاهدين فجدتي
 حدثتني عن أحد أخوالي أو خالي هذا الأخير... هذا الأخير يعد بمثابة يمينه بالنسبة
 للآخرين... يعد بمثابة يمينه بالنسبة للآخرين. الذي قام بهذا الدور مدة طويلة حتى ألقى
 عليه القبض وضع في السجن... لكن بعد الاستقلال كان من الناس الذين أعطوا حريتهم
 والفضل في ذلك يعود إلى تكاثف الجهود كل يقوم بدوره.. والنتيجة كانت الاستقلال الذي
 لم يكن لنا كجزائريين خيار غير ذلك...و ما نتمتع به اليوم يعود إلى أولئك المجاهدين
 رحمة عليهم.

N.E. FRENCH

Votre grand père grand mère est un moudjahid qui a participé dans la guerre d'Algérie, racontez l'un de ses exploits pendant la guerre.

Ok ... mon grand père était un moudjahid... qu'est-ce-qu'il a fait pendant la guerre ? ...
 qu'est-ce-qu'il a fait pendant la guerre ?...eh.... il a participé en tant que ... en tant
 que...صحا...eh.....

Durant la guerre de la révolution mon grand père grand père était l'un des
moudjahidine moudja moudjahidines l'un des moudjahiddines et un jour était l'un des
moudjahiddine Etais un jour il était un jour il était obligé de descendre descendre
a la ville pour donner pour donner...eh... une très importante une très im..portante très
importante lettre à l'un de ses collègues alors.... dans une barrage ils ils l'ont bien ils
l'ont bien ...eh... fouiller mais mais heureusementils n'ont rien ils n'ont ils ont rien
trouvé il était il était mort de peur de peur pas pour lui mais pour la lettre pour la lettre
et ses instructions ses instructions secrètes la ce mission ce mission était faite
parfaitement parfaite ..ment ...ment mais jusqu'à mais jusqu'à aujourd'hui mais jusqu'à

aujourd'hui mon grand père ce souvient ce souvient très très bien de cette grande cette grande crainte

Durant la guerre de la révolution, mon grand père était l'un des moudjahiddine. Et un jour il était obligé de descendre a la ville pour donner une très important lettre à à l'un de ses collègues alors dans une barrage il l'on bien fouiller mais heureusement ils n'ont rien trouvé il était mort de peur pas pour lui mais pour la lettre et ses instructions secrètes la mission était faite parfaitement mais jusqu'a aujourd'hui mon grand père ce souvient tres bien de cette grande crainte.

Durant la guerre de la révolution mon grand père était l'un des moudjahiddine ... et un jour il était obligé de descendre a la ville pour donner une très important lettre à à l'un ... de ses collègues alors dans une barrage il l'on bien fouiller mais mais heureusement ils n'ont rien trouvé il était mort de peur pas pour lui mais pour la lettre et ses instructions secrètes ... la mission était faite parfaitement mais jusqu'a aujourd'hui mon grand père ce souvient tres bien de cette grande crainte.

N.E. ENGLISH

Your grand father or grand mother was a moudjahid who took part in the Algerian war of independence, write about one of his or her exploits during the war.

Ok... an exploit... a story of a famous moudjahid... و...ه...سن نتفكر...that's it...He was asked to... to ... to ... kill someone because.. ...

Ok ...as as my grand father told me ...eh... about the Algerian revolution specially in our district in our dis..trict....one of my ...eh...previous relatives ...witnessed ...eh... the ...eh... the revolution or witnessed the ...eh.. that time he told me about his personal personal story to be a membership a membership of ...eh... el moudjahidine moudjahidine سن نشوف...hiddine...of course before they accept him accept him as a member a member they used to exercise to exercise him he accepted accepted they gave him they gave him ...eh... instructions instructions to follow to follow they asked him they asked him to kill one of his relatives cause they ...eh... they said that he works or he works he works ...eh... as an intermediate which means which means gives information information to the French ...eh... military French military people people ...they fixed fixed fixed the time it was by night and they promised they promised they promised him after ...eh... executing exe...cuting what after executing what they asked they will have ...eh... they would have they would have have to take him take him to take him ...ok... of course he did that he did that ...he were... in ...eh... in nineteen ...eh...fifty six nineteen fifty six and eh... in springs in spring and in spring.... he reached el moudjahidines el moudja..hidines ...of course ..of course they ...eh... they weregathered they gather were gathered ok they gathered they gathered ...eh... in ...eh... they gathered in the in the mountain mountain he told me told me that by the beginning the beginning the begi..nning begi...nning they were they were thirtyabout thirty ...eh... thirty members .their first bes ...eh...first exploit ..ploit was in spring days in spring days ...eh... of course of course my... my relative or my relative yes ...eh... was was setting on a tree ..on a tree on tree hmm ...after what ...after ...after a while he saw a... he saw a lorry a French lorry a French lorry coming he.. ..informed his ...eh ..commander or his... his high ranking high ranking military men they used to prepare to prepare themselves ...themselves prepare themselves ...eh...eh...what we say eh...soldiers sol..sol ..diers sol...soldiers soldiers were given instruct... instructions were given instructions were given instructions to were given instructions to take their positions..and even my relative was asked was asked to.. to stay to stay there on the treeok... to stay there on the tree... after a while when the

four when the four military ...eh... French French lorries arrived ...eh... not arrived el moudjahidines el moudjahidines started combat combat them or fire them fire them the result was successful the result was successfull and they won the first struggle struggle .
 What it happened to one of my relatives ...eh... one of my previous relatives witnessed one of ...my grand relatives witnessed witnessed the revolution revo revolu revolutionary ...revolutionary witnessed the revolutionary time ok. He told me about his personal his personal story...to be a member member membership membership. in fact in fact before they accepted they accepted him as a member as a member they used they used to exercise his will he accepted accepted the the agreement..... they asked him to kill one of his relatives coz.... he was ...eh this later was prose.... cuted prosecuted to work as an inter ...mediate for the ...eh... interest of the French French military men my grand relative did that did that. the next night the next night they came and took him away

In 1956 during spring he reached the the moun...tain the mountain he told me told me that they were told me that they were about thirty members their first their first ex..ploi exploi exploi exploit their first exploit was in spring days. Of course my grand my grand relative was asked to ...eh... sit on the tree to sit on the tree after awhile after awhile he saw a French a French lorry a French lorry comingcoming he informed his high ranking ...eh... military men men they used to prepare themselves themselves the soldiers soldiers were given instructions instructions to take their positions and even my grand relative was asked to stay to stay there on the tree .
 ...when the four military military four military French lorries arrived within the middle the middle of the of the street or I don't know el moudjahiddine el moudjahiddine ok started combating comba...ting or fire combating or firing them the result was success..ful and they won the first first the first battle that all.

STUDENT D3

N.E. ARABIC

جدك أو جدتك مجاهدة..... جدك أو جدتك مجاهد أو مجاهدة، ساهم أو ساهمت في حرب التحرير الجزائرية تكلم أو تكلمي عن مغامرة من مغامراته أو مغامراتها أثناء الحرب.... مجاهد ساهم في حرب التحرير الجزائرية. تكلمي عن مغامرة من مغامراته أثناء الحرب..... أثناء حرب التحرير الوطنية ساهم الكثير من الجزائريين في استرجاع استقلال بلادهم وشرف وطنهم وعزته ومن بين المجاهدين الذين دافعوا على حرية البلاد...../يه جدي الذي...../م... الذي ساعد ولو..... ب..... صفة غير مباشرة ... غير مباشرة... من بين هؤلاء المجاهدين الذين دافعوا على حرية البلاد... حرية بلادهم... جدي الذي ساعد ولو بصفة غير مباشرة حيث أنه... أنه كان... حيث أنه كان في ... حيث أنه كان... يزودهم، يزود المجاهدين بمستلزمات، مستلزمات ال... المستلزمات... حيث أنه كان يزود المجاهدين بمستلزمات حيث أنه كان يزود المجاهدين بمستلزمات كالأدوية والألبسة... إلى آخره. أيضا، أيضا كان يساعدهم.... في وجود ملجأ لكي يتخبئوا من الاستعمار الفرنسي لكن/يه وللأسف ألقى القبض عليه من طرف الفرنسيين لكي .../م... أيضا كان يساعدهم في وجود ملجأ لكي يتخبأوا من الاستعمار الفرنسي لكن وللأسف الشديد ألقى القبض عليه من طرف الفرنسيين..... حيث أه..... لم، حيث لم حيث لم يحضروا لم يحضروا للاستقلال العظيم الذي، الذي ساد الجزائر كلها... يوم الاستقلال العظيم الذي ساد الجزائر..... لكن فرحته... كانت..... كبيرة لكن فرحته كانت كبيرة عند سماع، سماع بهذه ال..... الخبر الذي..... جعل من هؤلاء الرجال والمجاهدين الذين استرجعوا استقلال وشرف الجزائر..... كانت كبيرة عند سماع

بهذا الخبر، بهذا الخبر الذي جعل من هؤلاء الرجال والمجاهدين الذين استرجعوا استقلالهم بأعظم.... الرجال أثناء حرب التحرير الوطنية ساهم الكثير من الجزائريين فيها ليسترجعوا شرف وطنهم وعزته. من بين هؤلاء المجاهدين الذين دافعوا على حرية بلادهم جدي الذي ساعد ولو بصفة غير مباشرة حيث أنه كان يزود المجاهدين بمستلزمات مهمة كالأدوية والألبسة إلى آخره أيضا كان يساعدهم في وجود ملجأ الذي كان يختبئوا من الاستعمار الفرنسي لكنه للأسف الشديد ألقى القبض عليه من طرف الفرنسيين حيث لم يحضروا يوم الاستقلال العظيم الذي ساد الجزائر كلها لكن فرحته كانت كبيرة عند سماع بهذا الخبر الذي جعل من هؤلاء الرجال والمجاهدين الذين استرجعوا استقلال وطنهم.

N.E. FRENCH

Votre grand père grand mère est un moudjahid qui a participé dans la guerre d'Algérie, racontez l'un de ses exploits pendant la guerre...

