



Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

The FLPATP Research Laboratory

Department of English



FLPATP

Exploring EFL Teachers' Strategy-based Instruction in Writing:

The case of First-year Students at Naama University.

**Thesis Submitted to the Department of English in Candidacy for the Degree of
“Doctorate Sciences” in *Applied Linguistics and TEFL***

Presented by:

Mrs. Bekhta BELAID

Supervised by:

Prof. Amine BELMEKKI

Jury Members:

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Pr. KIES Nadia	Professor	External Examiner	Higher School of Computer Science Sidi Bel Abbes

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Statement of Originality

I, hereby, declare that this dissertation entitled, '*Exploring EFL Teachers' Strategy-based Instruction in Writing: the case of First-year Students at Naama University*'. is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the candidate:

Mrs. Bekhta BELAID

A handwritten signature in blue ink, appearing to read 'Bekhta Belaid', with a stylized flourish at the end.

DEDICATION

This thesis is dedicated with heartfelt love and gratitude to my beloved mother, whose energy, enthusiasm, and unconditional support have formed the basis of my strength and success;

To my dear father, for his encouragement and lasting presence throughout my private and academic journey;

To my devoted husband, whose steadfast support, patience, and belief in me have upheld me at every stage of this path.

To my cherished sisters and brothers, for their unwavering inspiration, prayers, and encouragement;

To my beloved son and daughters, whose love and understanding have been my perpetual source of motivation,

Additionally, to the treasured memory of Professor Kerroum, Dr. Benzine, and my grandmother, whose lasting impact, confidence in my potential, and guidance remain a wellspring of inspiration and self-assurance.

May this achievement reflect the love, guidance, and strength I have drawn from each of you.

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I would like to express my gratitude to all of my university professors for their teaching and mentorship over the years. Specifically, I would like to thank, **Prof. SERIR, Prof. HAMZAoui, Prof. MOURO, Prof. MOUHADJER, Prof. HADJoui, Prof. DENDANE, Prof. NEGADI, Prof. FRID, Prof. BENSAYEM** and all the faculty members who have generously imparted their knowledge, guidance and support. Additionally, I am grateful to my previous teachers and colleagues for their continuous support and collegial encouragement.

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Ultimately, I express my deep respect and honor for the memory of **Prof. KERROUM Boumediene** and **DR. BENZIANE**, whose wisdom, trust, and inspiration have provided me with the confidence and motivation to embark on and finalize this thesis. Their legacy lives on in my work and in my heart. May their souls rest in everlasting peace.

I wish to express my deepest appreciation to all those who have provided me with support, whether it be academic, emotional, or spiritual. This success is as much yours as it is mine.

Abstract

Academic writing proficiency is essential for university students, particularly those studying English as a Foreign Language (EFL). Many first-year EFL university students in Algeria, despite having studied English for more than seven years, struggle with writing, which negatively affects their academic success. The reasons for these struggles are not entirely understood, but they may be connected to traditional teaching methods, a lack of effective strategy-based writing instruction (SBWI), and insufficient collaboration with instructors from other modules. This exploratory case study, carried out at Naama University, investigates the integration of SBWI into writing courses. It emphasizes the correlation between EFL teachers' expressed beliefs regarding writing instruction and their actual classroom practices. Additionally, it explores the extent of collaboration between writing instructors and teachers of other modules. The study utilized a convergent mixed-methods design that incorporated a triangulative approach. It collected qualitative data through classroom observations, semi-structured interviews with writing instructors, and an analysis of their instructional materials. Quantitative data were gathered from questionnaires distributed to first-year EFL students and non-writing EFL instructors. The study's results suggest that the module «Written Comprehension and Expression" mainly concentrates on accuracy at the sentence level and is primarily delivered through lectures, with a surprising lack of focus on reading comprehension, despite the course's title. This absence of reading integration in writing pedagogy may limit the development of more advanced writing strategies. Additionally, the insufficient collaboration between writing instructors and those teaching other subjects seems to result in students depending on memorization rather than enhancing their critical writing skills. The findings stress the necessity for a stronger integration of SBWI, better collaboration among instructors, and enhanced training for teachers to improve writing instruction. The study advocates for a reform in writing pedagogy, promoting a more process-oriented and strategy-based approach to writing at Naama University.

Key-words: EFL teachers; Strategy-based Writing Instruction (SBWI); Writing Instruction; First-Year Students; Convergent Mixed Method Design.

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LIST OF ACRONYMS AND ABBREVIATIONS

BAC: Baccalaureate examination (Entrance examination for the university)

BEM: Brevet de l'Enseignement Moyen.

CALLA: Cognitive Academic Language Learning Approach

CBA: Competency-Based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language.

ELL: English Language Learning

ESL: English as a Second Language

LLS: Language Learning Strategies

LMD: Licence Master Doctorate

MBAs: Master of Business Administration degrees

SBI: Strategy-based Instruction

SBWI: Strategy-based Writing Instruction

SRSD: Self-Regulated Strategy Development

SSBI: Style and Strategy-based Instruction

TED: Teacher Education Development

TEFL: Teaching English as a foreign Language

WAC: Writing across the Curriculum

WCE: Written Comprehension and Expression

WSBI: Writing Strategy-based Instruction

WSI: Writing Strategy Instruction

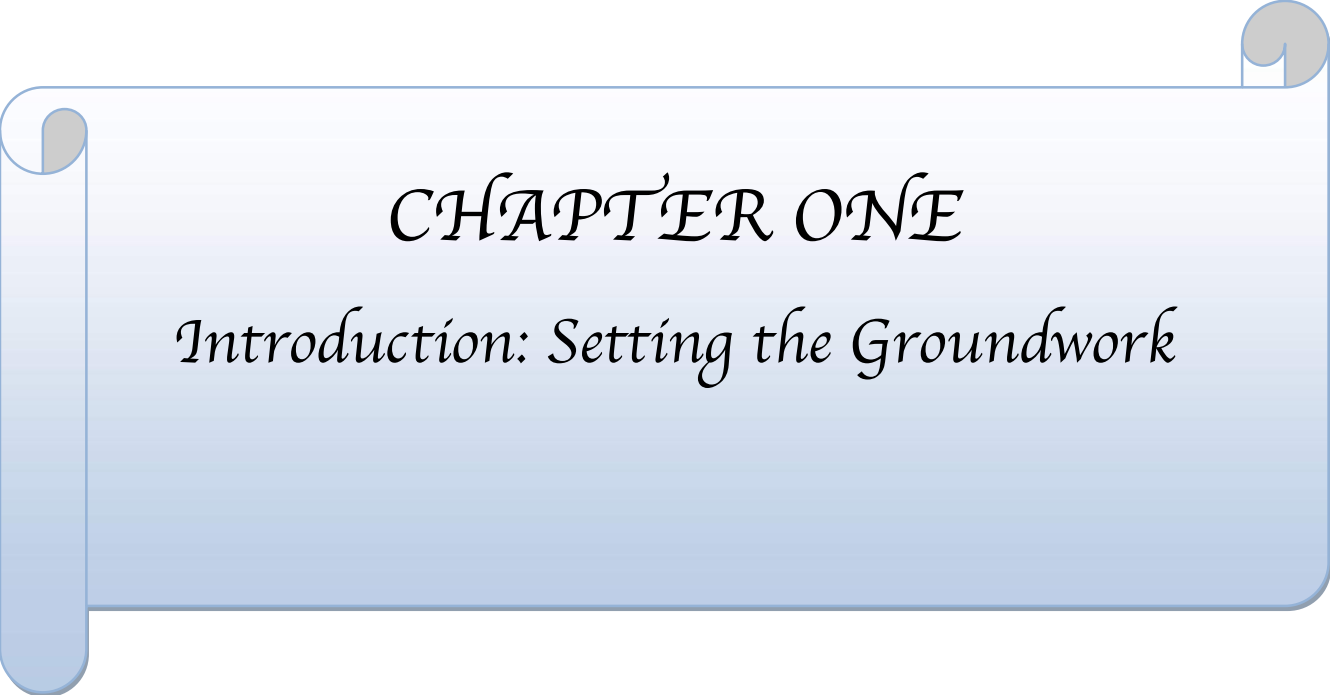
WST: Writing Strategy Training

1 YMS: 1st Year Middle School

2 YMS: 2nd Year Middle School

3 YMS: 3rd Year Middle School

4 YMS: 4th Year Middle School



CHAPTER ONE

Introduction: Setting the Groundwork

CHAPTER ONE

INTRODUCTION: SETTING THE GROUNDWORK

- 1.1. Introduction**
- 1.2. Scope of the Study**
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- 1.9. Initial Limitations and Delimitations of the Study**
- 1.10. Organisation of the Thesis**
- 1.11. Conclusion**

1.1. Introduction

Writing is a vital academic skill, especially for students learning English as a Foreign Language (EFL), as it serves as a principal method for illustrating comprehension and engaging in analytical thinking. Therefore, Writing is acknowledged as a fundamental skill within the EFL curriculum, crucial for all subjects and vital for proficient communication and expression. In the EFL context, writing serves a purpose that extends beyond simple evaluation; it is essential for strengthening vocabulary, utilizing grammatical frameworks, and allowing learners to express their thoughts with clarity and coherence. Consequently, writing is a fundamental element in the advancement of language proficiency, assisting students in assimilating language principles and improving their capacity to communicate in a foreign language. Additionally, writing is fundamentally intertwined with the educational process, aiding students in discovering, nurturing, and structuring their thoughts, which holds particular importance in a foreign language context.

At the university level, writing proficiency is indispensable for academic achievement; however, many EFL learners continue to face significant obstacles in developing this ability. Despite its critical role, writing instruction in EFL contexts often remains restricted, primarily prioritizing grammatical accuracy and sentence-level proficiency over the more comprehensive cognitive and strategic aspects of the writing process.

In Algeria, the role of writing within EFL education holds considerable significance. However, Algerian EFL students encounter distinct challenges in developing their writing abilities, which are crucial for their academic achievements and their engagement in global discourse. This study aims to investigate the methods employed by EFL educators in Algeria to implement strategy-based instruction in writing pedagogy (SBWI). This instructional approach is particularly pertinent as it seeks to provide learners with the necessary skills to become proficient writers in English, focusing on both the technical components of writing and the strategic methodologies that facilitate effective written communication.

Considering the essential role that writing has in language learning and the unique challenges encountered by Algerian EFL learners, it is crucial to examine how teachers are integrating strategy-based instruction (SBI) into their writing classes. This study aims to explore how effectively teachers are equipping students to not only excel in their exams but also to develop into skilled writers who can use English confidently across different situations. The present study explores the use of SBWI in first-year EFL classrooms at Naama University, *((It is crucial to elucidate that, although the institution's official status at the time of this research is Naama University Centre, the term Naama University is employed throughout this study. This terminology is based on the designation specified in the official research subscription file that was submitted during the approval of the researcher's doctoral research theme. Therefore, to maintain consistency with the approved documentation and the institutional reference therein, the researcher refers to the institution as Naama University in this researchwork))*. It aims to analyse the approaches taken in writing instruction and evaluate their alignment with the needs of the students. In light of the challenges faced by students in improving their writing abilities, this research intends to investigate how effectively writing strategies are integrated into the instructional framework and the subsequent effects on students' overall writing development.

Serving as the introductory chapter, this section offers a detailed overview of the study, including its scope, background, and significance. It presents the rationale for the research, highlighting the critical need for a pedagogical shift towards improved writing instruction. Furthermore, the chapter introduces the research objectives, questions, and hypotheses that guide the study's framework. Key-terms relevant to the investigation are defined to ensure clarity of concepts, and the limitations and delimitations of the study are acknowledged. Finally, an overview of the thesis structure is provided, offering a roadmap for the chapters that follow.

This chapter lays the preliminaries for the research, thereby facilitating a more in-depth investigation into EFL writing instruction and the significance of SBI in improving students' academic writing abilities.

1.2.Scope of the Study

The ability to write is a critical skill in both native and foreign language contexts, playing an indispensable role in academic and professional interactions. However, a significant number of students, particularly those learning EFL, find it challenging to attain proficiency in academic writing. While extensive studies have been conducted on the difficulties encountered by EFL students in writing and the strategies they employ to improve their skills, there remains a scarcity of studies examining the instructional approaches employed by writing educators in EFL settings (Hyland, 2019). This deficiency is significant, as the pedagogical decisions, teaching methodologies, and the extent of collaboration with fellow EFL instructors can profoundly influence students' writing development (Graham & Perin, 2007).

The present research centers on the instruction of writing for first-year EFL students at Naama University. It investigates the approaches employed by writing instructors in implementing SBWI and the impact of their teaching practices on the writing development of students. Furthermore, the study analyses the significance of collaboration among teachers of other content modules and grammar in the context of writing instruction. By exploring these elements, the research seeks to offer valuable insights into the challenges and opportunities present in writing pedagogy, thereby enhancing the understanding of EFL writing instruction.

This research is therefore, organized into three primary themes : *(1) the teaching methodologies employed by EFL writing instructors, with a specific emphasis on their application of writing strategies; (2) the challenges encountered by first-year EFL students in their writing endeavours; and (3) the extent of teachers collaboration in improving writing instruction.* By examining these aspects, the study aims to deliver a thorough analysis of the existing writing instruction practices at Naama University and to identify areas that necessitate pedagogical enhancement.

❖ Instructional Practices

This research seeks to explore the implementation of SBWI by writing teachers at Naama University. Writing instruction can be characterized by a range of methodologies, from traditional conventional -based approaches to more inclusive practices that emphasize the writing process, including planning, drafting, revising, and editing (Fidalgo et al., 2014). The scope of writing instruction should encompass more than just grammatical accuracy and mechanical correctness. It is crucial for effective teaching to promote higher-order thinking skills, including argumentation, synthesis, and critical analysis (Hyland, 2019). Research has demonstrated that explicit instruction in writing strategies greatly enhances students' abilities to organize their ideas and develop coherent written compositions (Graham & Perin, 2007).

This research examines the methods employed by EFL writing instructors at Naama University in implementing SBWI and evaluates the degree to which their teaching practices align with the principles of strategy-based pedagogy. Instead of measuring the effectiveness of these instructional methods, the study focuses on the actual practices of the teachers to determine if their approach transcends mere sentence-level accuracy and mechanical correctness, thereby promoting advanced writing processes such as planning, organization, revision, and critical thinking.

The study further investigates whether educators intentionally integrate SBWI into their teaching methodologies or if their emphasis is predominantly on sentence-level tasks and grammatical precision. Although existing research indicates that explicit strategy instruction enhances writing development, the realities of classroom practices may not consistently reflect these findings. Through an analysis of teachers' self-reported techniques and observed behaviours, this study aims to uncover patterns and instructional inclinations rather than assess their effectiveness. The results provide valuable insights into the current state of writing instruction at Naama University, pointing out opportunities for further pedagogical inquiry and professional growth.

❖ Student Difficulties faced by first-year EFL students

It is vital to understand the difficulties that students experience in order to evaluate the current teaching practices and their effects on writing development. Many first-year EFL students struggle with academic writing, facing issues such as grammatical inaccuracies, lack of coherence, weak organizational skills, and a limited grasp of academic conventions (Hedge, 2005). These challenges often result from a lack of structured writing instruction, insufficient practice, and pedagogical methods that do not fully address the needs of students in developing their writing abilities.

Research indicates that there is a significant relationship between writing proficiency and cognitive processes such as memory retention, knowledge transfer, and metacognitive awareness (Zumbrunn & Krause, 2012). Without explicit instruction in writing strategies, students may struggle to achieve independent writing skills, often relying on memorization rather than critically engaging with the content. This study seeks to explore the nature of these challenges and to determine whether instructional practices incorporate strategy-based approaches that support the development of students' writing abilities. By examining the reported practices of teachers and the nature of classroom instruction, the research aims to identify patterns in teaching methods and their potential influence on student writing, rather than evaluating their effectiveness.

➤ The Extent and Role of EFL Teacher Collaboration in Writing Instruction

A significant aspect of this research is the examination of teacher collaboration in the context of writing instruction. Effective writing pedagogy transcends the confines of the writing classroom and necessitates cooperation among writing instructors and educators from various academic disciplines (Borko & Putnam, 1996); (Bouyakoub, 2012). In numerous educational settings, including the present study, writing is utilized as a tool for evaluating students' understanding in areas such as civilization, linguistics, and literature. Consequently, it is imperative for writing teachers to collaborate with content-modules instructors to provide students with cohesive and comprehensive writing assistance.

This study analyses the level of collaboration among writing instructors and their colleagues who teach various modules except writing within the English department at Naama University, as well as the effects of this collaboration or its absence on the writing development of students. Existing literature suggests that interdisciplinary cooperation can create consistent writing standards across various courses, thereby boosting students' writing competence (Graham & Perin, 2007). The research aims to assess whether writing teachers coordinate with other EFL educators to foster students' writing abilities and to investigate any challenges that may obstruct such collaborative practices.

➤ **Contextual Relevance and Broader Implications**

Although this research is conducted within the specific context of the English department at Naama University, its findings may have implications for broader EFL learning environments that face similar challenges. Creswell (2014) points out that case study research, while contextually bound, can provide insights that enhance best practices in analogous educational contexts. Many universities encounter shared difficulties in writing instruction, such as limited instructional time, a primary focus on sentence-level accuracy, and inadequate interdisciplinary collaboration. Therefore, the results of this study could serve as a significant resource for educators and policymakers aiming to advance writing instruction in EFL settings.

In conclusion, this study presents a comprehensive analysis of writing instruction tailored for first-year EFL students at Naama University. By investigating teaching methodologies, student challenges, and collaborative efforts among educators, the research aspires to shed light on the prevailing obstacles and potential possibilities for pedagogical enhancement. Furthermore, the results contribute to ongoing conversation surrounding effective writing instruction by identifying strategies that can mitigate shortcomings in existing teaching practices and foster student writing development. Ultimately, this research aspires to equip educators and policymakers with insights into the best methods for cultivating academic writing skills in EFL university-level settings.

1.3. Background and Significance of the Study

The ability to write is a fundamental competency that goes beyond the confines of academic settings and is integral to many areas of life. It functions not only as a vital communication tool but also as a mechanism for learning, self-expression, and professional advancement. As noted by Tribble (1996), the inability to cultivate writing skills may result in exclusion from various social roles, particularly those associated with power and prestige in industrialized societies. Similarly, learners of foreign languages who do not possess proficient writing skills in the target language might find themselves unable to attain significant roles that would typically be available to them (p. 12).

Effective writing, therefore, aids in the acquisition and retention of knowledge, as it necessitates that individuals engage with and organize information in a meaningful manner (Ray, Graham, & Harris, 2015). In addition to its academic applications, writing fulfils various roles, such as facilitating professional communication in business and administrative contexts, as well as allowing for personal expression and reflective thought. Moreover, writing is often acknowledged for its therapeutic benefits, as it provides individuals with a means to express emotions and comprehend their experiences (Liebenberg, 2016; Ray et al., 2015; Wright, 2019).

Within educational contexts, writing is fundamentally essential for achieving academic success. According to Richards (2003) and Hyland (2003), it is crucial for students to cultivate strong writing abilities, as these skills are vital for both academic performance and everyday interactions. Proficiency in writing is not an inherent talent; rather, it is a skill that requires development through structured guidance, effective teaching methods, and ample practice. Hedge (1988) highlights that writing tasks in the English language classroom fulfil two purposes: they offer chances for communication and aid in language acquisition by assisting students in solidifying new vocabulary and grammatical forms, thus strengthening their linguistic understanding (p. 9). This viewpoint highlights the integral relationship

between writing and other language skills, establishing it as a crucial element in the process of acquiring a second language.

The role of writing is vital, extending well beyond educational environments into practical applications in daily life. According to Pincas (1982), writing constitutes a critical skill for everyday communication, prompting educators to embrace effective teaching strategies that foster students' writing development. Proficiency in writing empowers individuals to express their ideas with both clarity and precision, which is especially important when addressing various audiences. Hedge (1988) also notes that writing in everyday situations is often directed towards a particular reader; like a friend, colleague, teacher, or institution emphasizing its social dimension. This perspective reinforces the need to consider both the purpose and the audience when engaging in writing (p. 9).

Although the significance of writing is widely recognized, numerous students encounter difficulties in mastering this essential skill. Research conducted by Graham, Harris, and Santangelo (2015) indicates that a considerable proportion of learners do not attain the writing skills required for academic achievement, which subsequently affects their future prospects. University-level writing tasks, including essays and research papers, require critical thinking and analytical skills; however, many students struggle with these assignments due to insufficient preparation in their earlier educational experiences. This disparity between the importance of writing and the actual competencies of students underscores the necessity for improved teaching methodologies.

Within the context of higher education in Algeria, the instruction of writing continues to pose significant challenges. Despite the inclusion of writing in the English curriculum both at the middle and at the high school levels, numerous students arrive at university lacking the writing proficiency necessary to meet academic expectations. A key factor contributing to this issue is the inadequate focus on writing instruction during secondary education, where educators frequently emphasize listening, speaking, and reading skills at the expense of writing (Alamrew, 2005). This disparity in instructional priorities results in university

students facing difficulties with coherence, organization, and the development of ideas in their written assignments.

To put it differently, many Algerian university students, despite having received formal writing training during their middle and secondary education, continue to encounter difficulties with fundamental elements of academic writing, such as coherence, argumentation, and the development of ideas. This ongoing challenge highlights a disparity between the writing instruction offered in classrooms and the evidence-based best practices in the field. A significant reason for this predicament is the prevalent approach to writing instruction, which is largely product-oriented, concentrating on grammatical accuracy and sentence-level correctness rather than treating writing as a structured and recursive process. This trend reflects a wider historical shift in second language writing instruction, where the focus has gradually moved from form-based methods to those that emphasize process and strategy.

Over the years, the field of writing pedagogy has undergone significant changes, driven by advancements in linguistic theory, educational psychology, and communicative language teaching. Early methodologies such as the Grammar Translation Method and later the Audio-Lingual Method treated writing mainly as a supportive skill for mastering grammar and reinforcing spoken language patterns, emphasizing sentence-level drills and structural accuracy (Silva, 1990). In the 1960s, Chomsky's (1965) theory of Transformational-Generative Grammar redirected attention to the internal, rule-governed nature of language, laying the foundation for the Cognitive Approach, which began to consider the mental processes involved in language production, including writing. However, during this period, writing remained predominantly product-oriented, emphasizing final form and grammatical correctness over the writing process.

The introduction of the Communicative Approach in the 1970s represented a transformative shift by focusing on meaningful communication, audience awareness, and the organization of discourse (Widdowson, 1978). This focus on communication enabled the advancement of process-oriented writing instruction in the late 1970s and early 1980s, particularly through the research of Flower and

Hayes (1981), who viewed writing as a recursive and goal-directed process that encompasses planning, translating, and reviewing.

Entering the 1990s and 2000s, educational strategies increasingly prioritized learner autonomy and metacognitive awareness, resulting in the establishment of Learner-Centered and Strategy-Based Instruction frameworks. These approaches highlight the significance of equipping students with self-regulatory strategies such as goal setting, self-monitoring, and revising to enhance their writing proficiency (Graham & Perin, 2007; Harris, 2009).

Despite the advancements in pedagogical practices, the approach to writing instruction at the university level in Algeria has not completely shifted towards process-oriented or strategy-focused methodologies (Zimmerman, 2002). The continued prioritization of grammatical correctness and the end products of writing reveals a disconnect between research-supported instructional methods and the actual practices observed in classrooms. This misalignment carries significant consequences for EFL learners, particularly those in their first year, whose difficulties in writing may be attributed to insufficient exposure to explicit strategy instruction and a lack of focus on the cognitive and rhetorical elements of writing.

A significant factor that contributes to the disparity between effective writing instruction and existing practices is the misalignment between educators' beliefs and their actual teaching methods. Numerous EFL teachers in Algeria acknowledge the significance of SBWI; however, they struggle to apply it effectively in their classrooms. Studies have shown that teachers often emphasize sentence-level accuracy and language conventions in their perceptions of writing, rather than focusing on the cultivation of higher-order writing skills (Zimmerman, 2002). This discrepancy between belief and practice results in an instructional atmosphere where students have limited opportunities to engage with writing strategies that could assist them in addressing more complex writing tasks.

The impact of teachers' beliefs on instructional practices is extensively recognized in the field of educational research. According to Eggen and Kauchak (2001), the perspectives held by teachers have a profound impact on their teaching

methodologies, which in turn affects student performance. In EFL writing context, writing instruction, where the learning dynamics are particularly intricate, teachers' views on effective teaching methods are vital in determining the strategies they implement in their classrooms. Hedgcock and Ferris (2009) contend that various factors, such as professional training, personal experiences, and educational backgrounds, shape teachers' beliefs regarding writing instruction. These beliefs ultimately influence their instructional approaches and the nature of feedback they offer to students. Additionally, Richards and Schmidt (2010) elaborate that perception serves as a cognitive mechanism that guides decision-making and instructional practices, thereby reinforcing the connection between teachers' beliefs and their pedagogical decisions.

The link between perception and practice is especially apparent in the difficulties encountered by first-year EFL learners. Educators who regard writing mainly as a mechanical task often prioritize grammatical corrections over more comprehensive elements of writing development, including argumentation, coherence, and critical thinking. Borghi (2005) emphasizes that perception functions as a filter that shapes how teachers plan and conduct their lessons, which ultimately affects student engagement and learning achievements.

In light of these challenges, it is essential to explore the impact of teachers' perceptions regarding writing instruction on their pedagogical approaches, especially concerning SBI. Gaining insight into the degree to which teachers' stated beliefs correspond with their actual teaching practices can reveal significant obstacles that impede effective writing instruction. Furthermore, examining the reasons behind the insufficient collaboration between writing instructors and educators from other disciplines may illuminate the disjointed nature of writing instruction within Algerian universities.

Given that university writing instructors are allowed to create their own syllabi in the absence of a standardized writing curriculum and those of other content modules, they independently determine the instructional materials, writing strategies, and teaching methods utilized in their courses. This diversity raises important questions

regarding the motivations behind their pedagogical selections and the degree to which they employ SBWI. Consequently, this study intends to investigate the perspective of EFL teachers concerning their instructional choices and to assess the implementation of writing strategies in practice. The objective of this research is to reveal any potential discrepancies between teachers' theoretical insights into writing instruction and their actual classroom methodologies, particularly in the context of the absence of a structured, collaborative teaching framework at the university level. Addressing these issues could pave the way for improved teaching practices, ultimately benefiting students' writing skills and academic success.

Effective instruction in EFL writing necessitates the implementation of specialized pedagogical strategies that cater to the unique requirements of second language (L2) learners. As noted by White and Arndt (1991), “*writing, unlike speaking, reading, and listening, demands formal language training*” (p. 12). In contrast to first language (L1) writers, L2 learners present a variety of linguistic backgrounds, learning methodologies, and writing styles, which call for a well-organized instructional framework (Reid, 1993). Nevertheless, research indicates that a significant number of EFL educators lack formal training in L2 writing pedagogy, adversely affecting students' fluency and proficiency (Reid, 1993). Since the effectiveness of any educational program is largely contingent upon the capabilities of its instructors (Hyland, 2003), inadequate preparation in writing instruction represents a considerable obstacle to student progress.

Matsuda et al. (2009) highlight four critical pedagogical elements in the L2 writing instruction: the design of tasks, the provision of feedback, the correction of errors, and the methods of assessment. In a similar vein, Reid (1993) points out that a lack of teacher expertise in L2 writing significantly hinders students' ability to achieve fluency and coherence in their writing. These issues emphasize the necessity for a well-structured instructional framework that not only enhances teachers' pedagogical methods but also improves students' writing skills.

This research investigates the degree to which SBIs are incorporated into EFL writing classrooms, focusing on how educators perceive and apply writing

strategies. Furthermore, it explores the discrepancies between their theoretical knowledge and their actual teaching practices, offering empirical insights into EFL writing pedagogy. By addressing these issues, the study aims to enhance instructional methods and promote more effective writing development for EFL learners.

➤ **Significance of the Study**

The ability to write is a vital skill that is instrumental in achieving academic success and fostering professional development, particularly for EFL students. At the university level, where academic writing assignments grow in complexity, first-year EFL students often find it challenging to organize their ideas, maintain coherence, and adhere to language conventions crucial aspects of effective written communication (Graham & Perin, 2007; Harris, 2009). As writing proficiency is essential for assessing students' understanding across various modular courses, weaknesses in writing skills can significantly hinder their overall academic performance (Calkins, 1994).

A major challenge faced in EFL writing instruction is the insufficient implementation of strategy-based approaches that facilitate students in systematically improving their writing skills. Studies have consistently revealed that writing strategy instruction, which includes organized methods for prewriting, drafting, revising, and self-evaluation, significantly bolsters students' ability to generate coherent and well-structured texts (Hedge, 2005). By providing learners with effective strategies, this approach enables them to go beyond the confines of sentence-level exercises and to develop more sophisticated and structured written works (Graham & Harris, 2000).

Despite the clear advantages of SBWI, a significant number of EFL programs still emphasize sentence-level drills and theoretical lectures rather than embracing comprehensive, process-oriented approaches incorporating the use of writing strategies (Zimmerman, 2002). This has led to students being frequently unprepared for complex writing tasks that require them to develop arguments, synthesize information, and present their ideas in a coherent and organized manner (Reid,

1993). The evident disconnect between instructional strategies and students' needs highlights the critical need to revisit and improve current teaching practices.

This research intends to fill existing gaps by analysing the implementation of SBI in writing by EFL teachers and its effect on the writing development of students. By exploring teachers' perceptions alongside their actual classroom practices, the study aims to uncover the differences between established research-based best practices and the practical realities of writing instruction for first-year university students. Additionally, it will shed light on the challenges educators encounter when incorporating SBI and identify possible avenues for pedagogical improvement.

The outcomes of this research are of great importance to educators and curriculum designers. By providing insights into the implementation of SBWI and the difficulties encountered by teachers, this study seeks to deepen the understanding of writing pedagogy in EFL contexts. The research aims to reconcile theoretical knowledge with practical teaching methods, ensuring that first-year EFL students are equipped with the necessary resources to develop their writing skills effectively and meaningfully. In other words, the main objective of the current research is to examine the cognitive dimensions of writing educators, encompassing their beliefs, attitudes, knowledge, and practices, in relation to writing instruction and the teaching of writing strategies to first-year EFL university students. The insights obtained from this study will not only enhance the educational landscape at Naama University but will also serve as a valuable resource for other EFL contexts facing ongoing challenges in writing instruction.

1.4. Rationale for the Study

While much of the research on writing instruction predominantly centers on learners, there exists a notable deficiency in the exploration of teachers' roles, especially concerning SBI. The current body of literature frequently highlights the writing challenges faced by students, often attributing these issues to individual shortcomings such as inadequate grammar, insufficient coherence, or a restricted vocabulary (Graham & Perin, 2007). Nevertheless, the impact of teachers in shaping writing outcomes and their instructional methodologies is frequently

neglected, despite their crucial function in either promoting or impeding students' writing progress (Raimes, 1983). In the same vein, Hyland (2003) underscores that proficient writing instruction should not be viewed as solely the responsibility of the learner. Instead, it requires the active participation and knowledge of the teacher, who is essential in assisting students with the intricacies of the writing process (p. 25).

The common belief that students' writing challenges stem solely from their insufficient writing abilities overlooks the crucial role of teaching methodologies in classrooms. Research has shown that the absence of effective SBI, which includes explicit teaching of planning, revising, and editing, may play a significant role in students' difficulties (Bruning et al., 2013). According to Graham and Perin (2007, p. 21), writing gains greater importance for students when it is associated with practical contexts. This underscores the importance of examining the teaching strategies utilized by educators and the impact these strategies have on students' writing experiences.

In other words, the current predominant focus of studies investigating the needs of students in a second or foreign language writing community, rather than those of writing educators (Hirvela & Belcher, 2007), has resulted in an imbalance that has led to insufficient research on how EFL teachers teach and learn to impart this language skill. Most of these studies have concentrated on students or writing instruction, excluding the writing teacher's perspective. This unidimensional approach merits the attention and efforts of researchers, as the teaching strategies employed by instructors can have a profound impact on student learning.

In addition, students frequently report dissatisfaction with the writing instruction they receive, often feeling that their difficulties are rooted in a lack of practical support from their instructors (Raimes, 1983). This feeling is echoed in the findings of Graham and Perin (2007), which indicate that students consider writing instruction to be overly theoretical and not sufficiently connected to practical writing tasks. As a result, students might perceive themselves as inadequately

equipped for academic writing, a situation they link to insufficient instructional assistance.

This situation fosters a cycle of blame: educators might link students' writing challenges to insufficient motivation or inadequate foundational skills, whereas students may blame teachers for subpar instruction. As Hyland (2003) emphasizes, “the role of the teacher is not simply to correct student mistakes, but to engage them in a process that promotes greater self-awareness and control over their writing” (p. 33). The disparity between the instructional methods employed by teachers and the learning experiences of students complicates the identification and resolution of the underlying issues related to writing difficulties.

It is crucial to examine the instructional strategies employed by EFL writing educators and assess their alignment with the needs and perceptions of students. This study aims to investigate SBWI, which focuses on teaching students a systematic approach to writing tasks, in order to determine how effectively current instructional methods facilitate or impede students' writing development. Raimes (1983, p. 82) highlights that educators require more than mere writing proficiency; they must also possess the ability to navigate students through the intricacies of the writing process by utilizing intentional and well-organized teaching methods.

This research aims to connect the challenges faced by students in writing with the instructional methods employed by teachers. By examining the strategies utilized by educators in their teaching practices, the study will illuminate the impact of these methods on students' writing experiences. Gaining insight into this relationship is essential for enhancing EFL writing instruction, especially in settings where both students and teachers are caught in a cycle of blame, while the fundamental instructional problems persist unresolved.

The impetus for this investigation arises from the significant need to improve writing instruction in EFL contexts, particularly at the university level, where writing competence is crucial for academic success. Hinkel (2011) points out that the rising linguistic diversity in contemporary educational settings necessitates that EFL educators be “well-prepared and culturally responsive” to the various needs of

their students (p. 529). This level of preparation requires more than conventional pedagogical approaches; it demands the adoption of specialized strategies that address the complexities inherent in academic writing.

Effective writing instruction within EFL environments requires a comprehensive approach that extends beyond the teaching of grammar and mechanics at the sentence level. As noted by Hyland (2006) and Leki, Cumming, and Silva (2008), the achievement of academic writing hinges on the ability of educators to adopt instructional methods that cultivate higher-order writing competencies. This includes assisting students in structuring and conveying complex ideas, employing appropriate organizational frameworks and cohesive elements, and developing their critical thinking skills through written expression. Proficiency in these areas is crucial for success across various academic tasks, such as essays, reports, and research papers.

The instruction of writing within EFL settings poses specific challenges. Teachers are required to assist students in crafting accurate and coherent texts while also nurturing their capacity to convey ideas clearly; tasks that may not always align with the goals of their instruction. Thus, it becomes imperative to examine how educators conceptualize the teaching of writing and the techniques they utilize in their classrooms. This study lays the groundwork for understanding prevailing instructional practices and recognizing opportunities for advancement, with the overarching aim of refining writing pedagogy in EFL contexts.

In Algeria, EFL writing is taught as an independent subject or skill only after students enrol in university. Therefore, most educators consider themselves language teachers instead of writing instructors (Lee 1998; Reichelt 1999). This leads to a considerable amount of their instructional time being devoted to assessing students' written assignments, where writing is primarily employed as a means to strengthen language structures and vocabulary, leaving little opportunity to teach writing as a distinct language skill.

Although the significance of advanced writing skills is widely acknowledged, the writing instruction at Naama University seems to primarily adopt product-oriented

approaches. According to Ferris (2009), these methodologies prioritize "sentence-level accuracy over more comprehensive writing development" (p. 123). While it is crucial to achieve grammatical precision, this focus may unintentionally neglect essential elements of academic writing, including argumentation, idea development, and logical structure. Consequently, students may encounter difficulties in creating coherent and well-organized written assignments, not only in writing courses but also across various academic content modular courses that demand clear and effective communication.

A significant issue highlighted in this study is the insufficient collaboration between writing instructors and educators of other disciplines, including linguistics, grammar, civilization, and literature, within the English department. Writing is an essential competency that is necessary across various subjects, and its enhancement should not be limited to dedicated writing courses. Borko and Putnam (1996) assert that interdisciplinary collaboration among educators can promote a more cohesive approach to student learning. Nevertheless, at Naama University, there seems to be a lack of coordination between writing instructors and those teaching other subjects. Each educator tends to create their own syllabus, often working independently of the wider academic challenges that students encounter. Consequently, students find it difficult to transfer their writing skills beyond the writing classroom, which adversely affects their performance in other courses that necessitate written assignments.

This research will delve into the extent of collaboration, or its absence, between EFL writing instructors and their peers teaching other modules on the quality of writing instruction and student outcomes. By addressing this significant gap, the study aims to uncover the implications of SBWI and its potential to enhance students' writing capabilities. It will particularly focus on how the synchronization of writing strategies with the actual academic writing demands of students can lead to improved performance in various academic tasks. By providing valuable insights into writing instruction at Naama University, this research seeks to contribute to the larger conversation on EFL pedagogy, especially in contexts where writing instruction is not effectively integrated with the overall academic curriculum.

In summary, this research is driven by the necessity to examine and enhance the existing writing instruction methods at Naama University. By tackling the shortcomings of product-focused approaches and exploring the advantages of SBWI, the study aims to provide significant insights for the improvement of writing pedagogy in EFL contexts. The primary objective is to better prepare students for success in academic writing and various communicative endeavours, while also promoting increased collaboration among faculty members in the English department to facilitate comprehensive language development.

1.5. Objectives of the Research

The current research utilizes an exploratory approach to question the strategy-based instruction practices of EFL teachers in writing for first-year university students. Writing serves as a crucial academic skill that aids learners in expressing ideas, demonstrating their understanding, and engaging in scholarly dialogue. However, the instructional methods applied at the university level can greatly affect students' development of writing proficiency (Hyland, 2006). Acknowledging the significant role of writing in academic environments, this study intends to delve into teachers' perceptions and instructional strategies regarding SBWI, as well as students' viewpoints on their writing experiences.

While theoretical frameworks support SBI (Graham & Perin, 2007), its actual application within EFL classrooms is still relatively unexamined. Factors such as teachers' educational beliefs, instructional limitations, and institutional dynamics may influence the incorporation of writing strategies into the teaching process. Furthermore, a lack of collaboration between writing educators and instructors from other disciplines may adversely affect students' capacity to transfer their writing skills. Therefore, this study aims to explore how extensively writing strategies are integrated into instructional practices, to understand how writing teachers view and apply SBI, and to explore the difficulties students face in their writing tasks.

The study is structured around specific objectives aimed at fulfilling its goals. They are listed as follow:

❖ Exploring the Presence of SBWI

The first objective focuses on examining the degree to which SBWI is incorporated into first-year EFL writing courses at Naama University. This form of instruction prioritizes providing students with the necessary techniques for effective planning, drafting, revising, and editing of their written work (Graham & Perin, 2007). Nonetheless, existing research indicates that numerous EFL writing classrooms continue to emphasize sentence-level instruction over comprehensive writing strategies (Hedge, 2005). This investigation will assess whether writing instructors actively teach strategies such as brainstorming, outlining, and revision strategies, and whether students are motivated to implement these strategies in their writing assignments.

❖ Examining the Practice of SBI

In addition to examining the utilization of writing strategies, this research aims to investigate the implementation of SBI within first-year EFL writing courses. By contrasting teachers' self-reported instructional techniques with their actual classroom practices, the study intends to shed light on the degree of alignment between teachers' theoretical understanding and their pedagogical methods. Previous research suggests that while educators may support the concept of SBI, they often struggle to incorporate it effectively into their teaching due to factors such as time limitations, institutional pressures, or insufficient professional development (Hyland, 2006).

❖ Investigating Teachers' Perceptions of SBWI

Educators' pedagogical beliefs have a profound impact on their instructional choices (Leki, Cumming, & Silva, 2008). This research intends to investigate writing teachers' views on SBI, encompassing their grasp of its core principles, their beliefs about its effectiveness, and their perspectives on its viability within the constraints of the existing curriculum. Additionally, the study will explore whether teachers encounter challenges in applying SBI, such as issues related to student preparedness, institutional support, or limited time for instruction.

❖ Identifying Perceived Student Writing Difficulties

Instead of evaluating the writing proficiency of students, this research focuses on examining the perceptions of teachers and students concerning the obstacles faced by first-year EFL learners in academic writing. Writing challenges can stem from several issues, including a limited vocabulary, difficulties in organizing ideas, inadequate cohesion and coherence, and a lack of knowledge regarding academic conventions (Hedge, 2005). As writing is a fundamental component of assessment in higher education, understanding these challenges from the perspectives of both teachers and students will yield significant insights into the barriers that affect students' writing development.

❖ Exploring Teachers' Perceptions of Instructional Effectiveness

This study aims to examine the perceptions of writing teachers regarding the effectiveness of their existing instructional practices, rather than focusing solely on the outcomes of instruction. It will investigate whether teachers feel that their current approaches sufficiently foster students' writing development and whether they recognize a necessity for pedagogical modifications. Previous research indicates that teachers' confidence in their instructional methods frequently affects their openness to implementing new teaching strategies (Borg, 2011), highlighting the importance of this area of investigation.

❖ Investigating Student Perspectives on Writing Instruction

Students' views on their writing courses yield important insights into their experiences with writing instruction, the strategies they find advantageous, and the difficulties they encounter (Ferris, 2009). This research will examine students' attitudes towards their writing classes, particularly whether they consider the instruction to be effective, engaging, and responsive to their academic writing needs. Through the exploration of students' perspectives, the study aims to achieve a more complete understanding of the reception of writing instruction among learners.

❖ Examining Collaboration Between Writing Teachers and Other Instructors

Writing is a fundamental skill that plays a crucial role in achieving academic success across various modular courses. Nevertheless, insufficient collaboration between writing educators and instructors of other subjects may hinder students' capacity to implement writing techniques in content-specific courses. This research aims to examine the extent of collaboration between writing instructors and teachers of related disciplines, such as grammar, linguistics, and literature, while also exploring whether these educators view interdisciplinary cooperation as advantageous for enhancing students' writing skills (Borko & Putnam, 1996)

❖ .Exploring Teachers' Perspectives on the Role of Collaboration

In direct relation to the earlier objective, this study will investigate how writing educators perceive the possible benefits and challenges of working collaboratively with teachers from other subject areas. A fragmented approach to writing education may restrict students' ability to transfer their writing skills across different courses. Consequently, examining the perspectives of educators on interdisciplinary collaboration will shed light on whether enhanced cooperation could facilitate students' writing development.

❖ Providing Recommendations for Improving Writing Instruction

This research is designed to present considerations derived from the study's findings that may guide future instructional practices. The considerations will focus on:

- ✚ The integration and utilization of writing strategies within instruction,
- ✚ Identified consistencies or discrepancies between reported and actual teaching methodologies,
- ✚ The perceptions of both teachers and students regarding writing challenges,
- ✚ The significance of interdisciplinary collaboration, and
- ✚ Possible avenues for professional development.

Instead of evaluating or recommending specific instructional modifications, this study aims to conduct an exploratory analysis of current pedagogical methods,

instructional obstacles, and the perspectives of teachers and students on writing instruction. The insights gained from this research may provide a basis for ongoing discussions aimed at improving writing pedagogy in higher education institutions in Algeria.

1.6. Statement of the Problem

Proficiency in writing is an essential competency in both academic and professional environments, especially within EFL contexts. Despite its importance, writing is often regarded as one of the most difficult language skills for both learners and educators during the teaching and learning process. Researchers highlight that effective writing instruction requires meticulous planning, well-defined objectives, and clear pedagogical strategies (Byrne, 1988; Hyland, 2003). Educators are encouraged to explore diverse instructional methods while considering the prior knowledge and skill levels of their students. Nevertheless, studies indicate that writing instruction in EFL and ESL settings is frequently not executed effectively (Liu, 2000; Spaventa, 2000).

Research in international settings has revealed ongoing difficulties in writing instruction. Liu (2000) contends that writing proficiency poses a significant challenge for numerous ESL learners, hindering educators' ability to provide effective writing instruction. In a similar vein, Spaventa (2000) observes that writing instruction is frequently postponed until students attain advanced proficiency levels, which restricts their initial engagement with organized writing techniques. These viewpoints indicate that writing instruction is often insufficient, resulting in students lacking essential strategies to enhance their writing abilities.

At Naama University, similar issues have been identified concerning the effectiveness of writing instruction. Student feedback regarding writing courses frequently points to dissatisfaction with the teaching methods rather than their personal learning endeavours. Writing instructors seem to rely predominantly on traditional, sentence-level instruction and lecture-based techniques, rather than embracing a more interactive and strategic approach to writing education. This lack of focused SBI may limit students' capacity to cultivate essential writing skills.

However, the degree to which educators incorporate writing strategies into their teaching practices, as well as the relationship between their stated beliefs and their actual classroom behaviours, has not yet been thoroughly explored.

While the process approach to writing, which underscores stages such as idea generation, drafting, revising, and collaborative feedback, is widely recognized in EFL writing pedagogy (Hedge, 2005; Squire, 1979), many classroom environments continue to depend on a product-centered model that prioritizes the final written product for assessment (Reid, 1993). This strategy may limit students' engagement with writing as a developmental process and obstruct their progress as independent writers

Drawing from the researcher's experience teaching Master's students at the Naama University, it has been observed that many students encounter persistent challenges in engaging with the writing process, particularly in generating ideas, organizing content logically, and expressing their thoughts clearly in written form. These difficulties suggest the possibility of underlying instructional issues at earlier stages of university education, particularly at the first-year license level. It is assumed that an overemphasis on sentence-level instruction, the use of lecturing methods, and the limited integration of strategy-based writing instruction may contribute to students' insufficient development of writing competence. Alamrew (2005) similarly points out that the lack of emphasis on writing instruction in EFL settings can negatively affect students' ability to acquire effective writing skills.

Considering the scarcity of research on the actual teaching of writing in Algerian EFL classrooms, this exploratory case study aims to examine the genuine instructional practices of first-year writing educators. The objective is to investigate whether and how SBI is applied, as well as the degree to which classroom practices align with teachers' expressed beliefs regarding writing instruction.

A critical inquiry, therefore, pertains to whether the writing instruction at Naama University adopts a process-oriented methodology that prioritizes idea generation, drafting, and revision, as advocated in writing pedagogy (Hedge, 2005; Squire, 1979). Research indicates that students frequently encounter challenges in writing at

both the paragraph and discourse levels, yet the root causes of these issues remain ambiguous. Are these difficulties associated with teaching methods, insufficient collaboration among educators, or deficiencies in students' prior educational backgrounds? Considering that writing encompasses various cognitive and linguistic processes, an integrated instructional strategy, linking writing with reading, grammar, and other language competencies could significantly enhance student performance (Reid, 1993; Hedge, 2005). Nonetheless, it remains uncertain whether writing instructors at Naama University implement such an approach.

Moreover, existing research underscores the significance of collaboration between writing instructors and teachers from various subjects in enhancing students' academic writing proficiency (Hyland, 2016). Nevertheless, the level of cooperation between writing educators and other EFL instructors teaching in the same department of English at Naama University remains ambiguous, potentially exacerbating the writing challenges encountered by students.

Considering these issues, this study refrains from directly assessing students' writing performance. Its primary objective is to investigate the actual classroom practices of teachers in relation to writing instruction. By exploring the correlation between teachers' expressed beliefs and their real teaching approaches, along with the extent of collaboration among other EFL educators within the same department, this research aims to shed light on the effectiveness of writing strategy instruction implementation. Therefore, results will highlight any deficiencies in writing pedagogy that would guide future recommendations for enhancing writing instruction at Naama University.

1.7. Research Questions and Hypotheses

The teaching of writing in EFL class is vital for the academic development of students, as it serves as an important channel for communication and a method for demonstrating knowledge in multiple disciplines. However, first-year EFL students frequently encounter substantial writing difficulties, which may result from diverse instructional, institutional, and cognitive factors. These challenges not only affect

students' performance in writing courses but also affect their ability to complete assignments and respond to essay questions in other academic modules.

The acknowledged benefits of SBWI, which emphasizes the processes of planning, organizing, drafting, revising, and self-regulating, raise questions about the extent to which EFL writing teachers apply these strategies in their classrooms. Moreover, the level of collaboration between writing instructors and teachers of other subjects plays a vital role in influencing the writing development of students. The lack of a unified approach to writing instruction throughout the curriculum could lead students to rely on memorization as a coping strategy to answer essay exam questions in other modules, rather than engaging in the necessary cognitive and metacognitive processes for effective writing. Addressing these concerns, this study aims to investigate the nature of writing instruction for first-year EFL students, focusing on the integration of SBI into teaching practices, the challenges students encounter, and the broader institutional factors that influence their writing development. Therefore, this exploration is guided by the following main research question:

➤ **Main Research Question**

To what extent do EFL teachers integrate strategy-based instruction in their writing classes for first-year students?

To address the main research question, the study raises the following sub-questions:

➤ **Sub-questions:**

1. How do EFL writing instructors perceive their instructional practices, and to what extent do these perceptions align with current strategy-based writing instruction?
2. What writing difficulties do first-year EFL students experience, and how do these challenges affect their academic writing performance across different modules?
3. To what extent do students perceive their writing instruction received as effective in addressing their difficulties and preparing them for academic writing tasks?

4. How does the absence or presence of collaboration between writing teachers and instructors of other modules effect students' ability to develop writing skills across disciplines?
5. What pedagogical strategies can be proposed to enhance writing instruction for first-year EFL students, including the possible benefits of implementing writing strategies, connecting reading with writing, fostering collaboration among EFL teachers, and enhancing teacher professional development?