Pendant la guerre de l'indépendance.....les algériens ont connu pendant la guerre de l'indépendance les algériens ont connu et les peines ...eh... et les peines de la part des colonistes de la part des français qui ont qui ont massacré qui ont massacré des hommes et détruit des villagespendant la guerre de l'indépendance les algériens ont connu les pires dessouffrances et des peines de la part des français qui ont massacré des hommes et détruit des villages. Alorsalors le peuples algérien.....n'en pouvait plus alors le peuple algérien ...non . pendant la guerre de l'indépendance les algériens ont connu les pires des souffrances et des peines de la part des Français qui ont massacré des hommes et hommes et détruit des villages alors le peuples algérien n'en pouvais plus il a décidé de prendre en mainil a décidé de prendre en main les choses et d'aller et d'aller ... eh....lutter contre ces horribles ces horribles colo colonisateurs ce qui est devenu ... eh... la guerre de l'indépendancema grand-mère était l'une des personnes que je connaissais et qui étaitque je connaissais qui a qui a combattu pour l'Algérieelle a essayé elle a essayé de....elle a essayé de faire de son mieux.....de son mieux pour aider les moudjahidine, les moudjahiddine, elle a même pris les armes et elle a même pris les armeset défendre... elle a essayé de faire de son mieux pour aider les moudjahiddine et elle a même pris les armes et défendu....non...elle a même pris les armes en défendant défendant l'honneur des Algérienselle elle a aussi connu le pires des misèreseh....elle a aussi connu le pire des misères en hivers en été en été c'était la même chose la même chose.

En 1962 l'Algérie a eu son indépendance , l'Algérie a eu son indépendancel'Algérie a eu son, en 1962 l'Algérie a eu son indépendance en 1962 l'Algérie a eu son indépendanceles moudjahidinespouvaient être être fier de leurs exploitsde leurs exploitsde leurs exploits et ma grand mère était aussi .

Pendant la guerre de l'indépendance les algériens ont connu les pires des souffrance et des peines de la part des français qui ont massacré des hommes et détruit des villages alors que le peuple algériens n'en pouvaient plus il a décidé de prendre en main les choses et d'aller lutter contre ces horribles colo... colonisateurs ce qui est ce qui est devenu..... la guerre de l'indépendance . Ma grand mère était l'une des personnes que je connaissais et qui a combattu pour l'Algérie elle a essayé de faire de son mieux pour aider les moudjahiddines elle a même pris les armes en défendant l'honneur des algériens elle a aussi connu les pires des misères en hivers en été c'était la même choses .

En ...en 1962 l'Algérie a eu son indépendance, les moudjahiddines pouvaient être fière de leurs exploits et ma grand mère aussi. Quand , quand ; ma grand mère nous racontais , nous racontaitl'une de ses ,ses aventures en quand ma grand mère nous racontait l'une de ses aventures en montagnej'ai la chère de poule.. non...j'ai ...non quand ma grand mèreeh...nous racontais ses aventures en montagne ou ailleurs.....je me dis que , que...eh...je me dis que notre paysest importantquand ma grand mère nous racontait l'une de ses aventures en montagnes ou ailleurs je me dis que notre pays est important ...et ... heureusementqu'il y avait des hommesdes grands pour le pour le lui rendre son honneur et sa dignitépour lui rendre son honneur et sa dignité.

quand ma grand mère nous racontais ses aventures en montagne ou ailleurs je me dis que notre pays est important et heureusement.qu'il y avait des hommes des grands pour le lui rendre rendre son honneur et sa dignité

N.E. ENGLISH

Your grand father or grand mother was a moudjahid who took part in the Algerian war of independence, write about one of his or her exploits during the war....ok...

During, during the Algerian war of independence.... My grand father , during the Algerian war of independence my grand father waswas a , was against, was against the French colonialism ... eh...he hated what they did to the Algerian so ,so he decided to take part in the war...during the Algerian war of independence my grand father was against the French colonialism he hated what they did to the Algerian so he decided to take part in the war.

With the other moudjahidinethey met , they met in with the other moudjahidine they met in a place where of course they made plans, where of course they made plans to destroy the enemiesso from the Marrocan frontiers they brought guns..... alors they made plans to destroy the enemies so from the Marrocan frontiers they brought guns.....and went to the mountains where they where they brought guns and went to the mountain where they where they fight where they fight , ...no....where they fought

Well, I don't remember well what they did really ,but I , but I ouf..... I'm sure that I 'm sure that he was a bigno a great patrioteh... but I' m sure he was a great patriothe loved Algeria so he risks, he risked his life many times, so he risked his life many times unfortunately, unfor...tunately the French,eh... could eh caught catch him, could catch him and send him to the prison. My grand father, my grand father was happy when he , when he hear that in1962. unfort umatly could catch him and send him to the prison . my grand father was happy when he hear in 1962eh... Algeria get his independence after many years of fight of fight and blood ... after many years of fight and blood but he didn't ...no....he wasn't he was not here to here with his family and friends and friends to celebrate and friends to celebrate his great moment in 1962

Algeria gets his independence after many years of fight and blood but he was not here to hear with his family and friends to celebrate this great moment

during the Algerian war of independence my grand father was against the French colonialism he hated what they did to the Algerian so he decided to take part in the war with the other moudjahidine they met in a place where of course they made plans, destroy the enemies so from the marrocan frontiers they brought guns and went to the mountains where they fought what they did really I'm sure that he was a great patriothe loved Algeria so he risked his life many times unfortunately the French could catch him and send him to the prison. My grand father was happy when he hear that in1962

Algeria get his independence after many years of fight blood but was not here with his family and friends to celebrate his great moment

STUDENT D4 :

N.E. ARABIC

جدك أو جدتك مجاهد أو مجاهدة ساهمت في حرب التحرير الوطنية للجزائر. تكلمي على مغامرة من مغامراته أو مغامراتها أثناء الحرب تكلمي على مغامرة من مغامراته أثناء الحرب... هنا نتكلم على عملية قام بها جدي أثناء الحرب ... ok... كان الشعب الجزائري يعيش... لا نبدى autrement بعد عناء كبير و اضطهاد من الاستعمار الغاشم و بعد و بعد محاولات سلمية لاسترجاع البلاد ... eh... فهم الجزائريون أن الحرية تعطى ولا تأخذ ... eh ... بعد عناء كبير و اضطهاد من الاستعمار الغاشم و بعد محاولات سلمية لاسترجاع البلاد، فهم الجزائريون أن الحرية تعطى ولا تأخذ... لا تأخذ و لا تعطى... فاتخذوا قرار 1 نوفمبر 1954 حيث اندلعت الثورة التحريرية المسلحة و كان هنالك رجال و نساء... they wanted to abolish colonialism ... eh ... أرادوا القضاء... لا... فضلوا الاستشهاد ... لا، فضلوا الكفاح و الجهاد و الاستشهاد من أجل وطنهم العزيز je préfère ça ... فحملوا السلاح و إيمانهم كبير بالله تعالى على أن ينصرهم و تركوا وراءهم بدون تفكير... بعد عناء كبير و اضطهاد من الاستعمار الغاشم و بعد محاولات سلمية لاسترجاع البلاد، فهم الجزائريون أن الحرية تأخذ و لا تعطى فاتخذوا قرار 1 نوفمبر حيث اندلعت الثورة التحريرية المسلحة و كان هنالك رجال و نساء فضلوا الكفاح و الجهاد و الاستشهاد من أجل وطنهم العزيز فحملوا السلاح و إيمانهم كبير بالله تعالى على أن ينصرهم و تركوا كل شيء كل شيء وراءهم بدون تفكير كانت هذه كلمات الأستاذ في بداية درسنا فحفظني هذا للذهاب مسرعة إلى البيت و الطلب من جدتي أن تحكي لي حكاية من ذكرياتها في الثورة فقالت لي متأثرة كانت هذه كلمات الأستاذ في بداية درسنا فحفظني هذا للذهاب مسرعة إلى البيت و الطلب من جدتي أن تحكي لي حكاية من ذكرياتها في الثورة بدأت جدتي تستعيد ذكرياتها بحنين و شوق... فقالت جاءتنا في يوم من الأيام معلومات عن قرية حرقت و دمرت و أصبحت غبارا منتورا من طرف العدو... و أن هنالك هجوم آخر على قرية مجاورة ... أن هنالك هجوم آخر على قرية مجاورة فأمروا الرئيس بالموث هناك... أن هنالك هجوم آخر على قرية مجاورة فأمروا الرئيس بالذهاب فوراً لترقب العدو فاتجهنا إلى المكان و عند وصولنا إلى أحد المنعطفات أمروا الرئيس بالموث هناك... أن هنالك هجوم آخر على قرية مجاورة فأمروا الرئيس بالذهاب فوراً لترقب العدو فاتجهنا إلى المكان و عند وصولنا إلى أحد المنعطفات أمروا الرئيس بالموث هناك فاختبأنا وراء الأشجار و الأحجار حتى حتى ... jusqu'à la tombée de la nuit ... حتى الليل و بعد مدة ظهرت شاحنات و سيارات العساكر و عند اقترابهم هجمنا هجمة واحدة عليهم فارتعبوا و بدؤوا يطلقون النار في الهواء بدون هدف... حتى الليل و بعد مدة ظهرت شاحنات و سيارات العساكر و عند اقترابهم هجمنا هجمة واحدة عليهم فارتعبوا و بدؤوا يطلقون النار في الهواء بدون هدف و بعد ساعة قتلنا العديد منهم ... منهم من فر تاركا سلاحه و منهم من استسلم ... و بعد ظهورنا فوجئوا بعددنا القليل الذي لم يكن يتجاوز العشرين.

بعد عناء كبير و اضطهاد من الاستعمار الغاشم و بعد محاولات سلمية لاسترجاع البلاد، فهم الجزائريون أن الحرية تأخذ و لا تعطى فاتخذوا قرار 1 نوفمبر ... حيث اندلعت الثورة التحريرية المسلحة و كان هنالك رجال و نساء فضلوا الكفاح و الجهاد و الاستشهاد من أجل وطنهم العزيز فحملوا السلاح و إيمانهم كبير بالله تعالى على أن ينصرهم ... تاركين كل شيء وراءهم دون تفكير فيهم... كانت هذه كلمات الأستاذ في بداية درسنا مما حفزني للذهاب مسرعة إلى البيت و الطلب من جدتي أن تحكي لي حكاية من ذكرياتها في الثورة ... بدأت جدتي تستعيد ذكرياتها بحنين و شوق قائلة جاءتنا في يوم من الأيام معلومات عن قرية حرقت و دمرت و أصبحت غبارا منتورا من طرف العدو و أن هنالك هجوم آخر على قرية مجاورة فأمروا الرئيس بالذهاب فوراً لترقب العدو فاتجهنا إلى المكان و عند وصولنا و عند وصولنا إلى أحد المنعطفات أمروا الرئيس بالموث هناك فاختبأنا وراء الأشجار و الأحجار حتى الليل ... و بعد مدة ظهرت شاحنات و سيارات العساكر و عند اقترابهم هجمنا هجمة واحدة عليهم... فارتعبوا و بدؤوا يطلقون النار في الهواء بدون هدف و بعد ساعة قتلنا العديد منهم نقطة منهم من فر تاركا سلاحه و منهم من استسلم و بعد ظهورنا فوجئوا بعددنا القليل الذي لم يكن يتجاوز العشرين.