Based on these questions, the following hypotheses have been proposed:

❖ **H1: Discrepancy Between Teachers' Perceived and Actual Writing Instruction**

It is hypothesized that EFL writing teachers recognize the importance of strategy-based writing instruction but they may not effectively incorporate it into their actual teaching practices. This indicates a possible inconsistency between their reported views and their instructional methods, which predominantly focus on sentence-level writing, grammatical correctness, and separate exercises, rather than a more holistic strategy-based instructional framework.

❖ **H2: Multiple Factors Contributing to Students' Writing Difficulties**

It is hypothesized that first-year EFL students' writing difficulties stem from multiple interconnected factors, including:

- An emphasis on instruction at the sentence level instead of a strategy-based, process-oriented approach for writing instruction.
- Students' dependence on rote memorization to fulfil essay assignments and exam questions in various subjects, instead of employing critical thinking and structured writing strategies.
- Insufficient time allocated for writing instruction hinders chances for practice, feedback, and the enhancement of crucial writing abilities.
- A deficiency in collaboration between writing educators and FEL teachers of other modular courses causes discrepancies in writing expectations and inconsistent assessment criteria.

❖ H3: Constraints on Effective Writing Instruction

It is hypothesized that the insufficient time allocated for writing instruction, coupled with a lecture approach, may hinder the effectiveness of writing pedagogy. Such constraints might inhibit students from utilizing crucial writing strategies like prewriting, drafting, revising, and editing, resulting in writing that focuses on grammatical correctness at the expense of coherence, organization, and critical thought.

❖ H4: Lack of Collaboration Between Writing Teachers and Other Module Instructors

It is hypothesized that a lack of collaboration between writing instructors and teachers of other subjects results in fragmented writing instruction, hindering students' ability to apply writing skills across various academic fields. Lacking interdisciplinary coordination, writing instruction could remain segregated within the writing course, leaving other subject instructors to anticipate that students will exhibit writing proficiency without direct support, thereby perpetuating a reliance on memorization instead of fostering skill development.

❖ H5: Potential Benefits of Strategy-Based Writing Instruction and Teacher Collaboration

It is hypothesized that improving writing instruction for first-year EFL students necessitates the methodical incorporation of writing strategies into classroom practices, along with fostering collaboration among EFL educators across various modules. Specifically:

- 📊 Students who are provided with explicit strategy-based writing instruction are anticipated to enhance their writing skills more effectively than those instructed through conventional sentence-level techniques do.
- 📊 The integration of reading and writing is anticipated to improve students' skills in organizing and crafting written compositions.
- 📊 It is expected that collaboration between writing instructors and educators of other subjects will improve students' capacity to apply writing techniques

across various academic fields, thus enhancing their overall proficiency in academic writing competence.

- ✚ Enhanced professional development in writing instruction is expected to foster more effective teaching methodologies and improved students' writing competence
- ✚ The adoption of pedagogical improvements, which involve increasing the time allocated for writing instruction, intentionally integrating strategy instruction into the curriculum, and enhancing interdisciplinary cooperation, is expected to bring about significant gains in students' writing proficiency and academic performance.

Ultimately, this section has presented the research questions and hypotheses that frame this exploratory case study. By exploring the authentic instructional practices of teachers, their perceptions regarding SBI, the writing challenges faced by students, and the role of teacher collaboration, this study aims to provide a holistic understanding of the factors that influence EFL writing instruction. The findings will add to the discourse on pedagogical improvements, addressing the challenges encountered by first-year EFL students, and guiding strategies for enhancing writing instruction at the university level.

1.8. Definition of Key-Terms

➤ Language Learning Strategies

Language learning strategies encompass the intentional techniques that learners utilize to effectively acquire, process, and utilize a language. These strategies can be categorized as cognitive, which involve the organization and analysis of information; metacognitive, which include planning, self-monitoring, and assessment of one's learning; or socio-affective, which focus on engaging with peers and instructors to enhance understanding. In EFL context, the development of writing skills is heavily dependent on the strategic application of these techniques, allowing learners to navigate the intricacies of written expression and progressively improve their writing abilities (O'Malley & Chamot, 1990).

➤ EFL Learners

EFL (English as a Foreign Language) students are individuals who learn English as a foreign language in settings where English is neither the primary nor the official language of the community. These individuals primarily interact with English in educational contexts, and their exposure to the language outside of the classroom is generally minimal. Consequently, their chances to utilize the language for genuine communicative purposes are frequently confined to formal education and academic assignments (Richards & Schmidt, 2010).

Unlike EFL learners, ESL (English as a Second Language) learners acquire English in environments where it is the dominant means of communication. This continuous exposure to English in both educational and social settings promotes genuine language application and encourages incidental, contextual learning (Lightbown & Spada, 2013). Consequently, ESL learners frequently achieve oral fluency more organically through daily interactions, although they may still face challenges with formal written English, especially in mastering academic structures and conventions. These varying contexts highlight the necessity of tailoring instructional methods to the learners' surroundings: while EFL learners generally depend on organized, classroom-based teaching, ESL learners gain from a combination of formal education and practical language experience (Ellis, 2008).

The distinct contexts of EFL and ESL learners, therefore, reveal the necessity for contextually appropriate teaching strategies. EFL learners, who have limited interaction with English outside of their educational settings, benefit from methodical, SBI that specifically targets formal writing skills and linguistic correctness (O'Malley & Chamot, 1990). In contrast, ESL learners, who are immersed in English-speaking environments, tend to develop their writing skills more effectively through a combination of formal instruction and authentic language engagement. Recognizing these contextual differences allows educators to implement targeted teaching approaches that more effectively support language development and writing proficiency (Ellis, 2008).

Additionally, writing in English poses a significant challenge for numerous EFL students, who often find fundamental elements of written communication, such as grammar, vocabulary, cohesion, and coherence, to be difficult. Due to their insufficient exposure to genuine English-language interactions, these learners predominantly depend on structured classroom teaching to develop the necessary skills for creating effective written content (Ellis, 2008). Therefore, effective writing instruction for EFL students must therefore tackle these challenges by utilizing instructional strategies that specifically address their difficulties. These strategies ought to equip learners with the means to articulate their ideas coherently and produce considerable written work that conforms to English writing standards. Furthermore, instruction should aim to improve the learners' vocabulary, grammar, and comprehension of text structure, thereby providing them with the competencies required for academic and professional communication in English (O'Malley & Chamot, 1990).

➤ **Writing Skills**

Writing skills include the linguistic, cognitive, and organizational abilities necessary for creating coherent and well-structured written communication. These competencies involve constructing sentences, developing paragraphs, ensuring cohesion and coherence, maintaining grammatical accuracy, applying proper punctuation, and adhering to genre-specific writing conventions. In EFL contexts, effective writing instruction should go beyond mere sentence-level accuracy to address the wider elements of text organization and meaning creation, thereby enabling learners to express their ideas effectively in both academic and professional environments (Hyland, 2003).

➤ **Writing Difficulties**

Within the framework of this research, writing difficulties denote the issues experienced by first-year EFL students when it comes to generating, organizing, and articulating their thoughts proficiently in writing. It is understood that these issues originate from a combination of cognitive, linguistic, and emotional factors, which

may be worsened by the limited application of strategy-based instruction in the EFL writing classroom.

➤ **Writing Instruction**

Writing instruction refers to educational strategies aimed at enhancing students' skills in creating clear, coherent, and contextually relevant texts. This process includes systematic guidance through multiple phases of writing, such as planning, drafting, revising, and editing. Successful instruction incorporates explicit teaching of writing conventions, organizational structures, and genre-specific characteristics to assist learners in achieving proficiency in writing. Numerous methodologies contribute to writing instruction, each presenting unique pedagogical implications (Graham & Perin, 2007). Various approaches have been established to improve writing instruction, with each focusing on different elements of the writing process and desired learning outcomes.

✓ **Product-Oriented Approach**

This approach prioritizes the final written product, emphasizing accuracy, structure, and conformity to formal writing conventions. Students are generally guided by predefined examples, with the expectation that their writing will reflect grammatical correctness and coherent organization. While this approach ensures that students are acquainted with standard writing practices, it may not sufficiently promote the development of independent writing skills, as it tends to overlook the drafting and revision stages (Reid, 1993).

✓ **Process-Oriented Approach**

This approach conceptualizes writing as a recursive and interactive activity that evolves through several stages, including prewriting, drafting, revising, and editing. It encourages students to participate in a cycle of continuous improvement, utilizing feedback and introspection to refine their ideas more effectively. By focusing on the writing process instead of the final outcome, this strategy develops students' critical thinking skills related to their writing and enhances their overall composition proficiency (Hedge, 2005).

✓ The Genre-Based Approach

The Genre-Based Approach to writing instruction emphasizes the critical role of familiarizing students with the structural and linguistic conventions associated with various text types. This approach is grounded in the understanding that effective writing is contextually dependent, necessitating that students are equipped with the tools to skilfully navigate these differences. Genres such as narrative, expository, and argumentative writing each serve unique communicative functions and adhere to specific organizational structures. For instance, narrative writing usually follows a chronological sequence and employs descriptive language to narrate events, while expository writing is structured around factual information and explanations, often utilizing logical progression. In contrast, argumentative writing requires clear thesis statements, evidence-based reasoning, and persuasive language to effectively communicate a position on an issue.

Through precise and concentrated instruction, students are taught to adapt their language, organization, and ideas to align with the specific expectations of various writing genres. This process enables them to express themselves more clearly and suitably across different scenarios. Fostering genre awareness further enhances students' insight into their intended audience, the rationale behind their writing, and the anticipated functionality of texts. According to Hyland (2004), genre-based pedagogy not only assists learners in enhancing their writing through systematic models but also equips them to be more self-assured and informed contributors to academic and professional communities by learning to utilize language in contextually significant manners.

Ultimately, each of the three approaches: process, product, and genre-based offers distinct advantages for writing development. The product approach is centered on accuracy and the mastery of language forms, the process approach encourages drafting and promotes learner independence, and the genre-based approach assists students in understanding how to effectively organize texts for various purposes and audiences. When these approaches are skillfully integrated, they create a comprehensive teaching framework that improves grammar, fluency,

and students' understanding of writing across different contexts. A well-considered combination of these methods can enhance academic writing, particularly in EFL settings where learners require both direct instruction and practical application (Hyland, 2003; Badger & White, 2000).

➤ **Writing Strategies**

Writing strategies denote the deliberate and purposeful techniques that writers utilize to plan, structure, and refine their compositions for enhanced effectiveness and clarity. These strategies encompass a range of methods, including prewriting tasks such as brainstorming and outlining, drafting, revising, and editing, all of which play a crucial role in improving the overall quality of the written work (Flower & Hayes, 1981). Furthermore, writing strategies incorporate metacognitive abilities, enabling writers to actively assess and reflect on their progress during the writing process, allowing for necessary adjustments (Wenden, 1991). Weinstein and Mayer (1986) assert that proficient writing techniques allow learners to utilize their cognitive resources effectively, enhancing their capacity to convey ideas in a clear and persuasive manner. By integrating writing strategies into their teaching, educators can assist learners in developing the skills required to approach writing assignments more methodically and with increased confidence, thereby promoting their development as skilled writers (Grabe & Kaplan, 1996). These techniques are especially beneficial in language learning environments, where students often require extra assistance in mastering the intricacies of written communication.

➤ **Strategy-based Writing Instruction**

Strategy-Based Writing Instruction (SBWI) or Writing Strategy-Based Instruction (WSBI) is an educational approach that explicitly teaches students a variety of cognitive, metacognitive, and social strategies to enhance their writing proficiency. This approach seeks to develop strategies that aid learners in planning, monitoring, and evaluating their writing processes, which include brainstorming, outlining, revising, and self-reflection (Graham & Perin, 2007). SBWI encourages cognitive engagement in writing tasks, such as organizing ideas and refining language use, while also nurturing metacognitive awareness by helping students to

regulate and reflect on their writing (Zimmerman, 2002). In addition, it stresses the vital importance of social strategies, such as peer collaboration and feedback, which contribute to the enhancement of students' writing development (Hyland, 2004). By nurturing strategic awareness, SBWI not only boosts students' writing proficiency but also encourages learner autonomy, allowing students to take increased responsibility for their writing growth in both academic and real-world environments (Anderson, 2005). Therefore, SBWI provides a fundamental framework for students to develop effective writing strategies, leading to more deliberate and structured writing outcomes.

➤ **Instructional Practices**

Instructional practices are defined as the systematic approaches and teaching techniques that educators implement to aid student learning and skill development. In the context of writing instruction, these practices include the explicit instruction of writing strategies, teacher modelling, both guided and independent practice, timely feedback, and scaffolding that is tailored to the specific needs of learners. The effectiveness of these instructional practices is critical for promoting students' writing proficiency, as they deliver the structured support necessary for mastering the processes and conventions of written communication (Graham & Perin, 2007).

➤ **Teacher Collaboration**

Collaboration among teachers signifies the purposeful and collective efforts of educators aimed at elevating instructional quality and student success. In the context of writing education, the collaboration between writing instructors and teachers from other disciplines is vital for bolstering writing proficiency across various subjects. Such cross-disciplinary teamwork guarantees consistency in writing criteria, aids in the transfer of writing skills, and encourages unified teaching strategies when writing is assessed in multiple academic environments (Borko & Yoon, 2009).

➤ **Instructional Time**

Instructional time is defined as the scheduled time allocated in the curriculum for the teaching of specific content areas. In the context of writing instruction, it is imperative that sufficient instructional time is provided to enable learners to engage deeply in the different stages of the writing process, including planning, drafting, feedback reception, and revision. Research has shown that the time spent on writing instruction is pivotal in helping students internalize and effectively apply writing strategies, ultimately enhancing their writing performance over time (Graham & Perin, 2007).

1.9. Initial Limitations and Delimitations of the Study

Each research study functions within a specified scope to guarantee both feasibility and relevance. Concurrently, various constraints may affect the results and their applicability. This section delineates the delimitations that define the study's parameters, as well as the limitations that recognize possible obstacles faced throughout the research process.

 Delimitations of the Study

This current investigation is an exploratory case study that focuses on first-year EFL students and educators at Naama University. Its purpose is to examine the extent to which writing strategy-based instruction is incorporated into teaching practices and to understand students' perceptions of instruction. To maintain clarity and manageability, specific delimitations have been set in accordance with the research objectives.

➤ First, this research is limited to first-year students, who are at the initial stage of developing their academic writing skills. Instruction in writing for second- and third-year students falls outside the parameters of this study. This limitation allows for a concentrated examination of the methods used to introduce writing strategies to students at the onset of their university education and the approaches taken by their instructors during this pivotal period.

➤ Second, the sample population is limited to 60 first-year EFL students, selected from a total of 120 learners distributed across the only four groups at the first-year level in the English department. The selection was based on regular attendance and availability. The study also incorporates all 15 full-time EFL teachers in the department, including the two instructors who handle writing instruction along with other subjects. It excludes part-time instructors and students and faculty from other departments. This concentrated scope facilitates a focused and context-specific analysis of instructional practices within the department.

➤ Third, this study focuses on the strategy-based instruction utilized by teachers and the perceptions of students regarding writing instruction, rather than evaluating students' writing skills, development, or academic achievements. It aims to examine the teaching methods adopted by EFL instructors and the attitudes of students towards these methods.

➤ Fourth, concerning methodology, the study adopts a convergent mixed-method design, which includes the use of questionnaires directed at teachers of other modular courses and first year EFL students, semi-structured interviews with writing instructors, document analysis of their instructional materials, and classroom observations of their practices. These research methods are intended to deliver a thorough insight into instructional practices without the need for an experimental intervention or the evaluation of the direct influence of specific teaching strategies on students' writing skills.

➤ Finally, the study does not take into consideration external factors that may impact students' writing development, such as their linguistic background, prior exposure to English writing instruction, personal motivation, or extracurricular writing practice. These factors, though significant, are beyond the purview of this study.

By setting these boundaries, the research retains a clear and focused scope, allowing for a thorough analysis of EFL writing instruction for first-year students, while recognizing aspects that are outside its purview.

Limitations of the Study

While the research has been carefully planned to achieve its objectives, it is subject to certain limitations that could impact the scope and relevance of the findings. One major limitation is the time allocated for writing instruction. At Naama University, EFL writing courses at the English department are limited to only 1 hour and 30 minutes per week, which may restrict the thorough teaching, practice, and observation of writing strategies in the classroom. This limited time frame may affect teachers' ability to implement a comprehensive writing strategy curriculum and students' opportunities to develop their writing skills proficiently.

Another limitation pertains to the sample size and its representativeness. The study involves 60 first-year EFL students selected from first year whole population representing 120, along with the only 2 available writing instructors and all 13 permanent EFL teachers of other modular courses in the English department. Despite this inclusion, the sample size remains relatively small. Nevertheless, as the research encompasses the entire permanent teaching staff of the English department at Naama University, it offers significant insights into the instructional practices within this particular setting. However, the applicability of these findings to other English departments at different universities in Algeria may be limited, given the potential variations in instructional methods, institutional frameworks, and faculty compositions.

Furthermore, response bias may create difficulties in data collection efforts. Instructors may depict their teaching strategies in a way that aligns with theoretical models rather than their actual classroom behaviours. Similarly, students' answers might be affected by their personal educational experiences, motivation, or their struggle to articulate their writing difficulties. Such factors could undermine the accuracy and trustworthiness of the data collected.

Additionally, challenges in the process of data collection may emerge from the availability of teachers for interviews and classroom observations. Given that EFL instructors often hold numerous teaching responsibilities across various levels,

scheduling these interviews and observations may be challenging, which could limit the comprehensiveness of qualitative insights obtained.

Notwithstanding these limitations, the research aims to make significant contributions to the domain of EFL writing instruction, especially by drawing attention to the inconsistency between teachers' reported attitudes towards SBWI and their practical classroom implementations. While the constraints discussed may limit the study's scope, they simultaneously point to opportunities for future research that could address these challenges in a broader framework.

Through the acknowledgment of both delimitations and limitations, this research guarantees a transparent and realistic insight into its scope, contributions, and potential constraints, thereby bolstering the reliability of its findings and recommendations.

1.10. Organization of the Thesis

This thesis is organized into six chapters, each focusing on a specific facet of the research. It begins with the theoretical underpinnings of writing instruction and concludes with the analysis of data, along with the presentation of findings and suggestions for future practice. The structure of the thesis is outlined as follows:

- The Introductory Chapter lays the foundation for the research by detailing the study's scope, background, and importance. It examines the reasons for exploring EFL writing instruction, particularly emphasizing SBI, while situating the research within a wider academic context. The chapter articulates the research problem, delineating the primary objectives and rationales for the investigation. Furthermore, it presents the research questions and hypotheses that will guide the inquiry, along with critical definitions of key terminology. It also addresses initial delimitations and limitations to clarify the parameters of the study. The chapter concludes with a summary of the thesis structure, providing a roadmap for the subsequent chapters.

- Chapter Two, titled writing as a Strategy-based Instruction, explores the theoretical aspects of strategy-based writing instruction. It outlines the historical development of writing teaching methods, with a specific focus on the importance of strategy-based instruction in EFL contexts. This chapter reviews different theories, models, and practices that shape strategy-based writing instruction, discussing their relevance and implications for effective teaching and learning.
- Chapter Three presents the research context of the study, along with an analysis of the current situation regarding EFL writing instruction. This chapter emphasizes the difficulties encountered by first-year EFL students and their instructors in Algeria, examining the elements that affect students' writing skills. Additionally, it describes the research design, specifying the mixed-method approach, the tools for data collection, and the analytical techniques utilized in the study.
- Chapter Four outlines the outcomes of the data analysis, delivering a comprehensive interpretation of the results. This section examines the views of both educators and learners concerning EFL writing instruction, contrasting these views with the actual practices witnessed in the classroom. Additionally, it explores the discrepancies between the instructional strategies reported by teachers and their actual classroom implementations, providing valuable insights into the divergence between theoretical approaches and practical application.
- Chapter Five delineates the educational implications derived from the findings of the study and provides actionable recommendations for enhancing EFL writing instruction. It highlights the changing responsibilities of educators in a learner-centered framework, examines effective teaching methodologies, and suggests approaches to improve both instructional practices and student performance. Furthermore, it addresses the promotion of learner independence, the creation of meaningful writing assignments, and the identification of key criteria for writing proficiency. The chapter

concludes with a proposed syllabus specifically designed for first-year EFL students, integrating the fundamental insights obtained from the research.

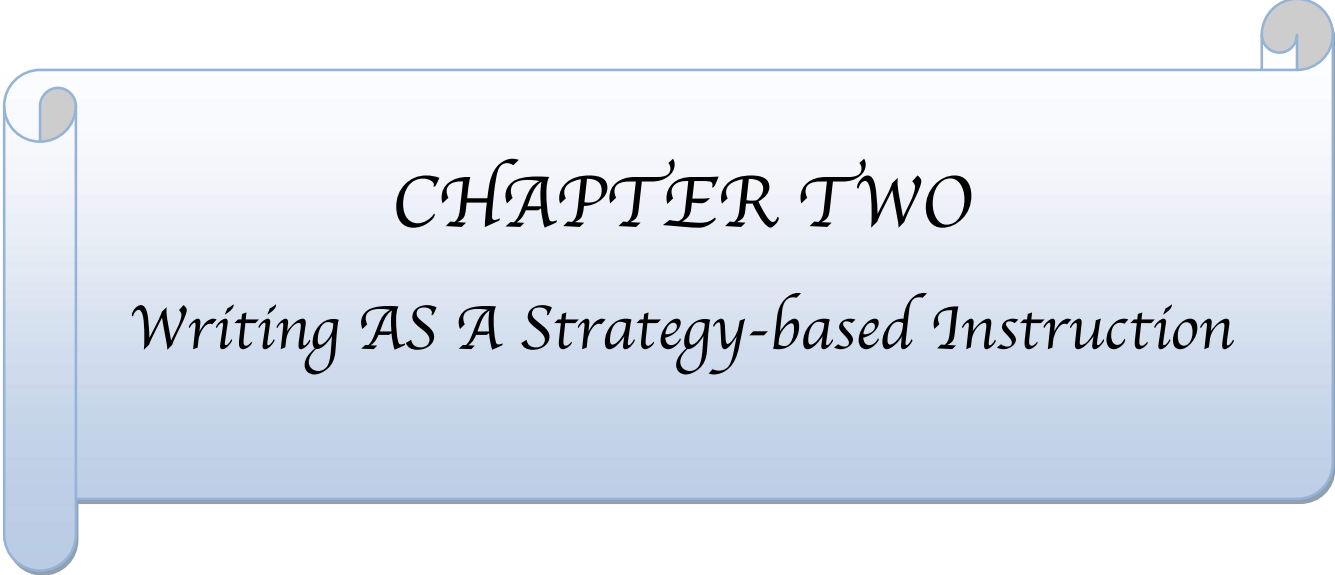
- The final chapter encapsulates the principal discoveries of the research, considers their significance for EFL writing pedagogy, and emphasizes the contributions these findings make to the discipline. It also discusses the study's limitations and offers suggestions for future investigations, with a particular emphasis on strategy-oriented writing instruction for EFL students.

1.11. Conclusion

This introductory section provides a foundation for a detailed study of EFL writing instruction at Naama University. It stresses the necessity of examining both the theoretical and practical dimensions of writing instruction, with particular attention to the alignment of reported and actual teaching practices, the writing challenges faced by students, and the role of teacher collaboration. By addressing these critical areas, the research aims to identify gaps and opportunities for refining the current instructional strategies, especially in the context of SBWI.

This study seeks to reconcile theoretical models of writing instruction with their practical use in classroom settings. By scrutinizing the application of writing strategies, identifying the obstacles faced by first-year EFL students, and investigating the degree of teacher collaboration, the research intends to provide concrete recommendations for the enhancement of writing instruction. The insights gained are meant to improve teaching practices, support student development, and contribute to a broader understanding of effective writing instruction in EFL contexts.

To provide a solid foundation for this exploratory study, the subsequent chapter offers a detailed review of the theoretical and research literature relevant to SBWI. It scrutinizes key concepts, definitions, and theoretical models that are crucial to writing strategies in EFL settings. The chapter also explores the historical development of writing pedagogy and its application in current EFL classroom practices, identifying the challenges and gaps that instructors and students encounter. Through this literature review, the study aims to contextualize the inquiry, highlighting how SBWI could potentially resolve these challenges. The insights derived from this review will inform the research design and establish a basis for the further exploration of instructional practices and learner needs in the context of first-year EFL writing instruction.