N.E. FRENCH

Votre grand père ou grand mère est un moudjahid qui a participé à la guerre d'Algérie, racontez l'un de ses exploits pendant la guerre..... Votre grand père grand mère est un moudjahid qui a participé à la guerre d'Algérie,racontez l'un de ses exploits pendant la guerre.... racontez l'un de ses exploits pendant la guerre....

Après plusieurs ... محاولات, essais ... non محاولات فاشلة ... échecs ... après plusieurs échecs par les ... échecs point. Les Algériens ont su... non ont réalisé que ... la liberté sequ'on prend la liberté et on nous la donne pas ... تؤخذ و لا تعطى ... c'est comme ça qu'ils ont décidé de se battre pour... pour se libérer ... après plusieurs échecs, les Algériens ont réalisé qu'on prend la liberté et on nous la donne pas. C'est comme ça qu'ils ont décidé de se battre pour se libérer. Mon grand père ... mon grand père était parmi les Algériens qui ont qui ont ... أخذوا السلاح ... qui ont pris l'arme qui ont pris l'arme... Un jour.... أخواتي.. في يوم من الأيام أنا و... un jour ... on ... nous ... un jour mes sœurs et moi demandèrent ... دَعيد... لا نعاود لها ... par mis les exploits avec ses frères pendant la guerre cet... cette histoire qui ra raconte comment ils faisaient pour aider les prisonniers de s'enfuir ... eh ... par mis les ses exploits avec ses frères pendant la guerre cette histoire qui raconte comment ils faisaient pour aider les prisonniers de s'enfuir. Un jour ... un jour ... il ... il y avait des gardiens qui étaient des moudjahidines ... qui apportaient les informations ... et un jour les Français faisaient un ... non un jour les Français ont ... ouf... un jour les Français étaient entrain de fêter fê.ter leur réussite en attaquant un village ... et un jour les Français alors que les Français étaient entrain de fêter leur réussite en attaquant un village les moudjahidine se précipitaient et aidaient les prisonniers de s'évader ... من عذابهم ... de leur souffrance de s'évader de leur souffrance.

Après plusieurs échecs, les Algériens ont réalisé que qu'on prend la liberté et on nous la donne pas. C'est comme ça qu'ils ont décidé de se battre pour se libérer ... mon grand père était parmi les Algériens qui ont pris l'arme ... parmi ses exploits avec ses frères pendant la guerre cette histoire qui raconte comment ils faisaient pour aider les prisonniers de s'enfuir ... il y avait des gardiens qui étaient des mou... en meme temps des moudjahidines ... qui apportaient les informations ... c'était dans un ... c'était dans un jour alors que les Français étaient entrain de fêter leur réussite en attaquant un village.... les moudjahidine se précipitaient et aidaient les prisonniers de s'évader de leur souffrance.

N.E. ENGLISH

Your grand father or grand mother was a moudjahid who took part in the Algerian war of independence, write about one of his or her exploits during the war.... Your grand father or grand mother was a moudjahid who took part in the Algerian war of independence, write about one of his or her exploits during the war..... My father my grand father my grand father was a moudjahid, he fight, he fought he had fought , he fought against France with the other Algerians, with his his avec ses frères...eh...friends in order to, comment on dit in order to ...in order to... من أجل أخذ الحرية الحرية تأخذ و لا تعطى in order to make to take the independence and ...and pour les libérer... ليرجع الجزائر حرة and liberate Algeria ... my grand father was a moudjahid, he fought against France with the other Algerians, with his his friends in order to take the independence and liberate Algeria at that time I was I was ...j'étais petite..I was ...how to say it, oh my God, I was I was not yet born but in one day I have asked my grand father to tell me ...to tell me about about one about one of his stories about colonizers...so he began to narra te no, his story, his story, his story was about one day one night when they have made made quand ils ont mis a bomb in a café where the French army were there were there drinking and laughing les villageois qu'ils ont tués the French army were there drinking and laughing about the poor Algerian who were suffering ou attack from their French attacks from the colonial and the manner the manner they treat they were treaten by I was curious so curious to know more about to

know more about this colonial ...الإستعمار الطاغي...this colonial...eh ...ok who had no sentiments towards people the poor people who was ... who was ظالم، ظالم... eh... ok My grand father was a moudjahid he fought against France with his freinds in order to take the independence and liberate Algeria at that time I was not yet born but in one day I have asked my grand father to tell me about one of his stories. His story was about one night when they have made a bomb in a café where the French army were there drinking and laughing on the poor Algerian who were suffering from the French attacks and the manner they were treaten by. I was so curious to know more about this colonial who had no sentiments towards the poor people who were living in their situation in bad situation in bad situation even if they were in their territory or in their contry but governed by others by the others by the others ...bon.

My grand father was a moudjahid he fought against France with his freinds in order to take the independence and liberate Algeria ... and ...and return it to her real natives i.e. that is to say to say to the Algerians ... at that time I was not yet born but in one day I have asked my grand father to tell me about one of his stories. His story was about one night when they have made a bomb in a café where the French army were there drinking and laughing on the poor Algerian who were suffering ... from the French attacks and the manner they were treaten by... I was so curious to know more about this colonial who had no sentiments towards the poor people who were living in bad situation even if they were in their territory or in their country but governed by the others

APPENDIX 7: STUDENTS' ESSAYS

Student A,
N.E. Arabic

لقد عاشت الجزائر ثريين أثناء الحرب قحطاً و...
و لكن ذلك لم يمنعهم من حب الوطن وكذلك الثغام عنه
و أما فيما يخص مستقبل الوطن و صافته من المستعمر الفرنسي
فهمسوا لهم يقولون إن كل ابن أجنبي عاش وراي من قحطهم
و رغم ذلك استلموا نزع الصربية من المستعمر الفرنسي و لكن
كان ذلك لعباً بالكمارة من قوة الجيش الفرنسي و عفاة
قوته من السلاح و القوات العسكرية إن ذلك لقد لم يفلح
كان مجرد سلاح سيك بالكمارة من قوة الإيمان والارادة وحب
الوطن التي تمسك بها الجزائريون.

و هذا ما سأتكلم الانطلاق وليس الكثرة ما ج...
أ و بالآخرى كما عايشته أنه كلما قد يدور و هو محبني أثناء الحرب
فكانت قليلة ما أسموه عن الحرب أجزائهم و...
للجيش الفرنسي حتى اليوم الذي فقه فيه أي عن دنا حرك
و الفراد السطح الذي نستلمع أنا في دولة في الجزائر
كل حل تشاع كمنه من الشيطان الذين والفراد
عن الوطن و إنهم سيقول لي أن قول ، كان حدي

عدي إلى الأسفل

حاجات

مختلفاً بإرسال وإيهال وشراد مختلجان الصائفة
والأكثر من ذلك كانت له عدة مشاغل واهتمامات أخرى منها
واحدة الأخضر واليد ليست الأخضر بل هي الأخضر وهي من جنس مختلف
وهو قليله تقليدية في أيدي سيارت الصو وكانت
كل تلك الشجاعة والارادة قمتان رجل شجاع ومبدع
وستن يد موفقة لا تزال تروى قصة في أذهان كل
من عاش معه وأعماله الرائدة لا تبين أثرها
بسط عام مختصر

وفي الأخضر ربح القول أو النسيان الأخضر ما فعله
أنه فتاة أعني بجمع بيتي وغيره من المبادئ
كأن سياتت الأذن لأنهم دأبوا على عربة
الأخضر الأخضر وفكر وأعمالهم وبيادتهم
لغيرهم وهو كذا قد استبان في أذهانهم وأعمالهم
الشجاعة الشجاعة الشجاعة

هذه ليست أخطاء
ولكن مغامرة واقعة كما ذكرنا

في البداية

- الخطأ مبررة بما عدا البسط المتكرر

- خمسة أخطاء لغوية

- خطأ نإملأيان

- خطأ نحوياً واحد

- خطأ واحد في التركيب

Student A₁

N.E. French

Depuis que j'étais enfant mes parents racontaient toujours ce que mon grand-père faisait au sein de el-Moudjahidines, alors comme il était un moudjahid il avait l'esprit d'nationalisme et du patriotisme, il assumait la responsabilité et il a sûrement donné tout son courage et sa fidélité pour son pays paneege sans ces deux dernière chose on peut pas dire qu'il avait un esprit d'un moudjahid.

Mon grand a participé dans une longue et sangnante guerre sans oublier l'époque et le temps qu'ils faisaient.

Malgré les difficultés qu'ils ont eues
ils ont pu combattre l'ennemi, montrant
cela dépendait de leur courage et
leur actes de patriotisme parce que
généralement tout les moudjahidines
ont souffert dans cette guerre.

en ce qui concerne mon grand père,
il a été confié de faire tout les
commissions et les courses de "eldjamaï"
en plus de cela il était un écrivain
et le coursier de cette dernière, à part
lui je ne dis pas qu'il y avait que lui
mais il était un expert dans la matière.

Je suis vraiment fière de mon grand
père parce que il a prouvé beaucoup
d'actes de courage et sans lui et les
autres moudjahidines notre pays ne serait
toujours colonisé ou pris par
l'almée française alors sillement
je leur tire chapeau.

Student A₁

N.E. English

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Since I was young I was listening to my father and mother, I like they were telling me the story which became a history of my grand-father when he was a Montahis and they also told me that my grand-father was a courageous moudjahid and he was also a man with a who had a patriot and nationalist character. It was a very hard life in that epoch. Since they loved their country, they were very happy and glad as I said. The Algerian war of independence and had many on did many exhibits on courageous acts during this war as I know my grand father was very young when he left school.

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and joining the moujahidin in the mountain
they made hands and feet to leave away
the French army, and Father said his
Father was a specialist in sending
and writing commissaries but since he
was very young he was also specialized in
to do all the shopping it means that he
bought food and all what the moujahidin
needed. These acts of courage were
simply done by our grand fathers and
mothers because they loved their country
and they paid all their life to leave away
the French army.

Vo
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Finally I think that I'm very satisfied
by the things my grand father did and
we can think that they were not like
that; courageous and nationalist, so
we could be still colonized.

تكل
من

كان الجزاران يرتبون أشلاء حرب التحرير رحمانون من جزاء قمع وقتل
وتعذيب من قبل المستعمرين طول حرب التحرير، ولكن السئلب
الجزائري قاومهم بكل قوات حتى أخرج العدو من دياره.