CHAPTER TWO

Writing AS A Strategy-based Instruction

CHAPTER TWO:

WRITING AS A STRATEGY-BASED INSTRUCTION

2-1. Introduction

2-2. Foundations of EFL Writing

- 2-2.1. The Nature and Role of Writing in EFL Instruction
- 2-2.2. Developing Writing Skills as a Pillar of EFL Proficiency
 - 2-2.2.1. Academic Writing as a Tool for Cognitive Development
 - 2-2.2.2. Communicative Writing for Diverse Audiences
 - 2-2.2.3. Writing and Its Impact on Cognitive Development
 - 2-2.2.4. Writing for Learning and Writing to Learn

2-3. Key Challenges in EFL Writing

- 2-3.1. Writing Difficulties
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2-4. Approaches to Writing Instruction in EFL

- 2-4.1. Product Approach to Writing Instruction
- 2-4.2. Process Approach to Writing Instruction
 - 2-4.2.1. Planning Stage
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 - 2-4.2.3. Editing: Reflecting and Revising
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- 2-4.3. Genre Approach to Writing Instruction

2-5. Rethinking Traditional Approaches: Shifting towards SBI

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2.1. Introduction

Writing is universally acknowledged as an essential competency in the context of language acquisition, especially within EFL environments, where it plays a pivotal role in enhancing learners' academic achievements and communicative abilities. The act of writing enables EFL students to organize their thoughts, articulate arguments in a logical manner, and exhibit understanding across diverse contexts. Nevertheless, the journey toward writing proficiency is fraught with specific obstacles for EFL learners, such as challenges in thought organization, coherence maintenance, and the mastery of grammatical conventions in a language that is not their own. These obstacles emphasize the need for a holistic, strategy-driven approach to writing instruction; focusing on both the accuracy of language and the promotion of learner autonomy. Therefore, this chapter offers a thorough literature review on writing as a distinctive language skill in the EFL framework, examining both theoretical insights and practical implications of writing pedagogy, particularly through strategy-based approaches. It begins with a definition of writing as an essential language skill, investigating its specific cognitive and linguistic features. This section outlines the key attributes of writing, including its relevance, objectives, and the cognitive processes required for producing coherent and well-organized texts. Subsequently, the chapter addresses the significant challenges that EFL learners encounter, which impede their writing development, thus paving the way for an exploration of instructional strategies that can effectively overcome these barriers.

Furthermore, this chapter devotes a considerable amount of attention to the transformation of writing instruction methodologies. It outlines the transition from conventional, product-oriented techniques that focus on rote learning and grammatical precision to contemporary frameworks that emphasize the writing process, awareness of genre, and learner-centered pedagogies. By contextualizing present-day instructional practices within this historical narrative, the review seeks to underscore the evolution in EFL writing instruction towards methodologies that encourage critical thinking and creativity, essential components for cultivating comprehensive writing abilities. The methodologies which encompassing product, process, and genre-based

approaches will provide valuable perspectives on the diverse instructional strategies that educators can use to enhance EFL students' writing development.

This chapter, therefore, introduces writing as a fundamental language skill and underscores the increasing importance of SBI as a viable approach in the EFL context. It provides a definition of SBI and identifies key categories of writing strategies, such as cognitive, metacognitive, and social/affective strategies, which assist learners at various stages of the writing process. The purpose of these strategies is to facilitate self-regulation, boost critical thinking, and promote learner autonomy. Furthermore, the chapter discusses instructional models that incorporate SBI, particularly in environments with limited time and resources. Rather than focusing on the effectiveness of SBI itself, this research aims to explore EFL teachers' perceptions and applications of SBWI, as well as how closely their practices align with theoretical principles. The literature reviewed in this chapter lays a conceptual groundwork for examining how strategic writing approaches can inform teaching practices and enhance learners' writing competence and independence.

2.2. Foundations of EFL Writing

Writing is a fundamental skill in EFL learning, serving not only as a tool for academic achievement but also as a medium for cognitive and communicative development. Its complexity involves not just the mechanical aspects of sentence construction but also higher-order processes such as critical thinking, organization, and reflection. The development of writing skills in EFL settings is crucial for learners' overall language proficiency and academic success. This section explores the key foundations of EFL writing, starting with its definition and role, and then delving into the various purposes and importance of developing writing skills.

2.2.1. The Nature and Role of Writing in EFL Instruction

Writing is fundamentally defined as “the act of forming graphic symbols such as letters or combinations of letters to make words, and words are arranged to form sentences” (Byrne, 1988, p. 4). This definition underscores that writing is not merely a mechanical task but a vital medium for expressing thoughts and ideas. It encompasses a broad range of genres and forms, from academic essays to creative narratives. As

Graham and Perin (2007, p. 2) characterize writing as a cognitive activity that encompasses the generation, organization, and refinement of ideas to communicate meaning effectively. Emphasizing that writing is a complex cognitive process that engages higher-order thinking skills, making it essential in the context of education.

In the context of language learning, writing is not confined to the creation of sentences or paragraphs; instead, it represents a multifaceted endeavor that requires meticulous coordination of concepts and linguistic organization. According to Hayes (1996), writing encompasses a series of recursive stages—planning, drafting, revising, and editing—that together highlight its complex and evolving nature. These stages necessitate that writers engage in sustained cognitive activities, such as critical analysis and reflective judgment, as they endeavor to express meaning effectively.

The scope of writing in language learning extends well beyond the mechanics to include an understanding of different genres, purposes, and audiences. Hyland (2003) emphasizes that "effective writing involves the ability to adapt one's message to suit different contexts and purposes" (p. 14). This adaptability is particularly crucial for EFL learners, who must navigate varying writing conventions across diverse cultural and educational frameworks. Similarly, Leki (1992) highlights the intricate nature of writing, noting that it involves social interaction. This requires writers to be cognizant of their audience and the context of their communication, thereby underscoring the significance of placing writing within particular communicative situations.

Writing is not merely an academic exercise; it is an essential skill applicable across various professional contexts. Luo (1989) asserts, "Some of you wish to be writers... while others wish to be teachers. No matter what career you choose, the ability to write is a necessity in life" (p. 26). This highlights writing's multifaceted role in personal and professional realms, making it a crucial skill for success in diverse fields.

Moreover, writing occupies a significant position within the broader framework of language acquisition, which encompasses speaking, listening, reading, and writing. Huebener notes, "the language skills should be presented in the following order: listening, speaking, reading and then writing" (as cited in Milliani, 1992, p. 5). This

sequential order reflects the natural progression of language learning, positioning writing as a foundational element of language proficiency and mastery.

The nature of writing itself is dynamic and structured. The Oxford Advanced Learner's Dictionary (1996) defines it as "the activity of writing or the skill of linear sequences of graphemes in time," suggesting that writing requires careful consideration and skilful execution. Rivers (1968) points out that writing is inherently different from spoken language due to its more purposeful and permanent nature, which lacks the immediacy and spontaneity found in speech (p. 195). This observation emphasizes that writing demands a more deliberate and reflective process compared to speaking, displaying its role as a structured and intentional form of communication.

Additionally, writing necessitates thoughtful organization and clarity. It requires writers, including students, to arrange information in a manner that best serves their communicative objectives while considering their intended audience. Byrne (1988) articulates:

Writing requires some conscious mental effort: we think out sentences and consider various ways of combining and arranging them. We reread what we have written as a stimulus to further writing... the reason for this is that we are writing for a reader" (p. 1).

This perspective reinforces the idea that writing is an intentional act extending beyond mere mechanical transcription. Berninger et al. (2002) further elaborate on the nature of writing, stating that it encompasses foundational transcription skills, such as handwriting, spelling, and punctuation, alongside advanced cognitive processes like planning, organizing, and articulating ideas effectively. They assert that Effective writing involves more than the use of appropriate vocabulary or the correct application of mechanical skills such as punctuation, spelling, and handwriting; it also requires the ability to organize ideas, develop arguments, and communicate meaning clearly and coherently. This highlights writing's multifaceted nature, intertwining mechanical proficiency with cognitive engagement, making it a vital form of communication.

While a solid grasp of grammar is certainly essential for effective writing, it is important to recognize that grammar is just one aspect of a broader set of skills

required for successful communication. Berninger et al. emphasize that "grammar rules are also essential," indicating that while grammatical knowledge is foundational; it should be integrated with other writing competencies. Consequently, writing emerges as an intricate process necessitating the integration of various skills and strategies. It embodies a complex interplay between mechanical proficiency and cognitive engagement, ultimately serving as a vital form of communication that allows writers to articulate ideas and share information with an absent audience. As Badger and White (2000) properly summarize, "Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language" (pp. 157-158).

In summary, writing is a critical skill in language acquisition, defined not only by its mechanics but also by its cognitive and organizational complexities. It is a versatile and multifaceted skill, which requires adaptation to various contexts and audiences, underscoring its importance in both academic and professional settings.

2.2.2. Developing Writing Skills as a Pillar of EFL Proficiency

The development of EFL writing skills is essential for a range of academic, communicative, and cognitive purposes, which are integral to learners' overall language proficiency. Writing is a multifaceted skill that extends beyond simply fulfilling academic requirements; it is also crucial for self-expression, critical thinking, and communicating effectively in diverse contexts. This section highlights the importance of writing in EFL education, focusing on its academic, communicative, and cognitive roles.

2.2.2.1. Academic Writing as a Tool for Cognitive Development

Writing in EFL serves as a vital component in academic discourse, where students must engage in activities such as essays, research papers, and exams. These writing tasks require learners to organize ideas, structure their writing logically, and support arguments with evidence. As Kroll (2001) asserts that academic writing demands learners to engage in critical thought, provide their arguments with adequate evidence, and organize their ideas in a logical and coherent framework. (p. 34), underscoring that

writing is not merely an act of communication, but also a critical cognitive process that facilitates deeper understanding and knowledge synthesis.

Writing is also fundamental to academic success as it helps learners engage in higher-order cognitive processes like analysis, synthesis, and evaluation, which are essential for academic achievement (Grabe, 2001). Writing tasks often serve as a platform for learners to reflect on their understanding and integrate new knowledge, contributing to their intellectual growth. As Hyland (2003) explains, writing requires the "generation and organization of ideas" (p. 3), highlighting its significance as a cognitive endeavour that goes beyond mere transcription. This intellectual engagement makes writing an indispensable tool for learners to articulate their comprehension of subject matter and demonstrate their learning effectively.

Moreover, Tribble (1996) emphasizes the societal and academic importance of writing, stating, "To be deprived of the opportunity to learn how to write... is to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige" (p. 12). This underscores how writing proficiency is not only crucial for academic performance but also for accessing opportunities in various social and professional domains.

2.2.2.2. Communicative Writing for Diverse Audiences

In addition to academic purposes, writing in EFL is essential for communication across a range of contexts, both personal and professional. Writing serves as a bridge for learners to express themselves and engage with others, whether in emails, reports, or informal social media posts. According to Raimes (1985), writing should fundamentally operate as a communicative act, empowering students to transmit meaning to a designated audience. underscoring the communicative essence of writing in language education.

Writing for communication in EFL helps learners refine their linguistic skills and cultural awareness. By practicing writing for different audiences and purposes, learners adapt their language use to suit specific contexts. According to Swales (1990), writing in academic environments facilitates learners' meaningful participation in discourse communities by sharing their insights, adhering to the conventions of their

disciplines, and addressing the needs of a designated audience, which helps learners develop a sense of support and empowers them to participate in global conversations.

Furthermore, Harmer (2001) underscores the importance of communicative writing in language learning, stating that writing activities should prioritize real-world applications and communicative goals. This approach ensures that students understand how writing can be used for meaningful interaction and effective communication, beyond the confines of grammar drills or isolated sentence construction.

2.2.2.3. Writing and Its Impact on Cognitive Development

The act of writing also fosters cognitive development, as it challenges learners to think critically and engage in complex thought processes. Writing is a reflective activity that involves organizing ideas, constructing meaning, and presenting arguments systematically. In the same vein, Flower and Hayes (1981) assert that writing represents a cognitively demanding, purpose-driven activity that facilitates organized, reflective thinking for writers throughout the writing process (p. 366). This cognitive engagement is vital for students to deepen their understanding of content and improve their overall thinking skills.

In their pivotal research on the cognitive processes related to writing, Flower and Hayes (1981) brought also attention to the intricate nature of writing as a mental activity. They contended, "Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing" (p. 366). This perspective illustrates that writing is not merely about placing words on a page; it is a complex, goal-oriented cognitive process that includes planning, converting thoughts into text, and revising. In this context, the term writing is often used interchangeably with composing, indicating that writing involves more than just basic transcription and requires advanced cognitive skills. The term composing emphasizes the integrative and dynamic qualities of the writing process, where writers actively create meaning through the organization and manipulation of their ideas

Silva (1993) further highlights that writing promotes metacognition, or awareness of one's thinking processes, which is essential for developing effective learning strategies. She indicates that writing in a foreign language requires learners to engage

in cognitively intensive processes, which foster a deeper awareness of their learning strategies and language utilization. This reflective aspect of writing helps learners refine their ability to plan, revise, and analyse their work, fostering both intellectual and language development.

2.2.2.4. Writing for Learning and Writing to Learn

Writing also plays a dual role in language education: as a tool for learning and as a method of assessment. Rivers (1968) emphasizes that writing reinforces learning by providing students with opportunities to articulate their understanding, summarize texts, and engage in critical analysis. Writing tasks, such as essays and summaries, not only assess a student's grasp of content but also help reinforce their learning by requiring them to organize and rephrase ideas.

Moreover, writing enhances comprehension and retention, as learners actively engage with the material. According to Kern (2000) , Harmer (2004) and Harmer (1998), writing activities promote deeper understanding by encouraging students to manipulate language structures and express meaning in a way that aligns with the expectations of readers. This process enhances both language proficiency and critical thinking skills, which are vital for academic success.

In sum, writing in EFL serves a variety of essential purposes: it helps learners engage in academic discourse, facilitates communication across various contexts, and promotes cognitive development. These diverse functions underscore the importance of writing as a key skill in language education. To fully realize these benefits, writing instruction must move beyond sentence-level mechanics, incorporating higher-order skills, critical thinking, and communicative practices to equip learners with the tools they need for academic and professional success.

The definitions provided suggest that writing is a multifaceted linguistic and cognitive endeavour that requires proficiency in standard mechanics, including spelling, punctuation, and grammar, as well as an understanding of organizational techniques to create clear and meaningful communication. Therefore, writing

transcends simple thought transcription; it is an act of creativity and exploration. As noted by White (1987), writing involves not only the articulation of ideas but also the investigation of their logical arrangement and communicative effectiveness. Consequently, writing functions as both a means of communication and a vehicle for discovery.

One prominent advantage of writing, as emphasized by Harris (1993), is its role in externalizing thoughts, which aids in the processes of reflection and enhancement. In the view of Harris (1993), writing externalizes thoughts, which aids in their revision and improvement, since the visible text allows for critical reflection and refinement (p. 12). This visibility allows writers to engage in metacognitive strategies: evaluating, adjusting, and reorganizing their concepts to improve the clarity and precision of their written expression.

The importance of writing in educational and social contexts has significantly increased. It is now recognized as a vital skill, essential for both academic achievement and professional development, rather than a secondary one. Hamzaoui (2006) states, "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" (p. 12). This emphasizes the need to prioritize writing instruction in EFL programs, equipping learners with the necessary academic skills while also preparing them for practical communication requirements.

In conclusion, writing in EFL context should be perceived as a dual cognitive and social activity, which calls for strategic reasoning, linguistic expertise, and an understanding of the audience and objectives. Its growth merits targeted pedagogical focus, particularly within instructional models that support reflection, the use of strategies, and the development of communicative competence.

2.3. Key Challenges in EFL Writing

Students face various challenges when engaging in EFL writing, which often obstruct their journey toward proficiency in written expression. These challenges extend beyond linguistic and cognitive issues to include psychological and contextual

hurdles. It is vital to comprehend these difficulties in order to implement effective instructional methods that will enhance students' writing capabilities.

In the field of EFL education, students encounter numerous challenges that obstruct their writing advancement. These obstacles originate from both internal factors, like cognitive and linguistic issues, and external factors, such as the learning environment and the support systems available to them. It is vital for educators to comprehend the underlying causes of these writing challenges in order to develop effective, strategy-based teaching methods that cater to the unique requirements of EFL learners.

Writing is an inherently intricate and multifaceted cognitive process that requires the integration of various skills, such as selecting topics, choosing words, organizing content, ensuring clarity, and being aware of the audience (Sturm & Koppenhaver, 2000, as cited in Westwood, 2008). This complexity is a key reason why writing is often regarded as the most challenging of the four primary language skills to master (Hedge, 1988; Westwood, 2008). Byrne (1979) characterizes writing as a “complex and spontaneous cognitive activity” that demands the simultaneous management of multiple elements, making it difficult for students to achieve excellence in this area. The process requires not only linguistic accuracy but also the ability to express ideas clearly and effectively, which can be a daunting task for both native and non-native English speakers.

2.3.1. Writing Difficulties

The act of writing necessitates the simultaneous handling of various aspects, such as organization, grammar, vocabulary, and coherence. Murray and Moore (2006) emphasize that writing is pivotal in academic settings, particularly for scholarly communication. However, many students often regard writing as a skill they either possess or do not possess, which can deter them from seeking ways to improve. This belief can obstruct their progress and make it more difficult to tackle deficiencies in their writing abilities.

According to Byrne (1979), writing is described as “neither easy nor spontaneous,” while Bell and Burnaby (1984) define it as “an extremely complex cognitive activity requiring control over a number of variables simultaneously” (p. 36). These insights

emphasize the significant mental and physical effort involved in the writing process, drawing attention to the challenges that numerous learners face in their pursuit of enhancing their writing skills.

❖ **Psychological Issues in Writing**

A major psychological factor that contributes to challenges in writing is the absence of immediate feedback, which sets writing apart from verbal communication. According to Byrne (1979), a significant barrier in the writing process is the lack of real-time interaction between the author and the audience. In contrast to spoken language, where communicators can obtain instant responses, writing creates a separation that prevents the writer from receiving immediate feedback. According to Rosen (1981, as mentioned in Hedge, 1998), it is common for writers to work alone, without direct feedback from an audience, which necessitates their ability to anticipate potential reader reactions to their words (p. 36).

This sense of isolation poses a considerable challenge for students, who frequently find themselves needing to anticipate how readers will respond and modify their writing accordingly. The absence of body language, vocal tone, and other verbal indicators further complicates the writer's responsibilities (Rivers, 1968). As noted by Rosen (1981), "writing is detached from the wide range of expressive possibilities in speech," meaning that writers cannot utilize the same tools available to speakers, such as gestures or vocal inflections (p. 36). This isolation, coupled with the necessity to foresee reader reactions, makes the writing process more difficult for learners.

❖ **Linguistic Challenges in Writing**

The linguistic challenges associated with writing represent a major hurdle for EFL learners. Unlike oral communication, which often allows for minor grammatical errors, written language demands a higher standard of accuracy and precision. According to Hedge (1998), proficient writing requires a well-organized structure, the application of complex grammatical elements, and a judicious choice of vocabulary to ensure clarity and coherence. For EFL learners, the absence of immediate feedback on grammatical inaccuracies heightens these challenges, compelling them to depend on their own

understanding of grammar rules to produce writing that is both precise and comprehensible.

Raimes (1983) and Hedge (1998) highlight also the significance of handling various tasks concurrently in the writing process, including choosing suitable vocabulary, forming grammatically accurate sentences, and addressing the requirements of the target audience. These challenges render writing particularly challenging for numerous students, who often face difficulties such as verb tense inconsistencies, subject-verb agreement issues, and problems with sentence structure. Grabowski (1996) points out that the formal characteristics of written communication demand a greater level of precision compared to spoken language, thereby underscoring the importance of grammatical correctness.

❖ Cognitive Issues in Writing

The cognitive challenges associated with writing present significant difficulties for EFL learners. Writing is not an inherent ability; rather, it necessitates explicit teaching, as highlighted by Halliday (1985) and Grabowski (1996). As stated by Tribble (1996), writing is not an ability that is naturally developed simply through exposure to language; instead, it generally requires explicit and organized instructional assistance (p. 11). In contrast to speech, which children acquire naturally through exposure, writing demands a structured approach to learning and practice. White (1981) contends that, in contrast to speaking, which often develops spontaneously among those without impairments, writing is a skill that demands formal education from the outset (p. 2). This difference underscores the necessity for targeted instruction to cultivate writing abilities.

To be effective, writing instruction should go beyond the mere teaching of vocabulary and grammar, focusing instead on how students can apply these elements within their writing. Instruction that emphasizes only grammar or vocabulary, without helping students learn to organize their thoughts and present their ideas in a coherent manner, is insufficient. Raimes (1983) points out that writing involves the simultaneous consideration of various factors, including content, structure, and audience, which adds to the intricacy of the writing process.

Overall, achieving proficiency in writing is commonly regarded as one of the most challenging components of learning English as a foreign language. EFL students often report that writing is more difficult than other language skills. This belief is well-supported, considering that even native speakers can face challenges when attempting to express themselves clearly and effectively on topics they know well. For non-native speakers, the difficulty is heightened, as they must generate texts that are both linguistically and cognitively demanding in a language that is not their own. Thus, writing not only tests language proficiency but also represents a multifaceted intellectual task that involves the coordination of several sub-skills.

The complexity of writing stems from its dual nature as both a mental and physical activity. It involves transforming abstract ideas into organized linguistic expressions. According to Byrne (1988), there are three main sources of difficulty in writing: psychological, cognitive, and linguistic. The psychological aspect arises from the writer's separation from the audience, as writing does not provide the immediate interaction and feedback found in spoken communication. The cognitive challenge relates to the need to arrange ideas logically and coherently, which necessitates a strong grasp of the structural norms of written language. Lastly, linguistic challenges arise from the requirement to employ language with greater precision and grammatical correctness than in verbal communication, as written works must make up for the lack of non-verbal signals like gestures or facial expressions (Byrne, 1988).

Additionally, writers are tasked with managing a multitude of interconnected elements, including content, organization, grammar, syntax, mechanics, vocabulary, audience awareness, communicative purpose, and the writing process itself. Raimes (1983) illustrates in her widely recognized framework that the interaction of these various components renders writing a notably sophisticated and challenging skill. The multifaceted nature of writing as a recursive process is effectively represented in the model presented in the following figure. It is shown that writers often revisit earlier stages of their work such as planning, drafting, revising, and editing, rather than progressing in a linear fashion.

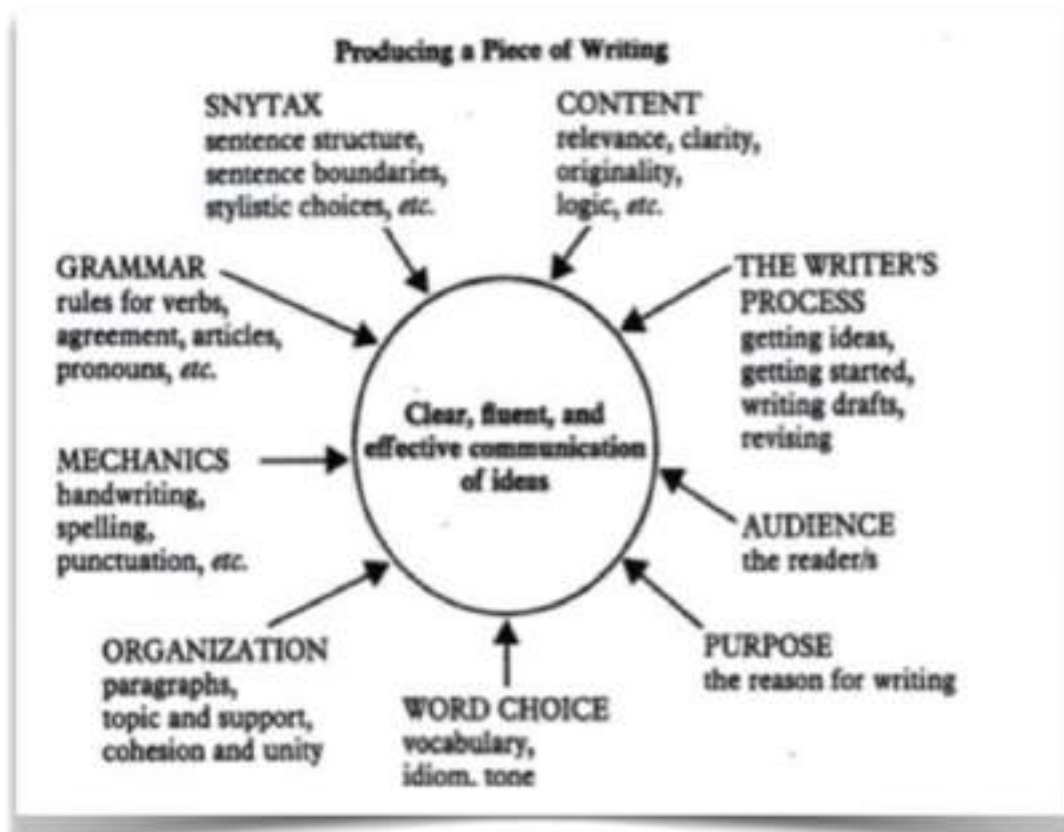


Figure 2.1. Producing a Piece of Writing (Raimes, 1983, p. 6).

The intricate aspects of writing illustrate why it is commonly perceived as a significant obstacle for EFL learners, emphasizing the need for instructional strategies that meet its diverse requirements. In light of the cognitive, linguistic, and psychological factors involved in writing, it is vital to investigate the particular challenges that EFL learners often face throughout the writing process. These challenges will be explored in the next section.

2.3.2. Obstacles in EFL Writing

EFL learners encounter various obstacles in writing, which arise from a complex interaction of linguistic, cognitive, psychological, and sociocultural influences. Mastering writing in a foreign language necessitates not only a solid understanding of grammar, vocabulary, and syntax but also the skill to coherently structure ideas and tailor messages for a specific audience. According to Byrne (1988), a key reason writing poses challenges for EFL learners is the inconsistent focus on receptive and oral skills such as listening and speaking while writing is frequently overlooked or inadequately integrated into the curriculum. This instructional imbalance leads to

limited exposure to writing strategies and fewer opportunities for meaningful practice, which ultimately obstructs the development of learners' writing fluency and accuracy.

In addition to the educational constraints, many EFL learners encounter contextual difficulties such as large class sizes, inadequate individualized feedback, and limited access to teaching materials and technology. Psychological barriers, including anxiety, low self-confidence, intensify these challenges and the fear of making mistakes, which can adversely affect learners' willingness to engage in writing tasks. According to Hyland (2003), writing is not limited to the mastery of mechanical skills; it demands that learners consider the communicative context, the audience they are addressing, and the purpose behind the text, which contributes to the social and cognitive complexity of writing (p. 9). Consequently, learners need both strategic instruction and emotional support to effectively address these complex issues.

Furthermore, in many EFL settings, cultural norms and educational traditions frequently fail to emphasize process-oriented writing strategies. As a result, students have limited opportunities to engage in essential practices such as planning, drafting, revising, and reflecting, which are vital for effective writing instruction (Raimes, 1983). The combination of these linguistic, cognitive, and contextual challenges points to the urgent need for a more integrated approach to writing instruction in EFL classrooms, one that specifically identifies and addresses the barriers faced by learners.

In the next section, the major obstacles that EFL learners experience when it comes to writing will be tackled:

❖ **Limited Vocabulary and Grammar Difficulties**

In the field of EFL writing instruction, limitations in vocabulary and grammatical errors are among the most commonly identified barriers that impede students' capacity to articulate their thoughts clearly. These challenges are particularly prominent for first-year university students, as their writing proficiency is directly linked to their command of language skills. Recognizing these difficulties is essential for developing effective teaching strategies, particularly in the context of this research, which aims to investigate the relationship between teachers' perceptions and practices in SBI and the writing development of learners.

A restricted vocabulary hinders students' capacity to articulate intricate and nuanced ideas in their writing. When learners possess limited lexical variety, they frequently resort to basic and repetitive word selections, which diminishes the sophistication and expressiveness of their written work. Schmitt (2008) points out that the individuals who have a limited vocabulary tend to use simple words, thereby lowering the complexity and expressive nature of their written work (p. 329). This lack of lexical complexity can be especially detrimental in academic environments, where students are expected to engage in advanced cognitive processes and convey abstract concepts. Al-Qahtani (2015) underscores that vocabulary is crucial for language acquisition, pointing out that learners find it challenging to grasp input and convey their thoughts clearly if they lack a sufficient lexicon (p. 22). Grammar-related issues present substantial obstacles for EFL learners. Errors involving verb tense, subject-verb agreement, sentence structure, and punctuation can significantly disrupt the clarity and coherence of student writing. As noted by Bitchener and Ferris (2012), these mistakes often arise from a lack of grammatical knowledge, inadequate corrective feedback, and insufficient practice in utilizing grammar rules in genuine writing situations. Moreover, Ferris and Roberts (2001) highlight that recurring grammatical errors can diminish the comprehensibility of texts and negatively affect the writer's credibility, especially in academic discourse.

The difficulties of lexical constraints and grammatical errors are frequently intensified by educational settings that offer minimal chances for direct instruction in writing strategies. Many EFL contexts continue to prioritize rote memorization and sentence-focused exercises, which detracts from more integrated, strategy-driven approaches that encourage learner autonomy and enhance writing fluency. Consequently, recognizing these linguistic obstacles provides a theoretical basis for the present study. The objective is not to evaluate the writing proficiency of learners directly, but to investigate the extent to which teachers' strategy-focused practices tackle these ongoing challenges in EFL writing instruction.

❖ Lack of Effective Writing Instruction

A common challenge faced in EFL environments is the insufficient attention given to writing instruction within overall language education programs. Despite its acknowledged significance for academic success, writing often takes a backseat to the development of oral communication skills, especially listening and speaking (Graham & Perin, 2007). As a result, EFL learners frequently encounter a lack of explicit teaching regarding critical writing elements such as planning, drafting, revising, and editing. According to Graham and Perin (2007), writing instruction in various schools is inadequate in providing students with direct training for planning and composing texts, and learners are often deprived of adequate time to practice writing effectively (p. 17). This instructional deficiency prevents students from receiving the necessary support to cultivate coherent and purpose-driven written expression.

Moreover, the instructional strategies adopted by many EFL teachers often prioritize superficial writing elements, such as grammar and punctuation, over the cognitive and rhetorical processes that are essential to composition. Hyland (2003) points out that “teachers tend to focus their attention on linguistic errors in student writing at the expense of more substantive issues such as content and organization” (p. 177). This restricted focus not only diminishes learners' ability to articulate their ideas effectively but also fosters a fragmented understanding of writing as a mechanical activity rather than a communicative and strategic process.

In educational settings where instructional time is restricted and writing is perceived as a subordinate skill, students are frequently left with little direction on how to systematically tackle writing tasks. The lack of guidance in pre-writing strategies, such as brainstorming, mind mapping, or outlining, intensifies the difficulties learners face in generating and organizing their ideas. As a result, students often develop writing practices that focus more on avoiding grammatical errors than on creating meaningful content or connecting with the reader. This misalignment in instructional emphasis undermines the growth of writing proficiency and autonomy among learners; two essential components that this study aims to examine in relation to SBWI.

Considering these challenges, it is vital to re-evaluate present teaching practices and investigate methods to make writing instruction more effective and strategically sound. The following section will focus on further barriers that EFL learners experience due to their limited familiarity with writing strategies and insufficient instructional support.

❖ **Cultural Differences and Psychological Barriers**

Cultural and psychological influences have also been recognized as important challenges that limit learners' writing effectiveness in EFL writing instruction. These factors are frequently interconnected and can affect learners' writing performance in complex ways, particularly in formal educational settings where English is instructed rather than naturally acquired.

Cultural differences are recognized as significant factors affecting writing performance in a second or foreign language. One of the pioneering and most impactful studies on this topic was conducted by Kaplan in 1966, who posited that every language and culture utilizes specific rhetorical conventions, and that acquiring proficiency in a new language necessitates learners to comprehend and adjust to its distinctive discourse patterns (p. 2), indicating that students carry culturally influenced methods of organizing their ideas and arguments, which may not align with the conventions of English academic writing. For instance, English writing is generally noted for its direct and linear format, starting with a clear thesis statement, followed by logically sequenced supporting arguments, and concluding with a summary; however, this structure is not universally applicable across different cultures.

Studies have demonstrated that Arabic rhetoric frequently employs techniques such as parallelism, repetition, and elaboration, rather than following a strictly linear sequence of ideas (Abu-Rass, 2001; Ostler, 1987). Authors may start with general or abstract assertions, weave in religious or philosophical contemplations, or explore concepts in a more circular or digressive manner. This stylistic choice reflects a broader cultural and literary heritage that values expressive complexity and indirect communication. Nevertheless, when these rhetorical patterns are adapted to English academic writing, they can be perceived as repetitive, unfocused, or lacking a clear

argumentative structure, particularly by instructors who are not familiar with the norms of Arabic discourse.

In addition, the understanding of reader-writer relationships varies across cultural contexts. In English academic writing, it is expected that writers will clearly guide their readers, avoiding ambiguity and making their arguments explicit. On the other hand, Arabic rhetorical practices often assume that readers have a higher level of knowledge, prompting them to infer meaning from the context. This difference can cause students' writing in English to seem less explicit in their arguments (Connor, 1996; Al-Khatib, 2001). Such variations can lead to miscommunication and the impression that students' writing lacks clarity or logical structure, even though it may be coherent according to the rhetorical norms of their native language.

In addition to cultural aspects, psychological barriers introduce further challenges in EFL writing. The act of writing in a foreign language can be stressful, particularly when learners are unsure about grammar, vocabulary, or the appropriate structure. Krashen (1982) points out the significance of affective factors in language acquisition through his affective filter hypothesis. According to him (1982), an elevated affective filter can impede language acquisition, while a reduced filter supports more effective learning by allowing the processing of comprehensible input (p. 31). In writing, a notable affective filter, which may originate from the fear of errors, a deficiency in self-confidence, or concerns about negative feedback, can obstruct students from fully participating in the writing process.

This kind of anxiety typically results in avoidance behaviours, such as procrastination, minimal effort in writing, or reliance on memorized phrases rather than the creation of original content. According to Pritchard and Honeycutt (2006), the pressure to deliver grammatically accurate work often leads to “writer’s block and a lack of motivation” (p. 278). These emotional hurdles are particularly noticeable in writing contexts that prioritize accuracy over creativity and self-expression.

In addition, the lack of guidance in social and affective writing strategies can amplify psychological barriers. Strategies that address social and emotional needs, such as emotion regulation, peer support, and anxiety reduction through positive self-

dialogue and collaborative work, have been shown to help learners navigate affective challenges (Oxford, 1990; Chamot, 2005). When these strategies are not included in classroom instruction, students may contend with their anxiety independently, leading to lower motivation and limited development in their writing skills.

In conclusion, both cultural and psychological obstacles significantly influence the writing experiences of EFL learners. The disparities between Arabic and English rhetorical styles can result in misconceptions regarding the quality of writing. Additionally, psychological factors such as anxiety and the fear of making mistakes can hinder learners from expressing themselves openly and effectively. These issues highlight the necessity for writing instruction that is not only culturally aware but also emotionally supportive.

The upcoming section will examine further challenges that affect the writing development of EFL students.

❖ **Lack of Practice and Resource Constraints**

Enhancing EFL writing skill is primarily reliant on the regular practice opportunities in a variety of contexts. However, research indicates that many EFL programs do not place adequate emphasis on writing practice within their curricula, leading to considerable limitations on learners' writing fluency. In the same context, Hyland (2003) points out that “without sufficient opportunities for practice, students are unlikely to refine their writing skills” (p. 54). The lack of continuous and organized practice encourages students to adopt superficial learning methods, such as rote memorization, rather than engaging in the deeper cognitive processes essential for independent and strategic writing. This reliance on memorization not only limits creativity and original thought but also hinders students' ability to formulate coherent and flexible responses to various writing tasks (Hyland, 2003; Tribble, 1996).

In addition, a scarcity of writing practice often reflects deeper systemic challenges, particularly those linked to resource limitations in many EFL educational contexts. In resource-poor environments, students frequently encounter insufficient access to essential writing tools, technological resources, and high-quality instructional materials. According to De La Paz and Graham (2002), many instructors are lacking in

both the instructional tools and the skills required to furnish the personalized support that is crucial for the effective application of strategy-based writing instruction (p. 690). These constraints significantly impact both the quantity and quality of instruction, particularly in classrooms where large student-teacher ratios impede the provision of personalized feedback and scaffolded support.

Therefore, the challenges posed by overcrowded classrooms and excessive workloads for teachers significantly impede the adoption of student-centered writing instruction. Nation (2009) points out that effective writing development requires opportunities for revision, reflection, and interaction; practices that are often lacking in situations where teachers are burdened by administrative and instructional tasks. In these circumstances, writing becomes a mechanical endeavour rather than a recursive and interactive process that allows students to communicate meaningfully.

Besides the previous challenges, the inadequate professional development for writing educators intensifies the issue. According to De La Paz and Graham (2002), many educational systems, particularly in developing areas, reveal that a significant number of teachers are not sufficiently prepared to offer writing strategy instruction that assists learners in effectively planning, structuring, composing, and revising their written work (p. 691). Without proper training in SBI, teachers might revert to teaching methods that emphasize product outcomes, concentrating on grammatical precision while neglecting critical higher-order writing skills such as idea development, organization, and understanding the audience.

This lack of instructional support not only restricts the use of effective teaching strategies but also deprives students of the chance to approach writing as a complex and process-driven activity. According to Grabe and Kaplan (1996), developing writing competence necessitates a well-organized teaching method that involves persistent practice and direct support at all stages of the writing process (p. 120). The absence of any of these critical components whether stemming from limited time, inadequate resources, or insufficient teacher training leads to a decline in the quality of writing instruction and leaving students unprepared to tackle academic and communicative writing challenges.

As a result, overcoming these challenges demands a holistic and systematic strategy. This strategy should focus on increasing resource accessibility, encouraging smaller class sizes to enable tailored feedback, and investing in teacher training initiatives centered on writing strategy instruction. Harmer (2004) emphasizes that successful writing instruction hinges not just on learners' motivation but also on the teacher's skill in cultivating an environment where writing is regarded as purposeful, reflective, and achievable (p. 41). A supportive educational setting that highlights consistent, guided writing practice and a variety of instructional resources can aid learners in progressively acquiring the skills and confidence essential for proficient writing in English.

To conclude, the deficiency in writing practice, coupled with resource limitations and the preparedness of teachers, represents a major hindrance to writing development in EFL settings. These challenges are interconnected, leading to a cycle characterized by limited input, lowered motivation, and poor performance. Acknowledging and addressing these issues is vital for cultivating effective and enduring writing instruction.

The next part of this discussion will address further pedagogical and contextual challenges that EFL writing instruction encounters. This includes issues such as inadequate feedback, an overemphasis on grammatical accuracy, and a lack of writing models, motivational obstacles, and the general dynamics present in classroom learning environments.

➤ **Feedback Deficiency**

The role of feedback in writing instruction has long been acknowledged as essential for the progress of EFL students. Formative feedback, in particular, is crucial for guiding students through the cyclical processes of drafting, revising, and perfecting their written assignments. As noted by Ferris (2003), effective feedback not only helps learners spot errors but also aids them in understanding how to enhance their writing across various dimensions. However, despite its recognized importance, the quality and extensiveness of feedback offered in many EFL environments remain problematic. A significant number of instructors focus predominantly on surface-level mistakes,

such as grammar, spelling, and punctuation, while often neglecting more complex aspects like idea development, coherence, and text structure (Hyland, 2003; Hyland & Hyland, 2006).

In the same regards, Hyland (2003) emphasizes that an emphasis on form over meaning results in an excessive focus on form-oriented feedback, which undermines communicative objectives (p. 177). This methodology not only reduces students' involvement in the writing process but also constrains their perception of writing as a means of communication, transforming it into a mere mechanical task of correcting errors. Consequently, students may become overly concerned with avoiding mistakes, hindering their development of the metacognitive skills essential for higher-order thinking in writing (Bitchener & Ferris, 2012).

Additionally, the emphasis on grammar at sentence level is frequently influenced by institutional and educational limitations. Factors such as large class sizes, heavy teacher workloads, and inadequate training in strategy-based feedback for educators are prevalent issues that lead to this shortcoming (Carless, 2006). These obstacles intensify the tendency to prioritize easily quantifiable elements of writing, like grammar, while neglecting more complex elements like rhetorical choices and coherence. In settings where teachers face the challenge of managing numerous students, delivering comprehensive, process-oriented feedback becomes a daunting and time-consuming endeavour, which further promotes a focus on correcting errors instead of fostering overall improvement.

According to Lee (2016), the absence of comprehensive feedback on rhetorical elements, such as argumentation and logical structure of meaning, often leads to a decline in student engagement. She asserts that when teacher feedback does not consider the intricate rhetorical and organizational facets of writing, it can lead to a decline in student motivation and impede their long-term growth as writers (p. 69). Without detailed and constructive feedback that emphasizes the organization and clarity of their ideas, students are less likely to acquire the skills essential for revision and self-reflection. The deficiency of meaningful feedback impedes learners' development as independent, strategic writers.

According to Hyland and Hyland (2006), feedback that is viewed as a conclusive evaluation; focusing on correctness instead of progress, diminishes its pedagogical effectiveness and creates a disconnect between students and the writing process. When educators are seen only as judges, spot lighters of mistakes rather than mentors and facilitators, they do not provide the vital encouragement needed for students to appreciate writing as an ongoing development.

The existing literature, therefore, underscores the critical need to revise feedback practices in favour of a formative, process-oriented approach. This shift involves surpassing the mere correction of specific errors and embracing strategy-based guidance that motivates students to reflect on their writing, conduct self-assessments, and revise their work with a greater awareness of rhetorical considerations (Ferris, 2003). Consequently, feedback can evolve into a resource not only for error correction but also for fostering ongoing development and learner independence.

Considering these challenges, the subsequent sections will explore further impediments to effective EFL writing instruction. These include insufficient access to writing exemplars, an excessive focus on grammar, reduced motivation among learners, and structural obstacles present in classroom settings.

❖ **Limited Exposure to Writing Models**

A critical challenge faced in EFL writing instruction is the limited availability of quality writing models for students. The lack of authentic, genre-specific writing samples in the classroom restricts students' understanding of the structural and rhetorical aspects of different genres, especially in academic writing. Raimes (1983) emphasizes that when students do not have access to writing examples that illustrate suitable discourse structures, they struggle to internalize the conventions unique to each genre. This limitation affects their ability to produce coherent and well-structured written work, as they are often uncertain about how to organize their ideas within a specific genre.

Recent investigations have emphasized the crucial role of writing models in the educational process. According to Dedushaj (2022), students who do not have access to sufficient examples of skilled writing often turn to memorized structures or replicate

other texts without engaging in critical analysis. This reliance on memorization limits their creativity and originality, as they do not develop the critical thinking abilities required to create their own arguments and ideas. Without exposure to exemplary models, students miss a vital opportunity to learn how successful writers approach complex writing tasks, structure their arguments effectively, and maintain coherence in their compositions.

Furthermore, the unavailability of writing models results in a disjointed method of writing instruction, causing students to prioritize surface-level correctness over a thorough comprehension of genre-specific conventions. Lacking tangible examples to examine, students might struggle to understand the intricacies of different writing styles, such as argumentative essays, reports, or research papers. This can lead to difficulties in employing the appropriate organizational techniques, textual cohesion, or persuasive strategies required for effective academic writing (Raimes, 1983).

In light of this concern, scholars recommend integrating high-quality writing examples into EFL curricula. By exposing students to authentic writing samples, teachers can improve their understanding of the significance of writing in different contexts. These examples serve as analytical tools, allowing students to examine the choices made by skilled writers in terms of structure, style, and rhetorical strategies. As a result, students can utilize these insights to enhance their own writing abilities and develop their skills more effectively (Dedushaj, 2022).

❖ **Overemphasis on Grammar and Mechanics**

In various EFL classrooms, the emphasis on writing instruction remains largely centered on grammatical accuracy and mechanical correctness, frequently neglecting essential higher-level composition skills like idea development, coherence, and awareness of the audience. Although grammar and mechanics are undeniably fundamental to proficient writing, an overemphasis on these elements can hinder the enhancement of students' overall writing capabilities. Graham and Perin (2007) argue that effective writing instruction should strike a balance between teaching grammar and fostering advanced composition skills.

If writing tasks are reduced to mere exercises in correcting errors, students might become overly careful, prioritizing the avoidance of grammatical mistakes over meaningful engagement with their writing's content. Such a restricted approach can suppress their creativity and their ability to communicate intricate ideas clearly and persuasively. Moreover, an emphasis on grammar tends to promote a "product-oriented" perspective on writing, where the final piece is viewed as the primary focus of teaching. This stands in contrast to a "process-oriented" perspective, which considers writing as a developing activity that encompasses drafting, revising, and refining thoughts over time (Hyland & Hyland, 2006).

Concentrating primarily on grammatical accuracy can lead educators to foster writing that, although correct in form, lacks the depth, creativity, and coherence required for successful communication. Writing that emphasizes grammar may suffer from a lack of fluency and natural flow, both of which are important for engaging readers and effectively transmitting meaning. Additionally, this emphasis may cause students to feel anxious about errors, adversely affecting their motivation and eagerness to engage in writing activities (Graham & Perin, 2007).

To address this matter effectively, educators are encouraged to merge grammar instruction with a wider range of composition skills. This shift involves moving from a primary emphasis on error correction to a more holistic strategy that integrates linguistic accuracy with the enhancement of ideas, argumentation, and coherence. By aligning form with content, teachers can assist students in becoming more confident and strategic writers, capable of composing texts that are both precise and communicative.

❖ **Lack of Motivation and Engagement**

Motivation is essential for the writing performance of EFL students. Writing in a foreign language is often cognitively challenging and can be viewed as a daunting and monotonous endeavour. Many students encounter difficulties in engaging with writing assignments, particularly when they do not perceive the tasks as relevant to their personal or academic objectives. According to Byrne (1988), students are more likely to engage with writing tasks that are meaningful, authentic, and resonate with their

own experiences and interests. However, when writing instruction is excessively rigid, lacks contextual relevance, or is heavily dictated by the teacher, students may struggle to recognize the value of the assignments, which can lead to a decline in motivation.

The quality of students' writing can be greatly affected by motivational factors. In classrooms where writing is seen as insignificant or not aligned with students' broader academic and personal goals, learners may withdraw from engaging in the writing process. This disinterest can present itself in several forms, including procrastination, evasion of writing assignments, and minimal effort during writing activities. According to Byrne (1988), when students fail to see the significance of writing tasks, their motivation to enhance their writing skills decreases considerably.

To address this challenge, writing instruction should be tailored to actively involve students and ensure that writing tasks resonate with their life experiences. Educators should facilitate opportunities for learners to engage in writing activities that are authentic, contextually relevant, and connected to their interests. Such tasks might include writing reflective essays, personal narratives, or research projects that are closely linked to students' academic goals and interests. Additionally, fostering a classroom environment that encourages creativity, critical thinking, and peer collaboration can play a crucial role in maintaining student motivation and engagement in the writing process.

❖ **Classroom Environment and Teacher Expertise**

The atmosphere of the classroom and the qualifications of the writing instructor play crucial roles in effective writing education. In numerous EFL settings, challenges such as large class sizes, restricted teaching time, and insufficient professional development for educators hinder the delivery of effective writing instruction. According to De La Paz and Graham (2002), SBWI, which necessitates tailored support and guidance, becomes especially difficult in overcrowded classrooms where teachers have little time to offer individualized feedback.

In various EFL settings, writing instruction is often provided by teachers who may not have received specialized training in composition pedagogy. This lack of expertise can result in ineffective teaching approaches and a failure to effectively apply SBI.

According to De La Paz and Graham (2002), the effective implementation of SBWI can be greatly impeded in overcrowded classrooms, where it becomes more challenging to provide tailored feedback and individual support (p. 690).. Educators who are not sufficiently trained in writing pedagogy may struggle to provide the essential scaffolding required for students to advance their writing skills.

To overcome these challenges, it is essential for schools and universities to prioritize the professional development of writing instructors. This includes ensuring that educators receive ongoing training in composition pedagogy and strategy-oriented instruction. Moreover, addressing factors such as class size and instructional time can furnish teachers with the tools required to implement more impactful, learner-focused writing instruction.

The challenges identified previously highlight the need for a comprehensive, strategy-oriented approach to teaching EFL writing .By tackling issues such as insufficient feedback, limited access to writing examples, an overemphasis on grammar, motivational obstacles, and classroom limitations, educators can create more effective and nurturing learning environments. Ultimately, the barriers to successful writing instruction in EFL settings are complex, encompassing linguistic, cognitive, motivational, and institutional factors. To address these challenges, it is crucial to implement focused instructional strategies, such as SBI, which offers a holistic framework for writing education. The subsequent section will examine various teaching methodologies, including product, process, and genre-based approaches, and assess how these frameworks can help mitigate the previously mentioned challenges.

2.4. Approaches to EFL Writing Instruction

Effective writing instruction is fundamental for fostering students' abilities to communicate their ideas with clarity and persuasion. This section outlines three major approaches to writing instruction: the product-oriented approach, the process-oriented approach, and the genre approach. Each of these approaches provides valuable perspectives on writing pedagogy, enhancing the overall understanding of how to teach writing successfully, especially in EFL settings.

2.4.1. Product Approach to Writing Instruction

In the context of EFL teaching and second language acquisition, the product approach to writing instruction has traditionally served as a foundational element in composition education. This method is distinguished by its concentration on the final written output, including essays, reports, or formal letters, rather than the processes that lead to their creation. A notable characteristic of the product approach is its prescriptive focus on linguistic correctness, which encompasses grammar, spelling, punctuation, and adherence to established discourse conventions. Harmer (2001) succinctly observes, "In the teaching of writing, we can focus on the product of that writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product" (p. 257). This perspective represents a traditional view of writing, emphasizing the final polished text as the primary measure of student proficiency.