ل

تعبير يكاد
غامضا

ل (يكبر)
وليس تدا

تعبير عا

لقد كانت عائلتي تعيش حياة بسيطة في منزل متواضع، عندما اندلعت
ثورة التحرير، حشدت كل أفرادها إلى الجبل لمساعدة المجاهدين، في الأيدي
الذي بقي في البلدة، فكانوا يظنون أنه جباناً، ولكن كانوا خاطئين فإنه
في الحقيقة كان شجاعاً. فقد كان يقوم بعملياته ليلاً، فكل ليلة
كان يذهب إلى مخزن العدو، ينهب، ثم يحرق والخير يقتل الجنود
بكثرة، وكان يقوم بذلك دون أن يدخل أحدٌ به، حتى في ليلة من ليالي
الشتاء القارس ذهب إلى أحد كتبة الجنود القريتين الذين كانوا يكرتون
له كبدًا بكهين فخبّرها عليه وأمسكوه في السجن ثم عذبوه حتى أكلوا
لحمه ثم قتلوه وقطعوا رأسه. لم يكن أحد يظن بأنه هو الشجاع الذي
قام بكل هذه الأعمال، فأصبح في ذمتهم شجاعاً مفاخرًا، شهيدًا.

من

كان في الجزائر رجالًا واعفون للمحافظة على بلادهم من أيدي الفرنسيين
الإجرامية حتى قتلوا في سبيل الله شهداء الجزائر عذبهم برقوقون

قتل
الشيخ

وذلك الحال لحدثي الشهيد المجاهد الذي غامر بحياته من أجل أن يرفع
راية الوطن والإسلام، ومن أنه يترشح الأجيال القادمة في أمن وسلام
ووثاق.

- خطة، جواب محترمة ماعدا البسط، المختصر

- تكرر واحد

- هناك صريخان إثنان -

- المثل، دونه قصد بالطبع، إلى التعابير

العامة :

- هناك لغوي واحد

- هناك إملائي واحد

Student A2

N.E. French

La guerre d'indépendance en Algérie a fait beaucoup de dégâts humains et matériels, cette guerre qui a tant tué d'innocent. Ma grand mère me raconte toujours les exploits héroïques de mon grand père.

Au début de la guerre tous les jeunes habitants des villages et des villes étaient montés aux montagnes. Dans notre famille tous les jeunes hommes sont montés sauf mon grand père, tous les gens le croyaient un traître qui trahissait le pays; mais il avait tort car ce dernier était un héros. Il travaillait la nuit, il prenait son fusil et son couteau et allait dans les casernes des Français il tuait et égorgait plusieurs militaires Français sans que personne ne doute de rien. Un jour il sortit la nuit, un Harbi le vit et alla tout dire au Français qui a leur tout tué mon grand père.

lapse

2 x lapse

de sang froid avec plusieurs balles.

- Tous le monde avait tort au sujet de mon grand père, mais en fin de compte il était le plus héroïque, et mourra en véritable martyr pour dieu et son pays.

lapse - Algeria was colonised by the French army for many years, and the Algerian people were suffering a lot. My grand mother always narrated to me the exploits of my grand father in this period.

* refers to
com. of your
parents or the
each of
"knows"
ich me &
each the
gerian &

v.
T.

- My grand parents were simple people living on peace, but after the coming of the French army they killed and brained the houses of people, so my grand father took his gun and go to the mountains he assemble so much people he could. One day he thought to do as the French army. He made artisanal bomb and give them to women. She went to the cafes and put it on it, after a moment they explode. Like this the French were afraid. One day in a great battle my grand father wer killed by the Army.

~~This war was very hard for the Algerian people, and many people were killed, but the people were very strong and finally they win this war.~~

- A rather good 'introduction' - also stating a good topic sentence.

- A series of events set in chronological order -

- Not a serious use of transitional expressions to show, for is

- Your work is rather ambiguous - see *

عرفنا الشعب الجزائري أن يفتح صبور الظلم
والظنبي، وقاسوا ويلات التل والهوان على يد
الذين همسوا العز لشيخ القاسم الذي لسانه حقه
في الحرية والعيش الكريم. فتأروده هجر لادنه
ووقف له وغفت التل لادنه وجاربه ذلك
الو سائل التل عرفها.

وقد ساهمت كل العائلات الجزائرية وكل أفرادها
كسرا وصغيرا، شيخا وشابا في الممارك
التل مما حنتها لجزائري حنت إلا مستعصا.
ولعل آلهم الممارك التل ذبح صينتها غني
الغريب الجزائري والتي حرضوا حلها حدي هي
مدر كة فلا وسنى.

عرفنا جزائريون إبانها ألوانا من الحذاب
والبطش، حيث سيق الرجال إلى المحبسات
وذلك لهم أكيد تنكيل. وأما ندهكي عرومهم
ومقرن من زلهم وشتمت أدها تم.

م

ت

ل (ذا)

ر

ن

قامت البطولات العنصرية بإمطار المنطقة
قنا بلل متمرة، وتشتري طرها بحشاغ
4 بنود الذي قاوموهم بكل شجاعة رغم
قلت العدة والعتاة لعدا
لكن ايدمانهم 4 ازام على حق وروعتهم
في النصير كفا التافان اللذان كانا
لو جها نهم قدها الى تحقيق النصير
فأنت صرنا على العدة و كما حدث في مطار
أخرى وتمكنوا من انتزاع حو نيلهم والسرود
كرامتهم فضيعينها تجد لك بالنفسا
والنفسا

- فلم تحرم (لكن البسطة مختار)

- تعبير مقبول

- خطأ إملائي

- خطأ واحد في التركيب

- خطأ نحوي واحد

- خطأ نحوي واحد

Student A3

N. E. French

Durant les sept années et demi de la
l'Algérienne guerre d'indépendance, Hommes
et femmes, grand et petit y ont participé.

X Grand-père, en sa qualité de moudjahid
a vécu l'une des fameuses bataille
de l'ouest; Fellaoucen. On tous
cher et aimé a trouvé sa mort laissant
que des cœurs brisés en larmes et fièvre
brûlé en miettes. La cruauté Française
n'a pas connu de limites. Tous ce qui
étaient vert était devenu cendre protégée
par les courants d'air qui produisaient
le rapide mouvement de fuite. Vacarme,
cries, d'apsecours, expressions, pleurs

lapse

INC

ordres de bombardement volaient en tous sens, jeunes et vieilles femmes étaient peignées.

La pluie de balles, résultat des accrochages entre les mondjalidins et les soldats français, arrosait toute la région.

Grand père, comme tous les autres qui réclamaient leur liberté et droit de vivre absorbé par le désir d'effacer tout être menaçant leur biens, combattaient à mort.

Le meagre équipement qu'ils avaient ne ferait rien le comparant avec celui des français mais leur foi et le désir d'être libres et entendus était l'arme qui combattaient vraiment.

Student A3

N. E. French

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n'a pas connue de limites. Tous ceux qui
étaient restés étaient devenus cendre protégée
par les courants d'air qui produisaient
le rapide mouvement de fuite. Vacarme,
cries, l'apsecours, expressions, pleurs

lapse

INC

Student A3
N. E. English

t. in letters
sp. V.
T.
T. V.
Enc.
sp.
sp.

The Algerian war of Independence lasted more than 10 years. During this period, Algerians suffered a lot. Their only purpose was to become free for a second time. My grand father was a mujahid. He is one of those who assisted to the Fellagouen bataille where he lost one of his legs. He is always full of enthusiasm when he is narrating this great event. According to his oral statement, there were lots of helicopters throwing bombs, French soldiers killing old men, women and children with cruelty. They destroyed all what they found, but forests, houses and farms. They gave to death men like animals.

10.

✓ My grand father (as of her mondjalidine
have done their best to stop the spread
of the French cruelty and killing-desire.
→ More than one and a half million of
persons died in order to set us free
freedom, during these seven years.

• Lapse

Ever

الجزائر بلد من البلدان الحديثة النكوبة والتي عاشت
ولا تزال تستعمر ~~الجزائر~~ عامية والفرنسية لها صفة
ان معظم شعبها شارك في حرب التحرير سواء
رجال أو نساء، وعليه فقد كانت جنتي واحدة
من تلك السوءة اللاتي وقفن مع اخواتهن لتحرير
هذا البلد الذي نعيش فيه الآن بحرية.
ان جنتي ذاتها تروي لنا ما كانت تقوم به من
مغامرات ايام الثورة التحريرية، فقد كان عملها
يتجسس بجانب الطبيب، تفتش بالعرض والجرعة
ففي يوم من الايام خرج المحامدون للقيام بمهمة
على التكتلات الفرنسية لتحرير اخوانهم من السجن
وعليه لم يبق في الجبل سوى بعض العراس
والسوءة، وفي هذا الوقت لما هم الفرنسيون ملحا طم
لكن العراس والسوءة كانوا لهم بالمرصاد
فرغم قلة عددهم وخبرتهم الا فانهم واجهوهم
وقتلوا معظمهم.

ل
ص

ل
ل
ل

هذه الحادثة كانت حادثة نوويها لنا دائما
لأنها فخرنا بها قد منتهى وضعت به من أجل
وطنا وحبنا واحدة من هؤلاء الذين فعلوا
جريمة على علم العيش في العبودية
فقد صنعوا بها يملكون في سبيل أن تعيش
الأجيال القادمة في حرية وسلام

فقد اذ باية حرة (من علة حرة والـ)
السلطان عالم - اية حرة

سوال : ۱۰۳ -

فَلَانٌ لِّغُولٌ

[illegible]

Student A4

N.E. French

L'Algérie est une l'une des pays qui a souffert pour gagner l'indépendance.

La plupart des Algériens ont participé dans la guerre d'Algérie.

Mon grand père a l'un de ses gens là. Alors il nous raconte beaucoup de ses exploits.

Un jour les algériens sont attaqués par l'armée française dans le village où l'armée française a la peur tuer leur gens sans faire attention à les grands, les jeunes, les femmes ou bien les enfants.

Ils sont tués tous sans pitié. Alors les soldats algériens sont nerveux de cette affaire donc ils attaquent les français pendant qu'ils sont revenus chez eux. Les algériens sont

l'opse

tue la plupart des armées françaises ennies
après son victoire. Il s'en tire très bien.
A l'ors mon grand père raconte nous cette
histoire beaucoup parce que c'est la
première participation dans la guerre.

~~incorrecte~~

Student Au
N.E. English

9 } Algeria is one of the countries which has many
exploits to win her independence.

Cap. } most of her inhabitants took part in the
Independence war, and among these people

T + Vo } where my grand Father who tell me some
of his exploits against the French army.
Inc. } One day the Algerian soldats attack
T. } the French army under the bridge where
Sp. } the French army return to their homes after
burning a lot of Houses in my grand Father's
village.

X X X Cap. } the Algerian were nervous of this behavior which
is very bloody so they killed most of the
me & g } French army and the last they take them
caning h } to the Montagne to tell the secret of the
Vo } French army.

T. So, they are very happy of their successful work, and my grand father every time tell this story to us because it was the first exploit which he took part in.