The product-oriented framework aligns with behaviourist learning theories that prioritize imitation, the formation of habits, and the repetition of correct forms. According to Tribble (1996), this approach heavily emphasizes "the notions of correctness and conformity" in language use, implying that writing is most effectively taught through the precise reproduction of model texts. Badger and White (2000) further support this viewpoint, arguing that product-based models "consider writing to be primarily about understanding the structure of language, with writing development mainly resulting from the imitation of texts supplied by the teacher" (p. 154). In this instructional context, students are often assigned the task of reproducing standard templates or teacher-generated models, which may limit their ability to create original works or explore different rhetorical expressions.

Additionally, writing within a product-focused framework is often associated more with the command of linguistic structures than with the intention to communicate. Pincas (1982) defines product-based writing instruction as being deeply anchored in "linguistic knowledge," where the primary aim is the precise use of vocabulary, syntax, and cohesive elements. While this emphasis on superficial linguistic characteristics can enhance accuracy and textual coherence, it frequently overlooks

critical aspects of effective writing, such as understanding the audience, defining purpose, ensuring idea coherence, and engaging with the content. Consequently, students may adopt a narrow view of writing, perceiving it solely as the creation of grammatically correct sentences rather than as a vehicle for meaning or knowledge construction.

The product approach reveals its limitations by treating writing as a rigid and linear process. According to Byrne (1988), writing acts as a means of communication through which the author endeavors to accomplish a defined goal while also sustaining a link with the intended readership (p. 14). However, the predominant focus on grammatical and structural correctness often overshadows the communicative intent behind writing, resulting in an instructional approach that emphasizes form over function. This can lead to a learning environment where students feel limited by strict expectations, thereby overlooking the expressive and rhetorical dimensions of their writing.

Furthermore, the product-oriented approach tends to create a teacher-centered environment in writing classrooms. In this setting, educators often take on the role of the primary authority, supplying model texts, correcting mistakes, and dictating acceptable forms of expression. This method frequently relegates students to the role of passive recipients of information rather than encouraging them to engage actively in the writing process. While the use of model texts can be beneficial for familiarizing students with genre conventions, it may unintentionally stifle the development of their independent writing voices and critical thinking skills. Consequently, this approach may lead to an overreliance on memorization and formulaic writing, especially in EFL contexts, where students typically have limited opportunities for genuine writing practice.

Additionally, an excessive emphasis on the final outcome can increase students' anxiety and diminish their readiness to take risks in their writing. When the focus is primarily on correctness, learners might become hesitant to explore original ideas, share their unique perspectives, or experiment with different formats and styles.

Consequently, the product-oriented approach may unintentionally restrain creativity and hinder the development of comprehensive writing skills.

Although it has its drawbacks, the structured nature of the product approach is particularly beneficial in certain educational settings, especially for novice writers who gain from clear models and comprehensive instruction in grammar and composition. This approach provides students with a definitive path and clear expectations, which are crucial in EFL classrooms, where writing standards can significantly differ from those in their native language. Badger and White (2000) assert that the product approach serves as a strong foundation for the progression of other educational models.

In conclusion, although the product approach provides a structured and grammar-focused framework for teaching writing in EFL settings, its shortcomings are becoming increasingly apparent in modern language education. The model prioritizes final results, linguistic accuracy, and adherence to established standards, often at the cost of creativity, awareness of the writing process, and communicative skills. Since writing is intrinsically a process of meaning creation and self-expression, an exclusive concentration on the final product may not encourage a more profound engagement with writing as a cognitive, rhetorical, and social activity. As a result, an excessive dependence on this approach may restrict learners' growth as independent, reflective, and proficient writers.

To cultivate well-rounded writing competencies in EFL learners, it is essential for educators to supplement product-centered teaching with techniques that embrace the cyclical and exploratory aspects of writing. The process approach to writing instruction, in particular, provides an alternative framework that focuses on critical stages such as pre-writing, drafting, revising, and editing. This approach encourages students to reflect on their ideas, incorporate feedback, and develop independence in their writing endeavours. As a result, the next section will explore the process approach in detail, emphasizing its pedagogical importance for improving EFL writing instruction.

2.4.2. Process Approach to Writing Instruction

When teaching writing to EFL learners, the process approach has become a pivotal pedagogical change that focuses on the writing process itself rather than the final written outcome. This educational model maintains that writing is a recursive and progressive activity, comprising a sequence of stages that support learners in moving from idea generation to the final creation of a coherent and audience-appropriate text. Belaid (2014) elucidates that producing coherent and meaningful texts in EFL contexts necessitates more than merely constructing grammatically accurate sentences, emphasizing that effective writing is characterized by a fluid series of decisions, revisions, and reflections, rather than simple transcription.

Similarly, Raimes (1983) highlights that writing is about creating coherent discourse instead of merely constructing isolated sentences, with a strong focus on the audience and the intended purpose. She further emphasizes the educational significance of the writing process itself (p. 11). This perspective signifies a movement away from the traditional focus on sentence-level issues in writing instruction towards a more extensive, meaning-centered approach. The process approach posits that language learners are not just creators of grammatically sound sentences, but communicators striving to express meaning through structured and intentional discourse. Therefore, the act of writing is considered as vital as the final written product.

Prior to exploring the various stages of the writing process, it is important to understand its conceptual framework. Tribble (1996) provides a thorough definition that highlights the dynamic and iterative aspects of writing. According to him (1996), the act of writing is characterized by a series of stages that involve planning ahead of writing, producing the first draft, and then revising and editing the text to improve its clarity and coherence (p. 161). This definition underscores that writing is not merely the act of inscribing words, but rather a complex, multi-step attempt that initiates well before the first sentence is crafted and extends beyond the completion of a draft. The preparatory stage can encompass brainstorming, information gathering, and clarifying the intended purpose and audience. After the writing phase, it is important to

undertake reflection, revision, and editing, as these elements are vital for enhancing the clarity and overall effectiveness of the completed text. Tribble's definition is consistent with educational philosophies that support the notion of teaching writing as a process rather than a final product, thereby nurturing learners' metacognitive awareness and fostering a stronger connection with their own ideas.

A key element of the process approach is the awareness of audience and purpose. According to Hedge (1988), skilled writers initiate their process by posing two essential questions: "What is the purpose of my writing?", to define their intent, and "Who is my audience?", to identify the target readers (p. 212). These critical inquiries assist writers in determining their tone, content, and structure. This metacognitive perspective is particularly beneficial for EFL students, who may struggle to adapt their writing to various rhetorical situations. Additionally, Raimes (1983) presents a series of steps that students should adhere to during the writing process. As noted by Raimes (1983), the writing process comprises several interconnected phases. These phases involve recognizing the writing's objective and the audience it aims to reach, gathering ideas through strategies such as brainstorming, note taking, discussions, and reading, followed by planning the task and organizing the ideas. The process then moves to drafting the text, reviewing it for clarity, revising, and concluding with proofreading for linguistic correctness (p. 21). This versatile framework illustrates that writing is not a linear progression but a recursive and iterative journey in which students refine their work through successive drafts.

This instructional framework is distinctly different from the product-oriented model, which focuses mainly on correctness, grammar, and form. Applebee (1986) contends that writing should not be confined to the exhibition of linguistic accuracy; rather, it should be perceived as a collection of cognitive actions; such as planning, organizing, drafting, and revising, that aid in the construction of meaning (as cited in Kroll, 1990, p. 96). From this perspective, the process approach considers writing as a social and cognitive activity, encouraging learners to experiment, reflect, and refine their ideas with the support of their peers and instructors.

Peer collaboration and teacher feedback play a pivotal role in the process model. According to Nunan (1991), effective writing exercises in the language classroom—such as individual conferencing and collaborative writing—afford learners the opportunity to negotiate meaning, boost their confidence, and cultivate greater proficiency through interactive involvement (pp. 86–87). In a similar vein, According to Steele (2004), engaging in peer interactions and collaborative conversations is essential for students to enhance their idea development and writing structure efficiently. Underscoring the idea that writing is a socially constructed activity that thrives on collective participation.

Nevertheless, although the process approach is often praised for enhancing creativity and fluency, it is not without its shortcomings. Badger and White (2000) advice against the application of a universal set of cognitive strategies to all writing assignments, as this may disregard the specific rhetorical frameworks and linguistic elements essential for different genres. They contend that although the process approach highlights the stages of composition, it fails to recognize the significance of instructing learners on how genres operate within particular social and communicative contexts (p. 154). This critique has facilitated the incorporation of genre-based pedagogy, which highlights writing as an activity influenced by social contexts and specific communicative situations (Atkinson, 2003; Paltridge, 1996). According to Paltridge (2007), students are aided by explicit instructions on the structure of different text types and the language elements they require, which consequently boosts their ability to generate suitable and effective written texts in both academic and occupational contexts (p. 9).

Additionally, audience awareness in writing is a vital skill that is underscored in the process approach. According to Hyland (2003), writers who pay attention to their audience are more prone to arrange their texts effectively and select fitting vocabulary, tone, and content to enhance clarity in communication (p. 12). This awareness significantly influences the linguistic selections and rhetorical techniques that writers adopt. Hamp-Lyons and Heasley (1987) further elaborate on this by detailing the cooperative principles that are fundamental to effective communication, which include

clarity, conciseness, relevance, and sincerity principles that help writers tailor their messages to meet the expectations of their audience.

Drafting is a fundamental aspect of the process approach, underscoring the significance of revision and incremental improvement. Byrne (1988) states that the writing process frequently requires multiple revisions of a piece until the writer attains a satisfactory version (p. 1). This recursive understanding of writing encourages persistence and adaptability, leading learners to view writing as a craft that can be refined through ongoing effort rather than as a natural gift. Additionally, the iterative drafting process mitigates the stress associated with perfectionism, allowing students to prioritize the development of ideas, coherence in their writing, and overall clarity.

To conclude, the process approach presents a detailed and learner-oriented framework that equips EFL students with the vital skills needed to develop their writing through active involvement, critical reflection, and teamwork. Despite its shortcomings particularly its insufficient emphasis on genre-specific conventions: the approach's focus on writing as a recursive, intentional, and socially mediated process is highly valuable. Numerous scholars suggest that merging the process approach with genre awareness could yield a more flexible and context-sensitive model for teaching writing to EFL learners.

After having defined the theoretical and pedagogical principles of the process approach, it is now vital to assess its practical application through an in-depth investigation of the stages involved in the writing process.

2.4.2.1. Planning Stage

The planning phase is a crucial component of the writing process, especially for EFL learners who frequently encounter significant challenges in expressing their thoughts clearly and cohesively. This stage is not simply a preliminary step before writing; it is a vital cognitive and organizational activity that greatly influences the overall effectiveness and coherence of the written work. Planning involves various pre-writing techniques such as brainstorming, listing, mind mapping, outlining, and goal setting, all of which aid in idea generation, intention clarification, and structural anticipation of the text (Tribble, 1996). These strategies are particularly advantageous

for EFL learners who may not possess the same intuitive grasp of linguistic structures as more seasoned writers.

It is widely recognized among writing theorists and educators that proficient writers do not finalize their texts in a single attempt. Rather, writing is perceived as a recursive process that encompasses repeated cycles of planning, drafting, and revising. Within this recursive model, the planning stage requires careful attention to three key elements that define the writing task. The first of these elements is the writer's communicative purpose. Writers must possess a clear understanding of their reasons for writing, as this impacts not only the type of text they aim to produce but also their lexical selections, syntactic choices, and the information they opt to include. Whether the intention is to persuade, narrate, describe, or explain, a well-defined purpose allows the writer to modify their discourse in accordance with their desired rhetorical outcome.

The second key element is the awareness of the audience. Understanding the audience is crucial in effective writing, as it leads writers to adapt their style, tone, and organizational strategies to align with readers' expectations and communicative needs. This awareness of the audience informs decisions about language and text structure, guaranteeing clarity, appropriateness, and persuasiveness in the written material. Such consideration for the readership is particularly important in academic environments, where conforming to disciplinary standards and acknowledging readers' backgrounds enhances the overall effectiveness of the writing.(Flowerdew & Peacock, 2001; Hedge, 2000; Tribble, 1996).

This observation illustrates the critical role of audience awareness in shaping the coherence and relevance of a text. Writers who are mindful of their readers' expectations, prior knowledge, and informational needs are more likely to create texts that are understandable, persuasive, and contextually fitting.

Expanding upon the notion of reader sensitivity, Hamp-Lyons and Heasley (1987; 1992) argue that successful writing must follow certain cooperative principles that mirror conversational maxims. They identify four essential criteria: clarity, reality, relevance, and honestythat shape the relationship between the writer and the reader.

Clarity involves the responsibility to express ideas clearly and concisely, steering clear of unnecessary or unrelated details that could lead to reader confusion. Reality assumes that the reader possesses a fundamental understanding of the world, enabling the writer to omit commonly known facts and focus on delivering new or important insights. Relevance highlights the writer's obligation to stay on topic and align with the intended communicative goal, while honesty mandates that writers present only information that is supported by reliable evidence (Hamp-Lyons & Heasley, 1992, p. 105). These principles emphasize a reader-focused approach to writing, which is vital for effective communication.

The third essential element of planning is the arrangement and sequencing of content. This process involves organizing arguments or narrative elements in a logical order while maintaining thematic consistency throughout various sections of the text. A well-structured piece not only enhances reader understanding but also strengthens the writer's intended message. Harmer (2004) emphasizes that effective planning prompts writers to consider “what they are going to write and how they are going to write it” (p. 5), which aids in establishing a clear rhetorical focus. By engaging in this reflective practice, writers can create an outline that organizes their ideas coherently and aligns with their communication objectives.

Furthermore, this phase plays a significant role in promoting learner autonomy and ownership of the writing process. Richards and Renandya (2002) point out that the idea generation that takes place during the initial planning stage “helps students gain a sense of ownership of their writing” (p. 316), which can boost motivation and engagement in the following drafting and revising stages. This sense of commitment is particularly vital for EFL learners, who often encounter psychological obstacles such as anxiety and self-doubt when writing in a second language.

Beyond the generation of content, organized planning is vital for improving the coherence of written material and decreasing redundancies. Badger and White (2000) contend that writers who make use of planning instruments are more adept at logically arranging their arguments, which in turn elevates the clarity and smoothness of their texts. This perspective is supported by Hedge (2005), who states that proficient writers

"set aside time to consider content and structure prior to beginning their writing" (p. 52). This highlights how the planning phase encourages thoughtful and strategic consideration, ultimately enhancing the quality of the final product.

One of the key benefits of planning is its contribution to fostering audience awareness. This process prompts writers to take into account the readers' knowledge, interests, and interpretive frameworks, which ultimately shapes their decisions about tone, style, and content. According to Tribble (1996), effective writing is fundamentally based on the writer's ability to be mindful of and attentive to the audience they are addressing (p. 38), particularly in academic and professional writing where clarity and precision are crucial.

Moreover, the act of planning empowers learners to engage in purposeful goal-setting, which refines the focus and intent of their writing. By defining clear objectives before drafting, writers can effectively prioritize their ideas and remove any extraneous or irrelevant information. According to Hyland (2003), the writing process's planning stage is significant in making sure that the content developed is suited to the desired communicative aim and the social context in which it will be interpreted (p. 23), highlighting its crucial role in writing education that encourages strategic thinking and adaptability in rhetoric.

In conclusion, the planning phase is essential in determining both the writing process and the final output, especially in the context of EFL instruction. It should not be viewed as a minor or optional step; instead, planning engages the cognitive, linguistic, and rhetorical skills that are critical for effective written communication. It allows writers to produce relevant content, tailor their messages to their audience, logically arrange their ideas, and align their writing with specific objectives and contexts. By integrating planning into writing education, instructors can equip learners with the strategic tools required to create coherent, purposeful, and audience-focused texts. Consequently, planning is a foundational practice that not only prepares writers for the drafting phase but also improves the overall quality of their writing. This leads us to consider: what does drafting involve?

2.4.2.2. Drafting Stage

The drafting phase is a pivotal point in the writing process, signifying the shift from conceptual ideas to their written form. At this stage, writers start to convert their thoughts and plans into a concrete document, resulting in the initial version of their work. This phase is vital for creating a coherent and intentional piece of writing. As noted by Harmer (2004), a draft is the initial iteration of a text by the writer, often produced with the foresight that it will be revised and improved before it reaches its conclusive version (p. 5). This perspective highlights the temporary nature of the draft, underscoring that writing is an evolving and iterative process rather than a singular event.

In EFL writing instruction, the drafting stage is particularly crucial enabling learners to convey their thoughts freely, alleviating the stress of needing to create a flawless text on their first try. The primary aim during this phase is not to achieve grammatical precision or structural refinement, but to generate and explore ideas. This perspective aligns with the process-oriented approach to writing, which values content development and fluency more than formal accuracy. Hyland (2003) supports this idea, noting that during early drafts, students should concentrate on "fluency over accuracy," aiming to produce as much content as possible without self-editing (p. 10). This focus on fluency encourages students to write without restraint, facilitating the exploration and development of their ideas without being constrained by concerns about form.

The drafting phase emphasizes that writing is a process that evolves over time. Hedge (2005) asserts that drafting provides writers with the opportunity to investigate their own concepts and to experiment with multiple forms of expression, thus making the process both contemplative and developmental (p. 52). This perspective on drafting as a means of exploration indicates that the writing process itself can yield new insights and enhance comprehension of the subject matter. It is during this stage that writers can play with different ideas, structures, and tones, using writing as a means of exploration and meaning construction. This flexibility is particularly beneficial for EFL learners, who may experience reluctance to write due to language-related fears.

The drafting phase allows them to prioritize content development over achieving perfection, which can help mitigate the anxiety often associated with writing in a foreign language.

The drafting phase encourages students to focus on idea generation rather than grammatical accuracy. As noted by White and Arndt (1991), "writing is a process of discovering meaning" (p. 3). This viewpoint highlights that initial drafts are not required to be perfect; instead, they function as a tool for uncovering and organizing thoughts. Allowing students to write without the immediate pressure of correctness can be especially freeing for EFL learners, who often find the intricacies of grammar and sentence construction daunting. Thus, the drafting process becomes a crucial opportunity for students to experiment with various ways of articulating their ideas, free from the anxiety of making errors.

Zamel (1982) contends that during the drafting stage, students ought to refrain from concentrating on correctness, as an early emphasis on form may hinder the evolution of content and creativity. She asserts (1982) that the preliminary stages of writing function as a basis for students to examine their ideas and gradually polish their understanding via revision (p. 165). This perspective on drafting underscores its significance in the cognitive growth of the writer. By prioritizing content initially, students can more thoroughly develop their arguments or narratives, thereby establishing a more robust basis for subsequent revisions.

Another important aspect of this stage is the iterative process of drafting. Writing is inherently non-linear, and authors often find it necessary to create multiple drafts before achieving a version that effectively articulates their ideas. Similarly, Seow (2002) states that the drafting phase is essential as it signifies the initiation of organizing ideas and constructing the overall framework of the written document (p. 316). This foundational stage serves as a framework for future revisions, enabling students to refine their concepts, clarify their arguments, and enhance the overall structure of their writing. Thus, drafting provides the essential groundwork for the more formal stages of writing, such as editing and proofreading.

In addition to fostering idea development, the drafting process enhances metacognitive awareness. As students engage in writing, they reflect on their work, evaluating the clarity and coherence of their ideas throughout the process. This iterative practice allows learners to refine their writing, revisiting previous drafts and reorganizing their thoughts as needed. As stated by Tribble (1996), the drafting phase promotes the use of writing as a tool for learners to explore and develop their thoughts, rather than merely recording pre-existing ideas (p. 97). This viewpoint reinforces the notion that drafting is not just about capturing pre-formed ideas, but about engaging in a more thorough exploration of the topic and gradually refining the text.

During the drafting phase, students have the opportunity to explore and refine their writing style and voice. Zamel (1982) states that during the foundational stages of writing, individuals are encouraged to delve into and manipulate language as they construct their ideas and communicate their thoughts (p. 165). This liberty to experiment is vital for nurturing a writer's identity, as it allows students to develop their voice and enhance their confidence in writing. The drafting stage encourages learners to try different approaches to structuring their ideas, selecting appropriate vocabulary, and constructing sentences, all of which contribute to the formation of a unique writing style.

In practical application, instructors can aid students in the drafting stage by encouraging the use of writing strategies that facilitate idea development. Techniques like freewriting, brainstorming, and clustering assist learners in generating content and organizing their thoughts before they proceed to revision. By prioritizing the free flow of ideas, teachers can establish a supportive environment where students feel at ease taking risks in their writing. As Hyland (2003) posits that prioritizing the development of ideas in the drafting phase leads to compositions that are often more coherent and meaningful (p. 11). These strategies can empower learners to create more detailed drafts, which will later be polished through the revision and editing processes. To summarize, the drafting phase is pivotal in the writing process, particularly in EFL settings. It provides learners with the opportunity to brainstorm ideas, investigate content, and play with language without the stress of composing a perfect document. By focusing on fluency instead of strict accuracy, the drafting phase allows students to

freely express their thoughts and develop their concepts. This stage also lays the groundwork for later revisions, where the focus transitions to polishing and enhancing the text. The drafting process encourages learners to engage thoroughly with their ideas, promoting both intellectual and language development. Ultimately, this phase prepares the way for a more coherent and refined final piece. The next step involves taking a step back to review, reorganize, and improve the text, known as Editing.

2.4.2.3. Editing: Reflecting and Revising

The editing and revising stage of the writing process is crucial for enhancing the quality of a writer's work. During this phase, the writer thoroughly engages with the text, reorganizing and refining both its content and structure. Although the initial draft provides a basic framework, revision is essential to ensure that the writing fulfills its intended purpose, effectively communicates with the target audience, and complies with language standards. At this point, the writer not only addresses surface-level issues like grammar, spelling, and punctuation but also revisits the content to guarantee clarity, coherence, and alignment with the writing's goals.

According to Brown and Hood (1989), the process of revision can happen during the drafting stage or after several drafts have been finalized, emphasizing its persistent importance in refining written content (p. 20). This assertion highlights the non-linear and cyclical nature of the revision process, which can occur at various points during the writing journey. The act of revision enables writers to revisit their drafts repeatedly, allowing for thoughtful reflection and continuous enhancement of their work. This viewpoint dispels the myth that revision is solely a post-draft activity, emphasizing that it is a fundamental aspect of the drafting process itself. Writers may engage in revision as they develop their work, refining concepts and shaping the text to achieve their desired outcome.

The process of revision goes beyond merely addressing grammatical and syntactical issues; it also provides a valuable opportunity for reflection. Similarly, Crystal (1997) points out that writing, as opposed to speech, provides individuals the opportunity for careful reflection, to reevaluate their concepts, and to use language as a mechanism for creating meaning (p. 257). In this light, writing is not solely about articulating existing

thoughts; it is a powerful tool for reimagining ideas and clarifying the writer's cognitive processes. This reflective practice enables the writer to deepen their understanding of the topic, refine their arguments, and ensure that the final text aligns with their own standards as well as those of their audience. Through the act of revision, writers can effectively shape their thoughts, enhance their messages, and sharpen their communication skills.

Revising effectively, therefore, entails more than just editing for spelling and grammar. It involves making meaningful structural adjustments, including reordering paragraphs, adding new content, or removing unnecessary or repetitive information. In the same vein, Harmer (2004) emphasizes that revision is not merely about fixing surface-level problems; it is also about ensuring that the writing is suitable in tone, style, and detail for the intended audience (p. 5). This necessitates that writers consistently reflect on whether their writing will engage the readers. They must modify their tone, choice of words, and the overall framework of the document to cater to the audience's needs and the goals of the writing.

Recognizing the audience's role during the revision stage is crucial. Brooks and Grundy (1990) assert that a writer's awareness of their audience plays a crucial role in the way texts are arranged, often being as impactful as the writer's personal attributes and intentions (p. 20). This indicates that successful revision necessitates a keen understanding of the reader's expectations and requirements. Writers must balance their own ideas with an awareness of how their audience will interpret and engage with the content. For EFL learners, the revision process promotes an understanding of how language varies according to the audience's cultural context, background, and expectations. Therefore, revision not only develops linguistic proficiency but also enhances pragmatic skills, enabling students to write with a stronger sense of audience awareness and purpose.

Furthermore, effective revision should not be viewed as a solitary task. It is significantly enhanced by external feedback, which can provide new insights and highlight areas that may have been neglected. According to Harmer (2004), the stages of reflection and revision in writing are commonly enhanced by feedback from peers

or editors who deliver constructive criticism (p. 5). The involvement of another reader is invaluable, as it introduces new perspectives and delivers a critical review that the writer might not have contemplated. This type of feedback assists the writer in recognizing weak arguments, unclear sections, or elements of the text that could be misinterpreted by the intended audience. This iterative process of feedback and revision is crucial for the development of students' writing, allowing for ongoing enhancements and the inclusion of diverse viewpoints.

According to Harmer (2004), the response of another reader can aid authors in making suitable revisions. He suggests that one effective method to promote drafting, reflection, and revision is through student involvement in collaborative writing (p. 5). In the context of EFL writing instruction, peer collaboration is an influential aspect of the revision process. Collaborative writing exercises allow students to share their work, receive feedback, and reflect on their revisions in a nurturing and interactive atmosphere. White (1987) supports collaborative writing, asserting that it encourages students to connect with their peers, offer constructive criticism, and work together to revise their texts. This collaborative effort not only enhances the quality of the written output but also develops vital skills such as communication, critical thinking, and self-regulation.