→ tells us this story

- 1) Story told from the 3rd person point of view
- 2) The narrative requires us to tell "what happened"; you didn't use the past!
- 3) Relating one event to another may require the use of certain transitional expressions whereas you didn't use any of these expressions such as the ones expressing result. You could have said, for instance:

or { As a result
Because of this
Consequently } the Algerians got very angry ~~in~~

التحق من جهة التحرير في ريعان شبابه
 وظل ينشط بفأهامة أربع سنوات، الرأى أن ألفت
 الشرطة الفرنسية القبض عليه. يقضي في السجن لمدة
 عشرة أشهر ليستطيع الفرار بعد ذلك ويلتحق بعيش
 التحرير ليتوكل له مهمة التجسس على العدو
 وجمع المعلومات عن تحركاته. كان ينزل يومياً
 إلى المدينة لجمع المعلومات من المواطنين تفيد
 الحامدين في عملياتهم الرأى أن أوكلت له مهمة
 تفجير محل يتردد عليه الفرنسيون. قام بتنفيذ
 نفسه للعملية فإرتدأ لباساً يشبه لباس المحمرين
 وحلقة تشبه حلقتهم... دخل المحل وأدعى شراء
 بعض الحاجيات وبعد كفت انتباه صاحب المحل
 قام بوضع غنبلته تحت بعض السلع وأضربها
 إلى دقائق معدودات حتى انفجرت المحل بكامله متسبباً
 في وفاة المشتري من المحمرين الذين اعتادوا
 على زيارة المحل للتسوق.

Student B₁
N. E. English

My grandfather was one of a great number of people who joined the Algerian Army during the war against the French.

He was born in 1917. He joined the war in its beginning. One of his exploits that he always narrates happened in the beginning of 1956: They got information about the enemy that he would make a patriot near their village. So they prepared themselves to surprise him. Who?

VOC My grandfather was charged of the operation. He first chose the most important points to supervise, then he organized his soldiers who were with simple hunting guns. They spread all around the road that the enemy used to pass with. After hours of waiting, two lorries appeared with a big number of soldiers... After the sign given by my grandfather, a big battle

معظم من أجدادنا ساهموا في حرب التحرير
الوطنية وحين ينظم حدي الذي كان من بينهم
ومن آثر زعم الذي حاول أن يساهم في الثورة
ولو بسلاح، قليل، حيث ترك عائلته ومزله
لينظم إلى مجلس المحامين الذين كانوا قد
سبقوه والدستور الذي جاء بوسائل حد
بسطة وتقليدية، ورغم هذا فقد حاولوا القضاء
على الحبس الاستعماري الذي كان ينفذ ثروات
الثقافة الحضرية وتركت لبرائتهم الحقيقة
ولمذا حرر الطاهري أن يغتر خوفاً في أقرب
وقت ممكن ليسر جفوا حريتهم وحقهم
الوطنية وهذا كان في أرض البحر الزيتوني
ليس من السهل مقاومة هذا الحبس الاستعماري الذي كان
يقطع كل القوة وأطوار الأملية، والحقك نسب
لوطاهرين، لكن يصلهم وعزورهم للوطن واصلوا
إلى آخرتهم والثاني من عدم الاستقلال وذلك
في 5 جوانية 1962، وهذا التاريخ لا يمكن أن
نفساه ولا يمكن أن نمنع طاهرين إلا سرار الذين
جاءوا منا أحلبنا من أجل الحراش

الخط - غير محكمة (بسط غير موجود تقريباً)

تغير صغيف

- عشرة أخطاء إملائية

- ثمانية أخطاء لغوية

- ثمانية أخطاء نحوية

- تكرر واحد (من الأخطاء التركيبية)

Student B₂
N.E. French

Mon grand père était un brave
homme, car il n'a pas hésité un
seul instant pour sacrifier sa vie
pour sauver l'Algérie, Notre Algérie.
A l'âge de 27 ans il a monté
au maquis pour rejoindre l'autre Mondy.
En laissant derrière lui sa famille, ses
enfants et sa femme, et il nous a
raconté comment il a échappé plusieurs
fois de la mort, mais Dieu le protégeait
contre l'armée française pour vivre
librement avec ses enfants dans un
payé libre, et avec grand joie de
se retrouver ensemble pour sauver la
suffrance de notre grands pères, et leurs
courage.

Or
adj
Our Grandmothers and Grandfathers (many of) them were Moudjahidin to save our country from the french army, who wanted to settle in Algeria and let the Algerian people suffer in the street or to work very hard for them, unfortunately from them, the Algerian wake up, and decided to fight the French, and among them, among the Algerian who took ^{up} arm, my Grand father, who was a big Moudjahid, he went to the mountain with other Moudjahidin, they were brave, they left their family their house, their children, to declare revolution against the french, with single weapon, they tried to fight for Algeria, and for the future of their children, so he was a legend to our generation, because the brave people were generous and courageous, who give us life and independence to Algeria, and thanks to them we are free and we walk in our country without any forces.

Observations

Form : A4 page .
Some grammar mistakes.

Content : The student didn't narrate one of his grand father exploits.

Student B3

N.E. Arabic

لقد دعاني الشعب الجزائري كحبيب الأبناء عرب التحرير فقد شارك في العرب
الشساء والترحال وصحى الأطفال وفصحوا على ما لديهم ومن الذين قدّموا
أنفسهم فدأى للوطن جدي رحمه الله فقد شارك في عرب التحرير ويحق
بالنفس والتفكير والآن سأرويكم ما مرّ من معامراته التي عظم بها عيانه

في يوم من الأيام وبعد أن أحسّ أنني قد لم أكن أعمل بجداد يومًا
بعد يوم قرر أن يقوم بعملية فدائية وفي الصباح الباكر قرر أن
ينزل إلى المدينة ومعه قنبلة وذلك بعد تخطيط كبير من المهادين
بأن يعدن له وللسوء عظمها فدأى في حوزة هذا الشرفه محاذي إلى
سأمره ولكنّه عثر أن يجمعهما في المقام فنزلت عفتي إلى أهل
وفيل أن يجمعهما في الوقت قد فلت وعنما وقع قدس في المفضوها
أن قصرت واستشرف بعد أن قام بعملية فدائية ونجح بعيانه من
أهل الجزائر من أهل أن تعيش سعداء تنعم بالحرية في وطننا

- الختم محترمة إلى مدّ ما .

- تعبر مرسلاً

- ملاحظة أخطاء الإملائية

- تكرار واحد

Student B₃
N.E. English

The Algerian people suffered a lot during the war they did all their best for Algeria. My grand father was among these people he took a great part in the Algerian War and I am going to tell about one of his adventures.

Gr One day the Touja hidin^{SP} ordered my grand father to ~~do~~^{make} something and use it for Algeria so he want to make a bomb in a caffe even this caused his death. The following ^{day} before sunrise he decided to go to the town he took a bomb from his friends but unfortunately in the street he found the French army and this make him late even this he make all his efforts and try to put the bomb in the caffe when he arrived to the caffe and before ^{to} putting the bomb it exploded and this caused his death but even this he made something for his country.

إن الحياة الحرة التي نعيشها هي ثمرة نجاح كل الأعمال
وجهد الأجداد والجدات التي بذلوا ما جاهدوا في تحرير
الجزائر من الاستعمار الفرنسي، الحرب التي اندلعت
بيننا وبين فرنسا في 1954، التي كان لها أثر كبير في
عروضة، وقد تبين ذلك في مساهمة جميع شرائح المجتمع
في الاستقلال وسيادة وصيرورة البلد من تبعية الاستعمار
لقد كانت جذوة شجاعة، لا تخشى الاستعمار إلا على أبنائها
الصغار، حيث كانت تنزل من الجبال إلى وسط المدينة
لشراء كل مستلزمات الحياة من مأكل وملبس ومأوى
إلخ، كانت تنقل هذا على ظهر دابة كالجمال فتنقلها، لكن عند
وصولها إلى أقرب قرية من الجبل تغطي بعض تلك الأعراف تحت
حلب سبيلها إلى سبيل الوقت المتفق عليه، كانت دافعة
الحركة والنشاط معهم الفتاة الشابة السبعة عند الاستعمار
الذي حاول إبعادها عن الطريق، لو لم يأتها الدليل لها ولها
القرية بها، لكن الاستعمار لم يفلح في القضاء، نال منها الاستعمار آنذاك.

الخطة غير مكتملة (السطح عام)

- فطان لغويان

- فطان ملاعشان ~~إشنان~~

- فطان تركيبي راح

تجسير دون

Student B₄
N.E. French

La guerre d'Algérie est un événement très important dans l'histoire d'Algérie et de France aussi.

Ma grand-mère a participé dans cette guerre de l'indépendance d'Algérie, c'est parce qu'elle aime sa pays, et elle souhaite que ses enfants va vivent et grandir dans leur pays de liberté et de paix. Elle a participé dans différents et dangereux domaines et moments, pour que les moudjahidins ont tous les moyens pour qu'ils ont leur liberté, c'est Dieu qui est aide à libérer d'Algérie avec les efforts de la peuple Algériens.

Student Bu
N.E. English

The Algerians war against the French Army started on the 1st November 1954. The unfair and the difficulty of the Algerian problem made all the people participate in solving it. Although they were living in a miserable conditions, they decided to ~~take~~ ^{take} them with the against the French colonization. The Algerian People decided to participate in this war to get their liberty and people. Thanks to god, my mother grand mother was courageous enough to take place within the organization of Moudjahidin, and participate by bringing food, clothes, shoes, wool on a donkey. Because of her numerous and dangerous works, she was ^{not} remarked by the French Army who searched for her.

Student C
N. E. Arabic

لقد عايننا شخشا اثر في الكثير من وائل في الحرب، أثناء
الشوكة الشريفة المظلمة، وقد أعطينا للعالم كله مثالا
لثبات على الشجاعة في سبيل الحرية والوطن. وقد عرفت
بأنه من ملبسها خدعة البشعة شديدة، ثمنا للحرية،
التي كان في قلبه عن ما نرى تورا الخطيرة، بتحللها
جدا في أجل.

في ذلك الوقت في سنة 1958، كان قد في المكان
الذي هناك، كاتب جده في كرتل أن لا ما بغيره وشقة
في قلبه حبيبته من هنالك إلى أثر الحسنة، التي شيدت
بما لها روفاؤها على قضاة الحرب، وجماعة الشعب التي اثر
كان له الجاهل (بما دون في القوية) التي تهيمن على المجتمع
وأي ثورة إلى القوي من وقت لا حصر، لتعتانين ويشتري
قليل من قضاة الكثرة والعز، في متصادق تتفرعها السكك
تمت ليونهم لتجلى الكائنات، يشتري حرق فيها
وبتخذ وقت، كما تسمى لنا معني، كما أيتدحسوة عن طريق
تفرع حبيبته في الحائض، ومن سلاها كذلك كانوا يتخذون
بين تكو القوي مما حرك، كانوا يشربون القهوة مثلا

Student C1

N.E. French

Je vais vous raconter une histoire de nombreuses
histoire de notre guerre de libération. Là où
notre peuple a souffert le martyre pour gagner
son indépendance les hommes quittaient leurs
maison et perdais ce qu'ils avaient de plus
cher... leurs vie. (Do)

2ép Dans un village de notre Algérie, dans
les années cinquantes vivait ma grand-mère et
sa famille, elle prenait soin de ses enfants.
Les moudjahidines, venaient de temps en temps, au
village, pour se reposer et se nourrir pour gagner
de force et regagner aussitôt le maquis, les
habitants les accueillirent dans des caves sous terre
surtout spécialement pour eux.

3ème Un jour les moudjahidines (étant de) étaient

Student C1
N.E. English

86 cop-
Cons. 86
Cons.

86
Cons-
86

cop-

86 - punc.
86

One day, I was in my grand parent's house,
in Hoghima, we don't see them before a long
time. We enjoyed really the meeting, and we
passed a good time. After dinner, my grand
mother start to speak to us, she wanted to know
about our life, what we do and what we are.

Suddenly an idea come to me, I tell her:
"Grand mother, we pass all the time speaking
about us, let's speak about you, what do
you do during the independence, and how you
lived in the past?"

She start to speak with difficulty, but with
a great confidence.

Student C₂
N. E. Arabic

باتّ الاستقلال السياسي للجزائر لم يكن إلا ثمرة
كفاح مستمر، طويل وشاق، كفاح ساهم
فيه جميع أفراد الشعب الجزائري بدور
أن يخلوا بنفسي ولا رخص في
سبل استرجاع السيادة الوطنية.

Student C₂
N.E. French

rép

cur

élabo

horre

L'Algérie, et le peuple Algérien (evid-
ement, était l'un des victimes du
colonisation pendant une longue
période dans l'histoire.

Les événements racontés par les gens
maient en évidence une vérité
qui en peut l'utiliser comme
argument (témoins) pour juger la
colonisation comme une immense
crime contre l'humanité.

Les droits de l'homme n'étaient
qu'un rêve dans l'esprit de la
population Algérienne. La souff-
rance était la vérité plus courante.
Qui est, donc, le responsable

Student C₂
N.E. English

5

gc
gc
cons
coll-
cons - sp

cons -

cons -

The Algerians fought against the French that ^{had} dominated Algeria for more than one century; and just by 1962, ~~that~~ Algeria got its ^{political} independence. And this was only the ^{first} of a long period of suffering. My grandmother took part in this war. She told me that every member of people took part in this war. She said we were exposed to different kinds of torture, and our basic rights had been abolished completely. We were

Student C3
N.E. Arabic

(إكمال)

شهدت حرب التحرير الجزائرية الوطنيه الكثير من
بطولات شهدائنا الأبرار الذين هجّوا بالفسس والنفيس
في سبيل الله والوطن، عي تحيا الجزائر حرة مستقلة
وحر حدي أحمد لجامدين الذين شاركوا بكل ما لديهم
من عطاء وشجاعة وإرادة في تحرير الوطن
وفي ليلة 5 أيلول، طلبت منه أن يوقع علينا حدي
مغامراته أثناء الحرب
سيد أيعلي وعيناء تفتان بالدمع وقال "لنا أنش"

وإِذَا كَانَ ذَلِكَ لَدَفَاجَانَهُ لَمْ تَكُنْ تَعْلَمُ أَنَّ ذَلِكَ

أَخْطَاءُ لَعْنُ
وَتَجْبِيرُهُ

فَعَلَى الرَّفْعِ مَا
عَزَمَ كَثْرَ خَدَمِهِمْ وَعُدَّتُهُمْ أَنْ يَنْظُرُوا ، وَقَتْلُ الْكَبِيرِ

وَالْمَقَاتِلُ جَرَحَ الْقَلِيلَ مَسَا بِمُخْرَجِ حَبَّةٍ طَرِيفَةٍ

وَنَبِيُّ الْخَيْرِ تَتَعَدَّى قَالَ : " هِيَ الْإِرَادَةُ وَالشَّعَاجَةُ وَحَرَمُهَا

كَانَتْ طَرِيقَ الْأَمَلِ وَالْإِنْشَاءِ فِي الْإِرَادَةِ

وَالْقُصُوفِ مَعَ السَّيْلِ الْوَحِيدِ لِلرَّحْمَةِ وَالصَّغِيرِ وَهَذَا

عَلَى الرَّفْعِ قُلْتُ الْإِسْكَانِيَاءَ وَكَثْرَةُ الْهَمْوَاءِ

وَالْعَرَبُ التَّحْرِيقُ الْعَزَائِرُ الْكَبِيرُ عَلِمَتْ الشَّعْبُ الْجَارِي

الْإِرَادَةُ وَحَدَمُ الْإِسْتِسْلَامِ فِي أَيِّ طَرَفٍ هَذَا الْإِرَادَةِ

Student C3

N. E. French

La révolution Algérienne reste toujours enracinée
dans la mémoire du peuple Algérien.

Elle était pleine de exploits et de victoires grâce à
nos soldats qui étaient courageux et audacieux.

Mon grand père était parmi ces Moudjahidin qui
jouaient un très grand rôle dans cette guerre.

J'ai demandé une fois à mon grand père de me
raconter l'une de ces aventures pendant la révolution.

Un moment plus tard on nous a donné l'ordre et
c'était le commencement d'une vraie bataille.

Cette surprise faisait l'échec des français brutaux

et la vaste majorité parmi leur soldats ont été tués et

force à de légères blessures parmi les nôtres.

C'était la journée de gloire.

A la fin, Il nous a conseillé de jamais perdre l'espoir

dans la vie et porter toujours la bonne volonté et l'ambition

dans nos âmes.

Ces deux qualités sont le chemin à la réussite, la gloire

et la poursuite.

Faites attention aux

construire aux idées,

et à la coïncidence des

temps.

Vous pouvez faire mieux.

encad.
temps

inc

Student C3
N.E. English

coll -

gr sp

princ

sp
con-

coll -

The war of no the Algerian war of Independence was triumphly successful thanks to our brave soldiers. My grandfather who took part in this revolution told me what happened in one of his exploits. During these years of war and exactly in 1957, he intended with his collaboraire soldiers to put a bomb in the enemy's barracks and then to attack them. They thought of a bravny idea about how they could do it. (informal, used for persons only)
My grandfather said: "either we win today, or we fail" and we should defeat the French Army now". His mates if may says agreed totally with him and began to shout and say "God is ~~the~~ great" "God is ~~the~~ great" "let's go to devastate them".

رأت التوراة الحريية الجزائية بعد من أعظم التورات التي تشهد بها
البشرية جمعاء من قبل. لأن فيها أشهد مليون ونصف مليون
شاهد ومبشرين من أجلها الملايين من الأمم خاص بحياتهم وأولادهم
وعائلاتهم عامة وكذا أباؤهم في سبل نيل حرية هذه التوراة
والتالي الحصول على الحرية ومكانة الجزاء العزيرة بين
البلدان الأخرى أو العالم.

حدثني التي استعملت حرة "هي التي في سنة الثمانين عشرين، وانها امرأة قوية
جدا، لا تطالب أحدًا، لا تطلب ما عانت إبان التوراة الجزائية، هذه التي
تعرف الخوف نومة، وعندما تكون جائعة ليس لها ما في منيرة عادية
جميلة، تقوم بالكلية عند إحدى معارفها التي قد تها في اوضاع خاصة
عن كتابها هذه الاستعمال الفردي، وكانت تقول بأنها شاركت في هذه التوراة،
وكانت تأخذ الاستلاح (الرغم) أمها امرأة، وتخرج لتطرب مع المهاجرين
الأحرار، فكانت امرأة شجاعة، ظن في الليل، وكما كانت تساعد
المهاجرين وذلك بنقل الأحمال لهم، أيا كان، فكانت تساعد المهاجرين
الذين كان مضيقا للمهاجرين، وأما كانت توفد لهم الطعام لأن كل من

على الرغم من أنها
(تعبير)

C'est évident que la guerre d'Algérie est une révolution qui a des valeurs importantes. Parce que tout le monde a participé dans cette guerre comme les enfants, les femmes (vieilles, jeunes), les hommes (les vieux), et en plus, les martyres (qu'on nous) qu'il faut jamais les oublier. Donc, la force du peuple Algérien donne le droit de gagné, et la chance de prendre la liberté Algérienne. ?

Ma grand mère est une mondjähida qui a participé dans cette révolution durant 7 sept ans et demi, donc la période indiquée qu'ils ont souffert pour prendre l'indépendance, et aussi ils ont subi de plusieurs maladies, et même que la famine. Mais ma grand mère était patiente parce que elle réfléchit que de l'Algérie et le futur de la suite génération. C'est pour ça elle a sacrifié de sa vie pour que les autres vivent tranquillement, de cette façon qui a poussé mon grand mère et les autres gens de se battre contre l'ennemi (France).

cons- All we know that the Algerian Revolution has a great value,
since all the Algerians were concerned with it. And as we know all
punc Algerian people without exceptions had participated in that
war in order to get liberty and peace.

My grandfather was a moudjahid, he was a religious man too
(Imam) before, and he was a strong man, he loved his country
Algeria; therefore, he wanted to fight against the enemy. At that
time, life was hard, and they were living in a poor situation i.e.
for in bad living conditions. Despite this, my grandfather never hesitates
to defend our country. During his life, or in other words, when
for he was alive (because now he is dead), he was always telling us
what he did. He told us that his home was the centre of meeting,
cons- and my grandmother helped them ^{who?} in preparing food and protecting them.
cons- And also the arms were there, ~~she~~ Also he told us that they were afraid
punc from the French because they were dangerous. But thanks to their
cons- union, they had succeeded in getting the peace. I loved my grand-

Student D,
N.E. Arabic

كان جدي أحد أعضاء جيش التحرير الوطني عند
اندلاع ثورة التحرير وكان قد صوّتاً سيجاباً. ثم
أكد السرد طه الاستمارة كانت على علم بذلك وشرعت
في البحث عنه ونشر خبره في كل مكان
وفي أحد الأيام من سنة 1987م ضُفّ الحبيش
الاستماري مطاردة طيبت التحرير الوطني في الجبال
وكان جدي من بينهم أنذاك حيث استغل معدّات حربية
ثقيلة ومستوعاة للقتال عليهم كالطائرات والمدافع
الثقيلة.
وكان أعضاء جيش التحرير الوطني يراقبون حركات
الحبيش الفرنسي تراً وضرباً. وبعد ما حثد الاستعمار
مواقفهم شرع على العثور على المصوم بطل الأسامة لها
فيها القصف الجوي.
ولحسن الحظ فقد أصاب أعضاء كتبة جيش التحرير
داخل الجبال في تلك المبال، وبعد ما استاد انصرفت لبقائهم
كثيرة مدة، ونصدا الطائرات لم تزل تطلق الرصاص

للروحانيات
(Hélica)

Student Dr
N.E. French

Mon grand père était l'un de plusieurs membres actives de l'armée libérale nationale. Il a battu dans plusieurs batailles (dans) la durant la guerre libérale.