Peer review and collaborative writing play a crucial role that surpasses the mere improvement of text quality. They enable students to adopt a more critical perspective on their writing by considering the viewpoints of others. Through the process of peer feedback, students learn to justify their revisions, engage in meaningful discussions, and gain a clearer understanding of their writing's intent. These abilities are fundamental in academic writing, where the clear and effective expression of ideas is essential. In addition, peer review encourages students to take responsibility for their writing, viewing the revision process as a continual effort that extends beyond the initial draft.

In the context of EFL, the revision process is not merely a means of linguistic enhancement; it also plays a significant role in fostering learners' academic skills. For instance, students can elevate their writing by honing in on specific components such

as structure, argumentation, and vocabulary. By reflecting on their work and applying feedback, they develop the metacognitive skills vital for self-directed learning. This empowerment enables students to engage with writing tasks more confidently, as they recognize that revision is an integral and repetitive part of the writing process that enhances both their language proficiency and writing capabilities.

In conclusion, the editing and revising phase is a critical point in the writing process. During this time, writers take the opportunity to reflect on their drafts, reorganize their ideas, and make necessary adjustments to enhance clarity, coherence, and communicative effectiveness. The revision process is inherently recursive and ongoing, requiring continuous reflection and feedback from both the writer and external reviewers. Through this process, writers are able to refine their ideas, modify their language to better connect with their audience, and enhance the overall impact of their work. In EFL contexts, revision plays a vital role in helping students not only improve their language accuracy but also develop critical thinking, purposeful writing, and audience engagement skills. Therefore, the revision stage is an essential part of strategy-based writing instruction, laying the groundwork for the final phase of the writing process: publishing or sharing the text with

2.4.2.4. Final Version and Publishing/Sharing Stage

The ultimate stage in the writing process is dedicated to producing a coherent and polished version of the text, aimed at a specific audience. This phase often results in the publication or sharing of the work and encapsulates the writer's thoughtful decisions and revisions from earlier stages. At this point, the writer consolidates the edits made during the editing phase into a comprehensive and refined document. This final version highlights a strong focus on clarity, organization, coherence, linguistic accuracy, and the appropriateness of tone and style. It is the result of the developmental stages of planning, drafting, and revising, all of which are essential in conveying the writer's intended message.

According to Harmer (2004), the final draft "may appear significantly different from both the initial outline and the first version" (p. 5). This transformation is a result of the ongoing process of refinement and contemplation that defines proficient writing.

As the writer interacts with the material repeatedly, they typically enhance their argument, rearrange concepts for better coherence, and rectify any grammatical or lexical errors. Consequently, the final draft is not just the endpoint of the writing process; it embodies the intellectual exploration of language and ideas.

The next step involves the publication or sharing of the written work, which consists of presenting the final version to a targeted audience. This act can take various forms depending on the context, such as submitting an essay to a teacher, reading a piece aloud in class, displaying writing on classroom walls, or uploading a document to an online platform. White and Arndt (1991) indicate that sharing writing with others increases learners' awareness of audience and purpose, thereby enhancing the communicative function of writing. As stated by Harmer (2004), publishing signifies the phase in the writing process during which the text is presented to an audience, thereby gaining a more public nature (p. 5), prompting students to regard their writing as a significant act of communication rather than a mere academic exercise.

The process of publishing or sharing the final version acts as a motivational factor, providing writers with a sense of fulfilment and pride in their work. White (1987) points out that this stage cultivates a sense of responsibility and ownership over the text, which can improve learners' engagement and confidence as writers. In summary, the final version and its presentation to an audience signify both a conclusion and a moment for reflection in the writing process, as the writer evaluates the text for its technical accuracy and its communicative effectiveness.

Writing has historically been perceived as a sequential process consisting of distinct stages: planning, drafting, revising, editing, and publishing. Each stage is thought to follow the previous one in a specific order. This framework is commonly employed in educational settings, especially for beginner writers, as it offers a clear and organized approach. According to Raimes (1983), this linear model serves as a useful guide for students, enabling them to tackle the intricate writing process in manageable steps, thereby lessening cognitive demands and facilitating gradual enhancement.

In many writing classrooms, especially those focused on novice EFL writers, the writing process is often presented and taught as a linear progression of distinct phases:

prewriting, drafting, revising, editing, and ultimately publishing. This organized approach, while beneficial for clarity in instruction, assumes a fixed, one-directional flow of activities. Raimes (1983) highlights this model as a useful entry point for students, providing them with a framework to navigate the complexities of writing tasks. The traditional linear model is shown in the figure below:

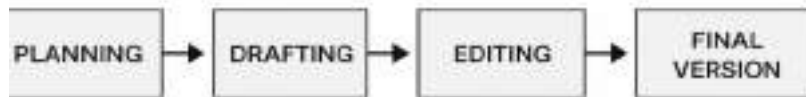


Figure 2.2. The Linear Writing Process: Adapted from(Harmer (2004, p5)

While the writing process is typically represented as a linear sequence of distinct phases such as planning, drafting, revising, and editing, many scholars suggest that it is actually more complex and cyclical. Writers often do not follow a rigid order; they tend to revisit earlier stages to improve their ideas, organization, and language. Zamel (1983) highlights that writing is not merely a linear task but a process in which writers continuously refine and revisit their work. She argues that the writing process is recursive, with writers frequently shifting between stages as they develop and revise their thoughts. In a similar vein, Raimes (1985) claims that writing is not a fixed sequence of steps; it is a flexible process where writers may engage in multiple stages at once and return to previous stages as necessary. She elucidates that the writing process does not follow a straightforward path from planning to revision; rather, writers generally oscillate between different stages, returning to previous steps as they create and enhance their work (p. 229).

Unlike the conventional and traditional linear perspective on writing, Larsen-Freeman (1987) asserts that "composing is not a linear process of first think, second plan, and third write but rather a recursive one" (p. 7). This perspective highlights the dynamic character of writing, where authors can pause, revisit, and revise at any point, facilitating the exploration, clarification, and discovery of new concepts. Such a recursive approach allows writers to enhance their work through iterative refinement, with each phase having the potential to impact the others.

Additionally, Keh (1990) emphasizes the vital importance of revision and rewriting within the writing process, stating that revision enables writers to "see again" and rewriting motivates them to "write again" (p. 229). This continuous cycle of reflection and enhancement contributes significantly to the quality and coherence of the final piece. Therefore, revision transcends mere error correction; it is a fundamental process that allows writers to critically interact with and evolve their ideas.

The illustration below captures the recursive nature of writing, depicting it as a flexible and evolving cycle rather than a fixed, sequential process. This perspective aligns with the notion that writing is inherently dynamic and iterative, with writers regularly revisiting various stages; planning, drafting, revising, and editing to refine their work based on new insights and feedback. The recursive aspect of writing is exemplified in the model created by White and Arndt (1991), which highlights the dynamic and interconnected stages of the writing process.



Figure 2.3. A Model Illustrating the Recursive Nature of the Writing Process:
Adapted from White and Arndt (1991, p. 4).

This model illustrates that writing is not a linear process but rather a dynamic interplay of various cognitive and linguistic tasks. It recognizes that writers, particularly English EFL learners honing their academic writing abilities, often revisit previous stages multiple times to achieve a coherent and effective final piece. This recursive writing approach differs from conventional linear models, offering a more adaptable and exploratory perspective on the writing process. It emphasizes the importance of continuous reflection and refinement as writers participate in a perpetual cycle of revision and editing.

While the process approach to writing has been beneficial, especially for EFL learners, its limitations have sparked discussions about the need for an integrated approach. This brings us to a critical question: How can writing instruction go beyond cognitive processes to better equip learners to understand the various and purposeful ways texts are constructed in real-life contexts? This question serves as a foundation for the following section, which investigates the Genre Approach to Writing Instruction.

2.4.3. Genre Approach to Writing Instruction

The Genre Approach to writing instruction is an educational model that underscores the interplay between language and its social context. Grounded in Systemic Functional Linguistics (SFL), this approach interprets language as a means of constructing meaning, shaped by the specific purposes and audiences it addresses (Halliday & Matthiessen, 2014). Thus, Genre Approach explores how language choices are determined by the communicative setting, empowering students to construct texts that are both linguistically sound and socially relevant rather than merely prioritizing grammatical precision,

A fundamental principle of the Genre Approach is its emphasis on instructing students to identify and utilize the conventions associated with different text types, or genres, commonly found in academic and professional environments. Through the examination of exemplary texts, students gain the ability to recognize the structural and linguistic elements that define specific genres, which empowers them to create texts that align with the expectations of their target audience. Hyland (2007) highlights that genre-focused teaching provides learners with the necessary skills to write proficiently across various disciplinary contexts by clarifying the conventions and rhetorical frameworks of the genres in question.

While the importance of genre in academic writing has been established, the differences between major academic genres—narrative, expository, and argumentative—were not clearly defined in the earlier sections. This clarification is especially pertinent considering the Genre-Based Approach (GBA), which focuses on the explicit instruction of textual structure and communicative intent (Hyland, 2004; Derewianka

& Jones, 2012). Hyland (2004) points out that genres are not static forms but rather socially acknowledged methods of utilizing language to fulfil specific objectives within certain contexts.

These educational approaches enhance comprehension of the mechanisms of academic writing across various genres. Knapp and Watkins (2005, p.20) emphasize the necessity of assisting students in recognizing the connections among form, audience, and purpose, thereby fostering genre awareness that transcends mere linguistic correctness.

To elucidate the differences pertinent to the context of writing instruction, the subsequent table consolidates the key attributes of the most frequently instructed academic genres. This overview, derived from the frameworks established by Hyland (2004), Knapp and Watkins (2005), and Derewianka and Jones (2012), emphasizes their communicative objectives, rhetorical structure, linguistic characteristics, and anticipated audience interaction.

Table 2.1. Key Features of Academic Writing Genres (Adapted from Hyland, 2004; Knapp & Watkins, 2005; Derewianka & Jones, 2012)

Genre	Purpose	Structure	Language Features	Audience Awareness
Narrative	To tell a story or recount events	Chronological sequence (beginning–middle–end)	Past tense, descriptive details, first/third person pronouns	Engages the reader emotionally through plot and characterization
Expository	To explain, describe, or inform	Logical progression (introduction–body–conclusion)	Factual tone, clear definitions, technical vocabulary, transition signals	Prioritizes clarity, objectivity, and coherence for an informed audience
Argumentative	To persuade or defend a position	Thesis–arguments–counterarguments–conclusion	Modal verbs (e.g., should, must), cohesive devices, evidence-based reasoning	Targets a critical reader, aiming to convince through logic and supporting data

This overview aims to facilitate a more comprehensive examination of EFL writing instruction by demonstrating how an understanding of genre differences enriches writing pedagogy. Although genre-based instruction is not the primary emphasis of this research, this foundational knowledge contributes to a deeper contextual comprehension of the instructional strategies that EFL teachers may or may not implement in their writing instruction.

The Genre Approach offers a more detailed understanding of writing when compared to traditional methodologies. The Product Approach tends to concentrate on the final output, prioritizing accuracy and structure, while the Process Approach emphasizes the various stages of writing, including planning, drafting, and revising. In contrast, the Genre Approach synthesizes these perspectives by recognizing both the processes of writing and the social purposes that texts serve. Badger and White (2000) assert that the Genre Approach effectively combines elements from both the product and process approaches, resulting in a comprehensive framework that addresses the multifaceted nature of writing development.

While the Genre Approach has its advantages, it also faces criticism. A primary concern is that focusing too heavily on model texts might result in formulaic writing, which could stifle students' creativity and critical thinking abilities. Nevertheless, supporters maintain that grasping genre conventions does not hinder creativity; instead, it offers a solid groundwork for students to develop and innovate. Hyland (2007) argues that instruction based on genre enhances students' understanding of how texts operate in particular contexts, allowing them to make more informed decisions in their writing.

In summary, the Genre Approach to writing instruction offers a context-sensitive framework that helps students meet the diverse communicative demands of academic and professional writing. By emphasizing the relationship between language, purpose, and audience, this approach enables learners to produce effective and contextually appropriate texts. The following section will explore how combining the Genre Approach with process-oriented strategies can further enhance students' writing skills by integrating knowledge of genre conventions with the development of writing techniques.

2.5. Rethinking Traditional Approaches: Shifting towards SBI

Traditional writing instruction methods, including the Product Approach, Process Approach, and Genre Approach, have played a pivotal role in developing students' writing abilities. Although these methods have significantly influenced writing education, they have faced criticism for not prioritizing learner independence and

strategic thought. The drawbacks of these approaches stem mainly from their limited emphasis on superficial elements of writing, such as grammatical precision and adherence to genre norms, while overlooking the cognitive competencies essential for autonomous and self-directed writing. This section examines the limitations of these traditional methods and advocates for the implementation of SBI, which fosters autonomy, critical analysis, and effective strategic application in writing.

2.5.1. The Product Approach: Emphasis on Form and Accuracy

The Product Approach to writing instruction places emphasis on the final written output, prioritizing accuracy in elements such as grammar, spelling, and syntax (Raimes, 1983). This model primarily aims for the production of error-free texts, often at the expense of deeper cognitive engagement in the writing process itself (Hyland, 2003). Although this approach can aid students in honing their technical writing skills, it tends to neglect the fostering of creativity, problem-solving skills, and independent thought. As noted by Raimes (1983), this method is predominantly driven by the teacher, with students receiving direct feedback and corrections, which limits their opportunities for self-directed revisions and strategic decision-making.

This strong dependence on external feedback restricts students from acquiring crucial skills in self-monitoring and independently revising their work (Zamel, 1983). This limitation can lead to difficulties when faced with more sophisticated or creative writing tasks, as their writing often prioritizes surface-level accuracy. Hyland (2003) points out that without a strategic approach to development, students may struggle to engage with complex writing challenges that necessitate both critical thinking and adaptable writing techniques.

2.5.2. The Process Approach: Writing Stages with Limited Strategy Use

The Process Approach was developed to address the deficiencies of the Product Approach, framing writing as a recursive process that involves stages like planning, drafting, revising, and editing (Emig, 1971). This approach invites students to perceive writing as a dynamic and evolving process, thus providing a more integrated understanding than the product-centric model. However, despite its focus on the stages

of writing, the Process Approach tends to neglect the strategies that students might use to handle these stages effectively.

According to Flower and Hayes (1981), the Process Approach inadequately addresses the need for students to make strategic decisions throughout their writing endeavours. While activities like brainstorming and revision are encouraged, students are seldom taught how to autonomously regulate their writing strategies. This lack of guidance can lead to difficulties in managing writing tasks without continuous teacher support, ultimately impeding the development of essential self-regulated writing skills (Zimmerman, 2002). While the Process Approach encourages student involvement by highlighting phases like drafting and revising, it does not inherently equip learners with the strategic tools required for making autonomous writing choices. In the absence of direct instruction in writing strategies, students may continue to depend on teacher guidance and find it challenging to utilize their skills in various writing situations.

2.5.3. The Genre Approach: Conventions without Strategic Depth

The Genre Approach emphasizes the necessity of recognizing and producing a range of writing genres, stressing the conventions that distinguish each genre concerning audience expectations and communicative objectives (Swales, 1990). This approach proves particularly useful for EFL learners as it provides them with clear insights into the structural and stylistic patterns typically found in academic writing, thereby enhancing their capability to satisfy disciplinary demands. However, it has been criticized for fostering excessively rigid writing habits, leading students to become overly reliant on fixed models or genre-specific templates. This dependency can hinder their ability to modify their writing for innovative or interdisciplinary contexts that require increased rhetorical flexibility and critical engagement (Hyland, 2007).

In the same vein, Badger and White (2000) argue that an overreliance on model texts within the Genre Approach could restrict students' capacity for independent thought and the adaptation of their writing techniques. Although it is beneficial for students to identify and create genre-specific elements, this approach frequently

neglects the importance of strategic decision-making. As students concentrate on following established templates, they may struggle to develop the skills necessary to adjust their strategies for new or intricate writing assignments. This deficiency in strategic adaptability can obstruct students' ability to engage in writing more autonomously and self-regulated, ultimately hindering their growth as adaptable writers.

2.5.4. The Need for Strategy-Based Instruction (SBI)

After, having discussed the drawbacks of traditional instructional methods, it is vital to re-evaluate the design of writing instruction to more effectively support students in becoming independent and strategic writers. Strategy-Based Instruction (SBI) offers a robust solution by emphasizing self-regulation, strategic decision-making, and the growth of metacognitive skills. SBI encourages students to take responsibility for their writing processes by teaching them to independently plan, monitor, and evaluate their work (Zimmerman, 2002). This approach cultivates the independence that is frequently lacking in traditional methods, empowering students to engage with writing as an active and strategic process rather than merely adhering to prescribed rules or templates.

By integrating SBI, students are empowered to engage in writing with a more introspective and self-guided approach. The utilization of cognitive and metacognitive strategies, such as setting goals, monitoring their progress, and reflecting on their work, allows students to improve their management of writing tasks (Flower & Hayes, 1981). These strategies play a vital role in adapting to diverse writing environments and in fostering the critical thinking abilities essential for success in both academic and professional writing.

In summary, traditional writing instructional methods including: the Product Approach, Process Approach, and Genre Approach, each provide significant insights into different facets of writing. However, they also have considerable drawbacks, particularly in promoting learner autonomy and the development of strategic skills. The Product Approach prioritizes surface accuracy but fails to encourage critical thinking and creativity. The Process Approach offers a more interactive perspective on

writing but does not sufficiently empower students to independently regulate their writing strategies. The Genre Approach, while offering essential guidance on writing conventions, often constrains flexibility and the ability to adapt strategically.

Therefore, SBI serves as an effective alternative by prioritizing self-regulation, strategic implementation, and adaptability. By adopting SBI, educators can enhance students' abilities to become self-sufficient, critical, and strategic writers, adept at handling complex writing tasks in various academic and professional environments. Embracing SBI signifies a major progression in writing instruction, encouraging independent and self-motivated learning that is vital for success in both academic and real-world writing situations.

2.6. Addressing Writing Challenges through SBWI

The various writing challenges encountered by EFL learners highlight the intricate nature of writing, which necessitates not only proficiency in the language but also the capacity to organize thoughts, engage in critical thinking, and communicate effectively (Byrne, 1988). Thus, writing is a sophisticated cognitive task that requires a wide array of competencies. EFL learners often find themselves struggling with planning, generating content, maintaining coherence, and revising their work. As noted by Brown (2001), effective writing is a cyclical process that requires learners to “compose, plan, evaluate, and revise their ideas in an organized manner” (p. 334). These tasks can prove particularly daunting for students lacking sufficient instructional support, underscoring the importance of investigating structured and strategic methods for writing instruction.

SBI presents a significant framework for overcoming these obstacles by providing learners with the necessary tools for more independent and effective writing. This method is founded on targeted and purposeful actions aimed at enhancing the learning experience, and it has been proven to encourage both self-regulation and cognitive engagement during the writing process (Oxford, 1990). By introducing students to effective writing strategies, SBI empowers them to advance beyond the limitations of basic sentence-level writing often the main emphasis of traditional education and to develop the competencies needed to create coherent, organized, and contextually

relevant texts. This transition is essential for fostering independent writers who can adeptly handle complex writing tasks.

Research shows that SBI not only focuses on the technical elements of writing, such as grammar and organization, but also fosters essential cognitive and metacognitive skills necessary for effective writing. This method exposes students to various strategies, including planning, brainstorming, drafting, and revising, enabling them to perceive writing as a fluid and iterative process rather than a fixed outcome (Harmer, 2004). As stated by Harmer (2004), structuring writing instruction with a sequence of carefully designed activities can enhance the manageability and significance of the writing process. This method offers students both a framework and adaptability, allowing them to engage actively and build confidence in overseeing their own writing progress (p. 117). By integrating these stages into teaching, SBI enhances learners' sense of ownership and confidence, assisting them in overcoming challenges related to proficient writing.

Additionally, SBI focuses on equipping students with the cognitive skills and self-regulatory abilities necessary for proficient writing. This method leads learners through essential phases of the writing process as planning, drafting, revising, and editing, while promoting self-reflection on their writing habits. This reflective practice allows students to improve their writing techniques, boost their problem-solving skills, and ultimately gain greater independence in handling their writing assignments.

As learners progress through their experience at SBI, they not only improve their conventional abilities but also nurture the cognitive skills required for addressing writing tasks with greater autonomy and adaptability. The move from a product-focused teaching approach to a process-oriented and strategy-based framework promotes a more holistic understanding of writing, empowering students to handle writing assignments with enhanced skill and assurance.

To optimize SBI in EFL writing classrooms, it is important to concentrate on two interrelated educational dimensions: fostering cognitive and metacognitive skills and encouraging self-regulation and autonomy. These factors are fundamental in cultivating independent, reflective, and strategic writers.

Building Cognitive and Metacognitive Competencies

The implementation of SBI in writing training is particularly advantageous as it prioritizes the enhancement of both cognitive and metacognitive skills. Cognitive strategies, which include organizing ideas and generating content, help students to arrange their thoughts and express them more effectively. Conversely, metacognitive strategies empower students to track their progress, assess their writing, and modify their approaches as necessary. This combined emphasis on cognitive and metacognitive growth is crucial for cultivating enduring writing proficiency. By refining these abilities, students become more adept at navigating the intricacies of writing and are better prepared to tackle the demands of academic and professional writing assignments.

Promoting Self-Regulation and Autonomy

One of the primary advantages of SBI lies in its effectiveness in encouraging self-regulation and independence among students. Self-regulation involves the capacity to oversee one's own learning processes, which includes goal setting, self-assessment, and reflective practices (Zimmerman, 2002). When students are instructed in specific writing techniques and prompted to contemplate their writing approaches, they become more proactive in resolving challenges and managing their writing responsibilities. This self-regulatory approach empowers learners to engage with writing more confidently and with less need for external assistance, ultimately fostering their independence as writers.

SBI emphasizes the importance of viewing writing as an ongoing, self-managed process, where learners are encouraged to actively engage with feedback rather than simply receiving it. By empowering individuals to take ownership of their writing, SBI nurtures the self-efficacy needed to confront challenging writing tasks with greater independence and resilience.

To summarize, SBI presents an effective approach to overcoming the writing challenges faced by EFL learners by fostering both the technical and cognitive skills essential for proficient written expression. By implementing strategies that facilitate planning, content creation, coherence, and revision, SBI encourages learners to adopt a

more holistic and self-directed approach to writing. According to Brown (2001) and Harmer (2004), the implementation of thoughtfully selected writing strategies can transform the writing experience, promoting a sense of control and self-assurance among learners. Ultimately, SBI helps bridge the gap between learners' current writing abilities and their potential as capable, independent writers. Through its focus on strategic engagement, SBI not only enhances learners' writing competencies but also supports their journey toward lifelong learning and self-improvement in writing.

2.7.EFL Strategy-based Writing Instruction

Recently, there has been a heightened focus on the importance of adopting more strategic and learner-centered approaches in writing instruction for EFL learners. Among these approaches, SBI has gained recognition as a pedagogical framework that aims to weave strategy training into language teaching, especially in writing. This method is intended to cultivate learner autonomy, enhance metacognitive awareness, and improve writing skills. The complexity of writing makes this approach particularly relevant, as it requires learners to plan, organize, evaluate, and revise their thoughts in a coherent and purposeful manner (Brown, 2001, p. 334). These processes demand more than just linguistic ability; they require the strategic orchestration of cognitive functions that are often not fully developed in EFL settings.

SBI is fundamentally based on the principle of Language Learning Strategies (LLS), which refer to the intentional actions or cognitive processes that learners utilize to improve their language acquisition and performance (Oxford, 1990). In writing, these strategies enable learners to develop a greater awareness of their content creation, argument structuring, and the maintenance of cohesion and coherence. Although the following sections will delve into the definitions and classifications of LLS, it is essential to underscore that SBI acts as a framework within which these strategies are systematically taught, practiced, and assimilated by learners.

Research in the field of applied linguistics has highlighted the critical role of strategy training in helping learners perceive writing as a dynamic, problem-solving process rather than a mere end product. In the same vein, Harmer (2004) emphasizes that teaching writing through a systematic sequence of instructional strategies can

transform it into a more manageable and empowering experience for learners, allowing them to approach the task with greater confidence and independence. Based on this viewpoint, SBI fosters active learner engagement, providing students with the tools to effectively manage the writing process from the initial planning stage through to the final revision. This strategy departs from the common overemphasis on product-oriented instruction found in many EFL classrooms, promoting instead the development of strategic thinking and learner independence.

In addition, the incorporation of various LLS into writing pedagogy enables the SBI framework to inspire learners to contemplate their writing behaviours, identify opportunities for growth, and make educated choices about their approach to different writing tasks. This instructional model not only promotes linguistic development but also fosters the psychological and emotional aspects of writing, which are often overlooked in standard teaching practices. Students who are aware of and trained in effective strategies tend to gain confidence, reduce anxiety related to writing, and develop resilience when faced with complex writing challenges.