Un jour de l'année 1956, mon grand père été à la maison, mais l'un de ses collègues dans l'armée secrète ~~été~~ venus chez lui, et lui raconta quelque chose, peut être, les ce fu, propos des mouvements de la police française.

Mon grand père immédiatement prenant son arme, et parti ~~quittant~~ avec cet homme.

Après 3 heures, il était au centre ville, mon grand père et mère savaient que quelque chose s'était passé et n'était pas normale.

La police colonialiste a traversé la maison d'out

Student Dr
N.E. English

My grand father was 35 years during at the time when the revolution began. In 1956 he joined the organized army of the Algerians and he came an active member. One day the French police discovered that he was a member in the army, so they came and took him by force to the prison.

3 months later, he escaped from prison and rejoined in the army in the mountains and began to fight the enemy. Then came the day when he and his fellows made an ambush to the French army; when this latter was passing along the place they were in; the Mandjahidines started firing with all the arms that they possessed.

My grand father said that they killed about

Student D2

N. E. French

Durant la guerre, de la révolution, mon
grand père été l'un des Moudj'ahidin.
et un jour, il été obligé de
descendre à la ville, pour donner
une très importante lettre à l'un des
ses collègues. Alors, dans une baraque,
il l'ont fouillé mais heureusement
il n'ont rien trouvé. il été mort
de peur, pas pour lui mais pour la lettre
et ces instructions secrètes. la mission
été faite parfaitement. (Mais jusqu'à
aujourd'hui, mon grand père se souvient
très bien de cette grande crinte)

Student D2
N.E. English

one of my grand relatives witnessed the revolutionary time. He told me about his personal story, to be a membership.

In fact before they accepted him as a member, they used to excise his will, he accepted the ~~pass~~ agreement. they asked him to kill one of his relatives ~~and he did~~ ^{so} this latter was prosecuted to work as an intermediate for the interest of French military men. My grand relative did that. the next night they came and took him away.

In 1956, during spring, he reached the mountain, he told me that they were about 30 members.

their first ex^{sp}ports was in spring days.

My ~~set~~ grand relative, was asked to sit on a tree.

أثناء حرب التحرير الوطنية ساهم الكثير من

الجزائريين فيها ليس فقط بالقتال بل بدمهم وشرحت

وخطبهم وعزيمتهم

من بينهم دكتور الكفاحي الذي دافع عن حرية

بلدهم بدمه حتى استشهد ولقوه بدمه غير ضائع

حيثما كان يروى الكفاحي يستلزم قوه ضيقه

بالأدوية والليست... أبتعنا حان يساعدهم في وجود

مكتبة ليحيى يتنقو من الكتب الفكرية التي لا تسرى

السيد القي القوي ذلك من حروف العريش حيثما هو لم يترك

يوم ليوم الاستقلال العظيم الذي ساد أجواءه كلها. لقد فرحت

حاننا حينئذ في سماع هذا الخبر الذي جعلنا ندعو

الرجال والجاهدين الذين استلزموا استقلالهم ونسبوا الجهاد

بأعظم الرجال

Student D3

N.E. French

pendant la guerre de l'indépendance, les Algériens ont connus
les pires des souffrances et les peines de la part des
Français qui ont massacré des hommes et détruits des
villages. Alors le peuple Algérien n'a pu plus
a décidé de prendre en main les choses et a décidé d'aller
lutter contre les horribles colonisateurs ce qui a été
la guerre de l'indépendance. ma grande mère était l'une
des personnes que je connaissais et qui (était ch) à combattre
pour l'Algérie, elle a essayé de faire de son mieux pour
aider les maraboutins elle a même pris les armes et
défendu en défendant l'honneur des Algériens. elle a vécu
comme les pires des misères en hiver ou été c'était la même
chose. En 1962, l'Algérie a eu son indépendance
les maraboutins pourraient être fin de leurs exploits.

Student D₃
N.E. English

during the Algerian war of independence, my grand father was against the french colonialism. he hated what they did to the Algerians. so he decided to take part in the war with the other moudjahidin, they met in a place where of course they made plans to destroy the enemies. so from the maroccan frontiers, they brought guns, and went to the mountains where they fight. fought. I don't remember well what they did really, but I am sure that, he was a great patriot, he loved Algeria, so he risked his life many time. unfortunately, the french could catch him and send him to the prison.

Or
my grand father was happy when he hear that in 1962, Algeria get his independence after many years of fight and blood. but he ~~didn't~~ wasn't here its ce with his family,

بعد عناء كبير واخطاه من الاستعمار الغاشم وقد حاولت سلطات
الاسترجاع البعث فقام الجواسيسون أن الحرية ~~التي~~ ^{التي} ~~توجد~~ ^{توجد} ~~ولا~~ ^{ولا} ~~تعد~~ ^{تعد}
فأخذوا قراراً ^{أول} نوب من حيث اندلعت الثورة التحريرية المسلحة وكان
هناك رجال ونساء قتلوا الكفاح والجهاد والاستشهاد من أجل وطنهم
العزیز، فحملوا السلاح بإيمانهم كبير بالله تعالى أن ينصرهم
تار كمين كل أرواءهم دون التذكير فيهم
كانت هذه كلمات الأستاذ في بداية الدرس متما حفر في الأذهان
مسرعاً إلى البيت والطلب من جدتي أن تحكي لي حكاية من ذكرياتها
في الثورة.

بدأت جدتي تستعيد ذكرياتها بحنين وسوى قائلة:
جاءتنا في يوم من الأيام معلومة عن قريب حرق ودمار وأهبت
عباراً مستوراً من الحزن العميق أن هناك هجوم آخر على قرية مجاورة.
فأمرنا الرئيس بالرجاء مباشرة لترقب العدو. فأتجهنا إلى المكان
وعند وصولنا إلى أحد المراكز هناك أمرنا بالوقوف هناك، فاختبنا وراء
هناك

Student Du
N. E. French

Après plusieurs échecs, les Algériens ont réalisé que qu'on prend la liberté et on nous la donne pas. C'est comme ça, qu'ils ont décidé de se battre pour se libérer.

Mon grand père était parmi les algériens qui ont pris l'arme.

Parmi ses exploits avec ses frères pendant la guerre, cette histoire qui raconte comment ils faisaient pour aider les prisonniers à s'enfuir.

Il y avait des gardiens qui étaient en même temps, des moudjahidines et qui apportaient les informations.

C'était dans un

C'était dans un jour, alors que les français étaient entrain de fêter leur réussite en attaquant

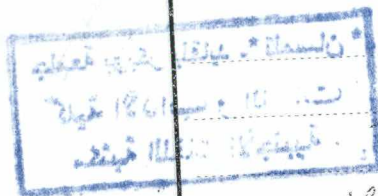
Student D₄
N.E. English



My grand father was a moudjahid, he fought against France with his friends in order to take the independence and liberate Algeria, and return it to her real natives i.e that is to say to the Algerians.

At that time, I was not yet born. But in one day, I have asked my grand father to tell me about one of his stories. His story was about one night when they ^{there} have made a bomb in a Café where the French army ^{on} were there drinking and laughing on the poor Algerian who were suffering from the French attacks and the manner they were treated by.]

I was so curious to know more about



7
this colonial who had no ^{VOC} sentiments towards
the poor people who were living in bad ^{VOC} situations
even if they were in ^{VOC} their territory or in
their country but governed by the others.

Form: Some mistakes of Grammar
Use of too long sentences.

Content: Only one paragraph
where the student has used
the mode of discourse as the
first.

C+ 03

un village. Les moudjahidine se précipitaient et
aidaient les prisonniers de s'évader de leur souffrance.

لأشجار والأحجار حتى الليل وبعد مئة ظهور ساحات وسيارات

العساكر وعنايتهم هجرتنا هجرتهم واحد عليهم غارتهم

وبسوا يطعنون النار في الهواء بدون هدف وبعد ساعة قتلنا العديد

وأملنا والياخي منهم من كان كاسحة ^{منهم} من استسلم وبعد ظهورنا

فوجئوا بعددنا القليل الذي لم يكن يتجاوز العشرين

and friends to celebrate this great moment.

From just few mistakes.
Content you haven't used the
mode of discourse ~~you~~ which
was asked for you.

D+ 06

en montagne. ~~Je~~ ou ailleurs. Je me dis que notre pays
est important et heureusement qu'il y avait des hommes, des
grands, pour le lui ^{rendre} son honneur et sa dignité.

Don't know
Average
C-03

after a while he saw a French army
coming.
He informed his high ranking military
man, they used to prepare themselves
the soldiers were given instructions
to take their positions.
and even my grand relative was asked
to stay there on the tree.
When the military French forces
arrived, with in the middle of the street
El-Houd'ahdin started shooting
or firing them. The result was successful
and they won the first battle.

(سورة مريم)

الذي قام بهذا الدور مدة طويلة، حتى انني
على الفضل، ووضعت لي لسانك، كنت
بعد ان كنت في الناس الذين اعطوا حريتهم
والفضل في ذلك، ليعود اليك اليهود اكلهم
يودعون، والنتيجة كانت الاستقلال، الذي لم يكن
لكن الجزاء من غير ذلك (الغنة)
ما انت متعمد اليوم ليعود اليك المجاهد، رحمه الله
عليه جميعاً.

so soldiers and took most of their arms and
belongings to the mountain.
He was telling me this with his eyes full of
tears because he ~~was~~ was proud of this noble
man's duty as he said.

good in form as well as in
content.

A. 12.

qu'elle ils été cachés, et demandé aux ces membres de l'armée secrète de rendre mais, ces derniers ne voulaient jamais faire ça, parce qu'ils avaient beaucoup d'armes chez eux.

Alors que deux membres de la police intervenaient avec force et les obligeaient de se rendre et poser leurs armes. A cet moment là l'un de ce groupe jeta une bombe manuelle sur les autres membres de la police française et tuait quatre personnes de eux, les autres policiers tiraient) tiraient dans toutes les directions et tuaient deux membres de l'armée algérienne, mais mon grand père s'échappa avec une blessure sur son épaule et courra rapidement à la maison de l'un de ses amis dont il été soigné, et resta plusieurs jours, avant rentrer chez lui.

منخفضة مؤقته الجبال للبحث عنهم، و بعد ما مرت
إحدى الطائرات بسرعة منخفضة فوق المكان الذي
كانوا يبحثون به، وصيها في جدي، ستأسر السماء
وأطلق عدة رصاصات في اتجاه تلك الطائرة فأصاب
حزام الوقود، واشتعلت النيران فيها وسقطت
في منطقة غير بعيدة عنهم.
ولكن الجيش الفرنسي أصيب بالذهول والذي
لذلك لذلك، ورجعوا طالبين دون القضاء عليهم أو
خزي مكانهم، وبذلك نجحت هذه العملية بفضل
شجاعة جدي ووضوح الأهداف الأرضية ونقصها.

for father because he was a honest man who wants to work and
con - suffer for Algeria in order to get peace and freedom, of
course, without paying or asking for a pay, he had suffered so
very much.

cap - Finally, when they got liberty, they were very happy and they have
done a party to express their happiness. And I hope that
for every country get their liberty in order to live at ease.

Form: below average

- grammar mistakes

"to get" is used colloquially

Content: below average

- vague

- The student did not narrate one exploit
in particular.

à l'époque
Ma grand mère était forte, comageuse, aussi elle était jalouse
vers l'Algérie car elle aime l'Algérie très fort, Et en fin,
c'est vrai que l'Algérie a des enfant qui la protégé des choses
inconnue (l'ennemi (France)). Heureusement, l'Algérie a gagné
son indépendance et liberté le 5 juillet 1962, etc l'était
la joie, le bonheur des Algériens, et ils ont sortirent de la joie pour
exprimer la joie par chanter, danser, crier... etc, donc c'était
les plus merveilleux et les plus beaux jours passés par le peuple Algériens.

Groupes de familles de jeunes,
manque de cohésion, ignorance
totale des règles fondamentales de
la langue.

أفراد عائلته شارك في هذه الحرب ، فأمني تقوم بمساعدتهم ، يا معا جمهم ،
 وحياتي بالكفاح الطبا مشر معهم ، فقد شارك في المعارك وهي مغامرة
 حيث أحياتها ولا تخاف من النتائج أو من أن يسيبها من محرومة لا نهائية
 ذلك الوقت كانت حتمية أو تفكيرها الوصية لولا استقلال بلدنا الجزائر
 وفعال في الأخير بعد كفاح طويل وثقال عسير ومعاناة ، استطاع الشعب
 الجزائري أن يثبت ذاته قويا ، والدليل على ذلك أنها الجزائر اليوم مستقلة
 حرة ، وهي حرة في كل شيء ، تذكر نفسها ، وعقبتها آنذاك ،
 وهي فخور وسعيدة بما فعلت بجهادها ، وأجرها على الله -
 كما قال الله تعالى : " وَلَا تَحْسَبَنَّ الَّذِينَ قُتِلُوا فِي سَبِيلِ اللَّهِ
 أَمْواتًا بَلْ أَحْيَاءٌ عِنْدَ رَبِّهِمْ يُحْيِيهِمْ " صدق الله العليم -
 أو صدق الله تعالى إذ يقول : "

[كان تفكير
 (تعبير)
 أنا (أنا)
 في ذلك

P

cons-
sp
sp sp

After that, they went in a track secretly, and when they reached the place, they scattered everywhere in the barracks and (narrate). Each of them was holding a weapon.

cons-

The enemy did not know of their existence there. When my grandfather gave to his mates the sign, there was the prelude of the battle. They fought and fought with their armed weapons as well as their strong will till they killed almost all of ^{who?} them.

cons-

~~None~~ ^{None} of our fighters was even injured. This glory gave them more will and more enthusiasm to go ~~one~~ with other battles till they obtained their independence.

el - sp

Finally, we can say or can conclude with the famous proverb which is quite relevant to this incident.
"If there's a will, there's a way".

Form: below average.

- grammar mistakes

- inadequate verb formation:

success + est for succeed

- use of colloquialism

Content: good

- adequate narration

4 p 5
Avant de commencer, il pleura silencieusement car je voyait
les larmes dans ces yeux pâles.

Après un moment, il disait : " j'oublierai jamais ce
qu'on a vécu dans ces années. Cependant,
la guerre était une bonne leçon pour tous les
Algériens. Il continuait en parlant et en soupirant
simultanément : " Un jour, on avait vraiment
l'intention de battre l'ennemi et on décidait vraiment
de gagner la bataille cette fois-ci.

P Un d'entre nous pensait comment on pouvait faire
le cheu des Français.

2 Le lendemain, on nous a transporté dans une camionnette
sans aucun soupçon des ennemis.

Quand on arrivait là-bas, on dispersait en attendant
le feu vert.

الموت

ذلك الكائنات حية كائنات. وفي يوم من تلك الأيام

الحاسمة ناهضنا. نحن للجاهدين. أن نتاحس العدو

ونفلي عليه بأي ثمن غارا، وكنا نفكر في علمه فكنت

منه لا تتهاون. وقال أحد المجاهدين: "ستخاطبهم فيه

إلى مكان اختباء العدو محذرين بالأسلحة في شاحنة

وعند الوصول نهمم عليهم حزمة واحدة"

إذ قدنا حملنا هذه الخطة. وفي اليوم التالي غررنا

تفجيدنا.

حظنا في ذلك الشاحنة. وكنا حملنا حاد الاستحارة

استحارة. فقلت لزملاتي المجاهدين: "يوشع جيل" (أما

وأحمدنا في مكان معين. وعند إشارة انطلاق، بدأ

الهجوم. تحاسنا في يد واحدة. وبقينا "الراغبين

الراغبين". تحيا الجزائر. له واقعيا لا يمكن أن تهل

بمصلحة. أعطي لهم الإشارة

بدانا نطلق الرصاص (الغرم) وهو يصاحنا بالمثل

were not treated as human beings.

Form - average
- construction inadequacies

Content : incomplete
- the student did not narrate one
of his grandmother's exploits -

le responsable des droits des Algériens
comme « une communauté vivante » ?!

Incompréhensible
et incohérent.

ni structure profonde
ni structure de surface.

وقد سمعت من جدي - بسفها عايشة
أحداث الثورة منذ بدايتها - حكايات
تروى ما عايناه الشعب من اضطهاد
وتذليل من ^{قبل} (لحزق) الفرنسيين وأتباعهم
حيث نزلوا للاقتل والتعذيب والمضايقات
وحرقوا من أبسط حقوقهم المشي وعل
وهم يعيشون على أرضهم، إذ لم يكونوا
يعاملون إطلاقاً كأفراد ينتمون
إلى الجنس البشري.

ولهذا أضافت جدي - لا بد لنا
من تجميع مراثينا لأن استقلالها
السياسي لم يمنع ولكن أخذ عنوة،

بعد عندهم

sp
g
punc-
punc-
cap-
sp+gr
or
punc
gr.
cons-
gr.
sp.
The story: "one day in the past during the independence war, we were in the village. Without delay we have the mondjalubins at home, in a sort of cave underground. They stayed (their) to wait and to take a rest, before returning ^{there} to the resistance front, but this day, the French army search the mondjalubins in our village, and they come to our home, I seat on the door of the cave, with my children, A "horky" tells me "Don't you have some mondjalubins hidden in your home, I tell him with a great confidence. Look at us, I'm only with my children" the look is to me, and noticed the confidence in my eyes, so he leaved without adding any word, and I saved the mondjalubins who were underground."

Observations

Form: Poor

- Too many mistakes

- Mixing up of past & present tenses in narration

- Confusion between Noun (seat) & Verb (sit)

- Misuse of 's genitive case for plural

Content: Good

- Use of narration

- Anglicized "Horki" to Horky!

ou passage, ils sont venus au village et quelques
uns ont venu chez ma grand mère. Ils ont
mangés et ont pris un peu de repos, quand des
arrivent, disant que les soldats français font
un nettoyage dans la région, là où les mongoliens
étaient dans la maison. Effectivement, ils sont
venus et ils étaient entrain de sortir les habitants
de leurs maisons, et aussitôt ils fouillaient leurs
maisons; quand un soldat est venu chez ma
grand mère, il a pénétré, et il a démonté, à
ma grand mère, si elle cache des mongoliens,
elle était entourée de ces enfants tout en pleurs,
et elle lui a répondu: «vous faites peur à mes
enfants, non il n'y a pas de mongoliens ici,
je me suis qu'avec mes enfants, allez les chercher
ailleurs.»

Elle a dit ça avec force et avec courage.
Le soldat a reculé, et a partie, sans rien dire.
comme il était impressionné avec le caractère
et la force de ma grand mère. Et le soir,
après le départ des soldats français, les
mongoliens portaient de la maison en
remerciant ma grand mère de son courage et
de sa gratitude, et ils ont regagné le magasin
près pour les nouvelles batailles pour l'indépendance
de leur pays.

من خلال قهقهات فارغة كانوا يعبرونها لهم فيها القهقهة ،
و يبتعدون عنها كالموتى لا فرق بين الموتى وبينهم ، وفي يوم من
الأيام ، كان المصالحون في ذلك الحديقة تحت البنت ،
وعلم القهقهة بكونهم في ذلك الحديقة فقاموا حركوا
(وأنشدوا) يعقبت شئون البنيوتهم وأنزجوا الأعداء وأنشدوا البنيوتهم
يعقبت شئون البنيوتهم ، حينئذ وصل أحد المصالحين القهقهة
إلى بيت عتيق ، ودخل ، وأخذت كادش في ماله وأولادها
كانوا عتيقاً ، أخذت شئقهم من بيت كونه ،
كانوا يبتكون بهوت من فله ، فبما سألها المندوب :
كل من عتيق عند كهم في البيت أجلبت عتيق بنقده
وشجاعتهم كسيرة ، كبت عتيق في سوي أنشأت في البيت
أرعبوا عتيق في سكا في آخر ، « كانتا تتكلم بشفة
وهم شطرنج أوت عتيق أو عتيق ، فخرج المندوب في القهقهة
أكلت في عتيق ، وفي المصالح شج البنيوتهم بعد القهقهة -
الحصان ، وعاد في إلى الجبل مالمين .

Because of this, she was obliged to leave her home for a long time.

Observations.

Form: done a len good.
Not many mistakes.

Content: Average.

In the 1st part of the writing
she doesn't speak about her
grand mother exploit.

ignorance totale
du français.

comme suppl.
linguistique et
métalinguistique.

Observations:

Form Average.

"even this" is used twice. This makes
the construction of the sentence ~~wrong~~
~~and~~ incorrect.

None French construction.

Content: below average.

Although the navigation is
used as required.