In conclusion, SBI provides a principled and flexible method for enhancing writing skills in EFL learners. It fosters a teaching environment where strategies are clearly taught and regularly reinforced, allowing students to gain more mastery over their writing processes. The upcoming sections will outline LLS, explore their primary classifications, and elucidate the conceptual framework of SBI along with its particular implementation in SBWI.

2.7.1. LLS Defined

The word strategy originates from the Greek term *strategia*, which initially referred to the skill of military command (Oxford, 1990). Its adaptation into the educational sphere has redefined it as a pedagogical instrument that encompasses the intentional and organized actions learners engage in to reach specific objectives. In the context of second language acquisition (SLA), According to Oxford (1990), a learning strategy is defined as a purposeful series of actions or choices made by the learner aimed at improving the effectiveness, efficiency, enjoyment, and independence in the process of acquiring a second or foreign language (p. 8)..This viewpoint ,therefore, highlights

that LLS are both purposeful and aimed at particular objectives. Instead of viewing learners as mere passive recipients of knowledge, it depicts them as engaged participants who intentionally organize and manage their learning activities to reach their intended results.

In recent decades, the definitions of LLS have evolved to capture the intricate cognitive and behavioural processes involved in the learning experience. For example, Ellis (1985) defines LLS as internal mechanisms that facilitate the acquisition and automation of second language (L2) rules by focusing on linguistic input and reorganizing it based on prior knowledge (p. 164). While Ellis emphasizes the role of internal cognitive processes, other researchers propose a more comprehensive perspective. Weinstein and Mayer (1986) characterize strategies as both mental and behavioural actions that support learning and the processing of information. This viewpoint positions LLS as multidimensional, encompassing not only internal cognitive functions but also observable behaviours exhibited by learners.

Similarly, Faerch and Kasper (1983) add a sociolinguistic aspect to the discourse by defining strategies as attempts to cultivate both linguistic and sociolinguistic abilities in the target language (p. 67). This definition highlights that language learning is a process that takes place not just through individual mental processes but also through social exchanges, where communicative competence plays a vital role.

A consistent theme found in the literature is the importance of consciousness and intentionality in the learning process. According to Cohen (1990), learning strategies are defined as processes that learners consciously select to aid in their acquisition and utilization of a second or foreign language (p. 5), which underscores the active involvement of learners in shaping their own educational experiences. In a similar vein, According to Oxford (1990), language learning strategies are defined as processes that learners actively select and often consciously engage in. These strategies encompass specific actions, behaviors, or techniques aimed at improving their capacity to understand, remember, retrieve, and utilize a second language (p. 8). This viewpoint is further supported by Richards and Platt (1992), who describe strategies as intentional behaviours or thoughts aimed at improving comprehension, learning, and retention.

Collectively, these definitions highlight that effective language learning hinges on the learners' ability to consciously control their learning processes.

Hsiao and Oxford (2002) characterize LLS as a consciously selected array of tools that empower learners to participate actively, intentionally, and purposefully in their language acquisition. These strategies enhance fluency, independence, and self-regulation in the process of acquiring a second language (p. 372). Consequently, these strategies function as cognitive and metacognitive supports that enable learners to oversee and manage their language development, thereby fostering both academic achievement and sustained independence.

The rise of strategy research in SLA dates back to the 1970s, with notable contributions from scholars such as Rubin (1975), Stern (1975), and Naiman, Frohlich, Stern, and Todesco (1975), who focused on the specific behaviours of successful language learners. Their initial studies uncovered that proficient learners frequently utilize strategies such as forming hypotheses, consistently using the target language, and engaging in self-initiated communication. Additionally, Naiman et al. (1975) observed that effective learners often think in the target language, which strengthens their fluency and cognitive control. These findings established a crucial framework for future instructional models aimed at supporting learners with lower proficiency.

Nonetheless, the initial contributions were not without their shortcomings. Scholars like O'Malley and Chamot (1990) and Graham (1997) noted that the early classifications of LLS were primarily descriptive and lacked a solid theoretical foundation. The strategies outlined were often broad and vague, which hindered their practical application in educational settings. Furthermore, Cohen and Aphek (1981) found that some learners who struggled reported employing the same strategies as their more skilled colleagues, indicating that merely using a strategy frequently does not ensure success; instead, the suitability of the strategy and its contextual relevance are crucial.

Early research faced criticism regarding its methodological constraints. Rubin (1975) and Stern (1975) primarily utilized observational data, which likely overlooked internal cognitive strategies that are not apparent to external observers. In light of this,

Hosenfeld (1976) proposed the use of introspective methods, such as think-aloud protocols, to uncover learners' hidden thought processes while engaging in language tasks. Likewise, Cook (1991) pointed out the limitation of early studies that concentrated solely on conscious strategies, thereby disregarding subconscious learning behaviours that could be equally beneficial.

Although there were initial methodological limitations, later studies expanded on the foundational findings to create more detailed classifications of LLS. Researchers began to systematically categorize these strategies according to their functions and the intentions of learners, differentiating between those employed by successful learners and those used by less successful ones (Chamot&Kupper, 1989). The contributions of O'Malley et al. (1985), Rubin (1987), and Oxford (1990) were particularly significant in establishing comprehensive taxonomies that guided pedagogical practices across all four-language skills. These advancements formed the basis for strategy-based instructional models that explicitly teach learners how to choose and implement suitable strategies for tasks such as writing, reading, listening, and speaking (Dadour& Robbins, 1996; McDonough, 1995; Mendelsohn, 1994).

In summary, the concept of LLS has evolved from a narrow, internal focus to a more integrated understanding that includes cognitive, behavioural, and social dimensions. As a teaching construct, LLS significantly influence instructional strategies like SBI, which aim to empower learners by providing explicit training in effective methods. The subsequent section will investigate the main categories of these strategies and their implications for English teaching and learning in EFL contexts.

2.7.2. Classifications of LLS

With the advancement of research on LLS, scholars have suggested multiple taxonomies to classify these strategies based on their effectiveness in enhancing SLA. Prominent among these classifications are those created by O'Malley and Chamot (1985), Rubin (1987), and Oxford (1990), each providing valuable viewpoints on how learners navigate, manage, and implement strategies in various learning environments.

❖ O'Malley and Chamot Classification

In their 1985 study, O'Malley and Chamot categorized strategies into three fundamental types: metacognitive, cognitive, and socio-affective. Metacognitive strategies pertain to higher-level thinking activities, which include planning, monitoring, and evaluating one's learning processes. Cognitive strategies focus on the direct engagement with language content through methods like repetition, summarization, and deduction. The socio-affective category emphasizes the role of social interaction and emotional regulation in the language-learning journey. Their classification highlights the connection between internal cognitive processes and external communicative actions.

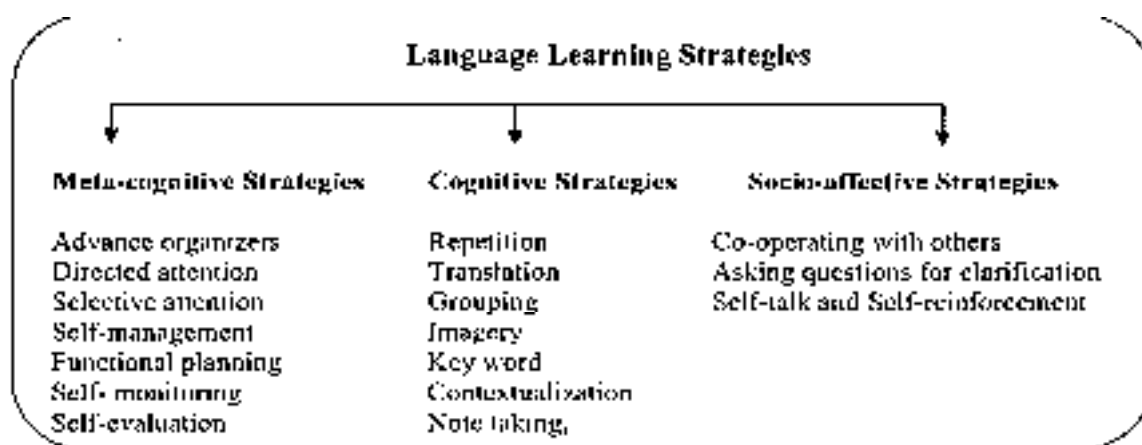


Figure 2.4. Classification of LLS (O'Malley et al, 1985)

❖ Rubin's Classification of Language Learning Strategies

In 1987, Rubin, a key figure in the exploration of LLS, introduced a complementary classification system that differentiates between strategies that have a direct impact on learning and those that contribute indirectly. He defined direct strategies as those that involve the active engagement with linguistic input, whereas indirect strategies are concerned with creating favourable conditions for learning, such as facilitating practice opportunities or managing learners' anxiety. A noteworthy component of Rubin's framework is the inclusion of communication strategies, which empower learners to negotiate meaning in the face of knowledge gaps; something that O'Malley and Chamot's model does not explicitly address. The figure below illustrates Rubin's

classification, providing a thorough understanding of how these strategies assist language learners.

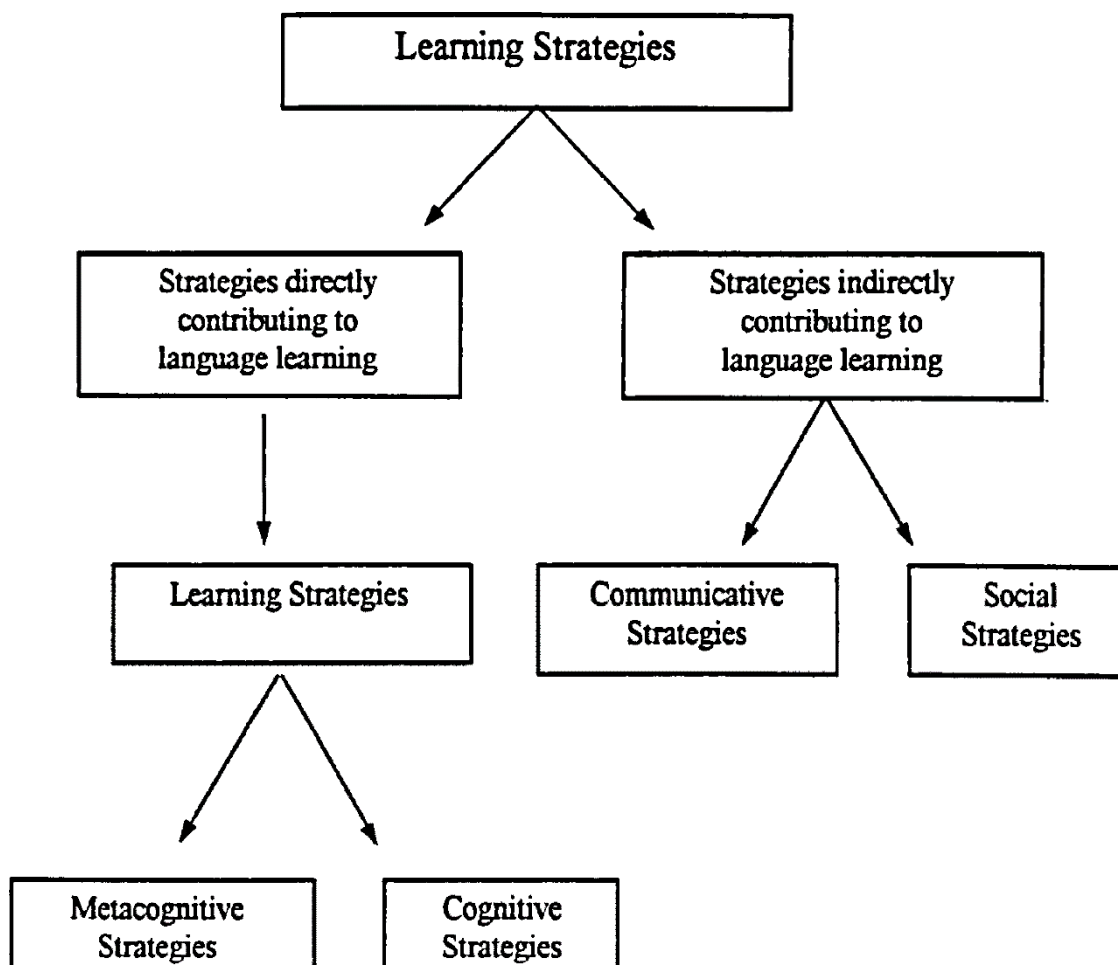


Figure 2.5. Classifications of LLS (Rubin, 1987)

❖ Oxford's Classification of Language Learning Strategies

Expanding upon previous frameworks, Oxford (1990) introduced one of the most thorough and widely recognized taxonomies of LLS. According to her (1990), LLS are defined as intentional actions or behaviours chosen by learners that enhance the efficiency, enjoyment, autonomy, and transferability of the language learning experience (p. 8). Consequently, LLS can be viewed as intentional actions or techniques that learners adopt to enhance their learning experiences. LLS encompasses the particular methods or techniques that learners apply to aid in the acquisition of a new language. These strategies can be classified into three main categories: metacognitive, cognitive, and social strategies (Oxford, 1990). Metacognitive strategies focus on planning, monitoring, and assessing one's learning activities, while

cognitive strategies relate to the mental processes used to gain knowledge, such as summarizing and organizing information. In contrast, social strategies involve engaging with others to improve language learning (Oxford, 1990).

Oxford (1990) further developed Rubin's methodology by dividing LLS into two essential types: direct and indirect, which aligns with Rubin's (1987) classification of strategies that either directly or indirectly support language learning. According to Oxford, direct strategies include memory, cognitive, and compensation strategies.

- Memory strategies support the retention and recall of information.
- Cognitive strategies involve mental processes that assist learners in comprehending their language studies, such as practicing, analysing, and summarizing.
- Compensation strategies allow learners to navigate language deficiencies and continue effective communication despite their limited proficiency.

On the other hand, indirect strategies consist of metacognitive, affective, and social techniques:

- Metacognitive strategies assist learners in organizing, overseeing, and assessing their educational processes.
- Affective strategies cater to emotional requirements, fostering learner self-assurance and minimizing anxiety.
- Social strategies enhance interaction in the target language, facilitating actions such as inquiring and seeking clarification.

The classification system developed by Oxford, depicted in the figure below, offers a systematic framework that emphasizes the interaction between cognitive and emotional components, along with the social aspects of language acquisition.

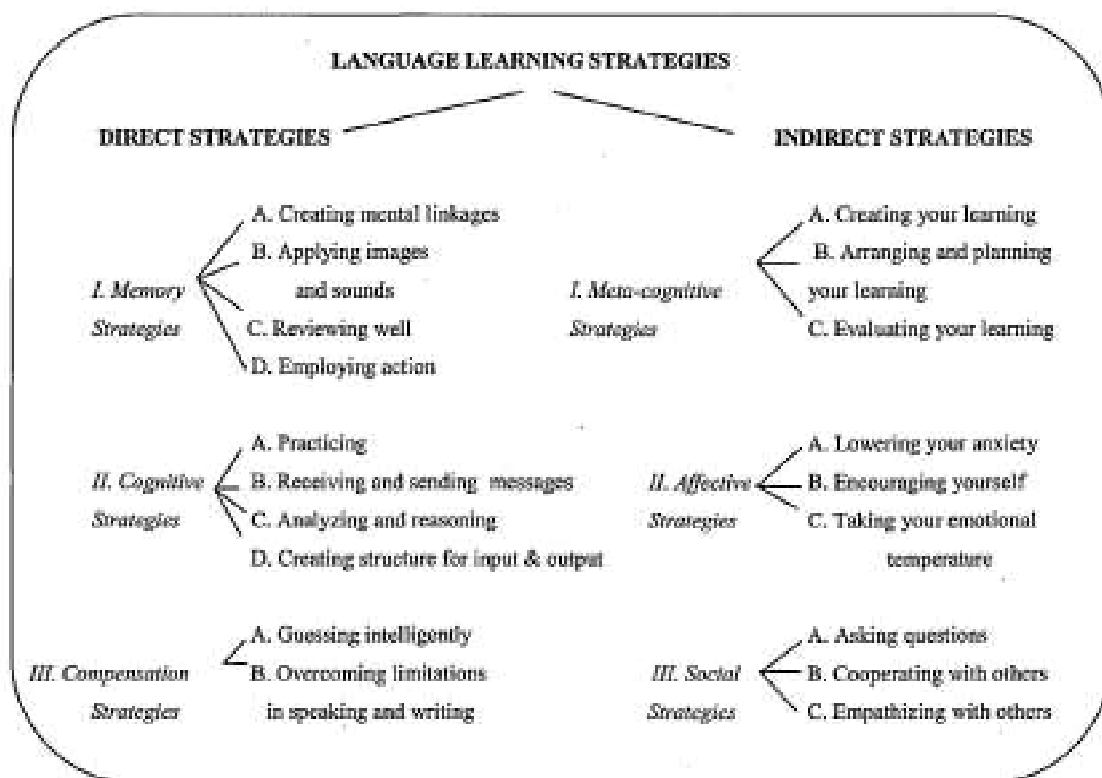


Figure 2.6. Classifications of LLS (Oxford, 1990)

2.7.3. Defining SBI and SBWI

SBI is an instructional framework focused on empowering language learners by explicitly instructing them on how to effectively use, oversee, and adjust learning strategies for different language-related tasks. Chamot (2005) argues that SBI equips students with a variety of cognitive and metacognitive strategies, making them more effective and self-directed in their educational journeys. The essence of SBI lies in its commitment to “systematic, explicit, and sustained attention to strategies” (Cohen & Weaver, 2005, p. 28), which helps learners develop a strategic and intentional approach to their tasks.

Oxford (2017) highlights that SBI promotes learner independence and control by facilitating active student participation in their educational processes. It inspires learners to make educated choices, implement effective strategies, and evaluate their success across a range of learning situations. This strategic involvement nurtures adaptability and responsiveness, which are vital for acquiring a second language, particularly when learners confront new or challenging tasks. Through SBI, students

enhance their ability to transfer strategic knowledge to various communicative and academic situations, ultimately strengthening their linguistic abilities and confidence.

A fundamental principle of SBI is its emphasis on promoting learner autonomy. Holec (1981) characterizes learner autonomy as the ability to take responsibility for one's own learning, which includes setting goals, selecting content, choosing methods, self-monitoring, and self-evaluation (p. 3), which entails a conscious and informed decision-making process regarding the use of strategies. In this context, Chamot (2005) highlights the significance of developing self-regulated learners clarifying that individuals who not only recognize their learning objectives but also possess the ability to adjust their strategies in response to varying contextual factors (p. 118). This self-regulation equips learners for genuine language application outside the classroom and supports their long-term academic achievements.

2.7.4. Key Characteristics of SBWI

SBWI serves as a pedagogical approach aimed at enhancing students' writing abilities through the clear and organized teaching of writing strategies. This approach typically consists of four interconnected elements: explicit teaching, scaffolding, strategy-focused practice, and formative assessment. These elements work in harmony to help learners internalize and effectively apply strategies during different stages of the writing process.

The initial element, explicit instruction, refers to the intentional teaching of particular writing techniques associated with planning, drafting, revising, and editing. Similarly, Graham and Perin (2007) assert that explicit teaching of writing strategies boosts students' writing performance by guaranteeing that learners grasp both the necessary actions and the effective ways to carry them out (p. 9). This straightforward method not only clarifies what is expected but also enhances students' confidence in their capacity to handle writing assignments autonomously.

The second element, scaffolding, pertains to the provisional instructional assistance provided by educators as students develop new strategies. This support is systematically reduced as students achieve proficiency, empowering them to take on more responsibility for their own learning. According to Zimmerman and Bandura (1994), scaffolding facilitates the transition of learners from dependence to autonomy

in their performance as they gradually internalize writing strategies, empowering them to self-regulate without the need for external support (p. 844). The third essential component is practice, which entails offering students numerous and diverse chances to implement acquired strategies in relevant writing situations. According to MacArthur, Graham, and Fitzgerald (2006), engaging in regular, strategy-based practice helps learners to develop their writing skills and transfer those competencies efficiently across various contexts (p. 87). This involvement facilitates the integration of strategies into the learner's cognitive repertoire, enhancing both fluency and adaptability.

The last element, feedback, is crucial for enhancing metacognitive awareness and refining strategies. Effective feedback emphasizes not just the end result of written work but also the strategic approaches that learners utilize. According to the findings of Hattie and Timperley (2007), feedback is most effective when it is timely, specific, and targeted at the learning strategies that students adopt to improve their performance. By guiding students to consider their strategic methods, feedback fosters reflection, self-assessment, and ongoing development.

In conclusion, SBWI employs a combination of direct instruction, scaffolding, practice, and feedback to methodically assist students in enhancing their writing abilities. Nevertheless, as noted by Graham et al. (2014), students rarely cultivate strong writing skills in educational environments without the benefit of organized and strategic guidance from educators. Therefore, the successful application of WSBI can greatly improve students' writing skills and autonomy by providing them with strategic resources designed to meet the requirements of academic writing.

2.7.5. Skilled vs. Unskilled Writers: Strategic Implications for Instruction

Within the context of second language writing, the differentiation between proficient and less proficient writers is fundamental for the development and assessment of SBI. A wealth of research indicates that proficient writers not only exhibit a deeper understanding of linguistic knowledge but also engage in strategic practices that allow them to approach writing as a recursive and problem-solving task (Bereiter & Scardamalia, 1987; Zamel, 1983; Victori, 1999). These individuals are characterized by their employment of metacognitive strategies, including planning,

monitoring, and revising, along with their ability to weave together rhetorical, linguistic, and content-related dimensions throughout the writing process.

In the same context, Bereiter and Scardamalia (1987) make a significant distinction between two cognitive approaches to writing: the knowledge-telling model and the knowledge-transforming model. The knowledge-telling model is often seen in novice or less experienced writers, who primarily retrieve information and write it down with little contemplation. In contrast, the knowledge-transforming model, which is typical of proficient writers, involves a process of planning, assessing, and modifying content to meet specific rhetorical goals, necessitating advanced cognitive skills and ongoing strategic engagement.

Research conducted in both first language (L1) and second language (L2) environments has shown that proficient writers are more adept at planning, engage in more frequent revisions, and consider their audience, coherence, and communicative purpose during the writing process. These writers employ comprehensive revision techniques, revisiting earlier sections of their work to enhance clarity and cohesion (Arndt, 1987; Raimes, 1985; Hedge, 2000; Sasaki, 2000). Conversely, less skilled writers often demonstrate a disorganized and linear writing style, concentrating excessively on grammar and mechanics while overlooking content and structure. Their revisions tend to be superficial, focusing on minor corrections like spelling and punctuation, and they often disrupt their writing due to an emphasis on form over meaning (Victori, 1999; Sinclair, 2010). These distinctions have significant implications for pedagogy. Writing instruction that is based on strategies should focus on developing the behaviours characteristic of proficient writers in students. This includes encouraging effective planning, goal establishment, self-monitoring, and the ability to revise for both meaning and accuracy. The differences between skilled and unskilled writers are presented in Table 1 below.

Table 2.2. Strategic Differences between Skilled and Unskilled Writers
(Adapted from Arndt (1987), Zamel (1983), Victori (1999), and Sasaki (2000))

Strategic Behaviours of Skilled Writers	Strategic Behaviours of Unskilled Writers
Plan extensively and revise plans during writing	Make minimal or no plans; follow them rigidly
Write quickly with content elaboration and coherence	Write slowly with limited elaboration; texts often lack coherence
Focus on audience, content, organization, and language use	Focus predominantly on sentence-level accuracy and grammar
Engage in recursive writing with global revision	Engage in linear writing with minimal or surface-level editing
Monitor, evaluate, and adjust writing throughout the process	Rarely reflect on or evaluate writing decisions
Use metacognitive strategies (planning, monitoring, evaluating)	Lack metacognitive awareness of writing as a process
Incorporate background knowledge and rhetorical conventions	Show limited use of content knowledge or rhetorical awareness
Revise drafts for meaning, structure, and clarity	Revise primarily for spelling, punctuation, or grammar

This theoretical distinction highlights the importance of implementing SBI in EFL writing classrooms, particularly for learners who struggle with the writing process. Harris (1993) points out that writing pedagogy lacking in reflective strategies tends to reinforce only basic skills, leaving students ill equipped for writing tasks that necessitate higher-order thinking. Therefore, effective writing education should not only address mistakes but also foster strategic awareness, helping students perceive writing as a recursive and purpose-driven activity. The next section will delve into the classifications of writing strategies in detail and discuss their role in improving writing performance in EFL contexts.

2.8. Classification of EFL Writing Strategies

Successful instruction in EFL writing encompasses more than just the acquisition of grammar and vocabulary; it necessitates that students employ various strategies to effectively manage, organize, and refine their ideas. These strategies are essential for facilitating learners' engagement with the writing process across different stages: planning, drafting, revising, and finalizing their compositions.

2.8.1. Cognitive Writing Strategies

Research indicates that the implementation of writing strategies in EFL classrooms significantly improves students' writing skills while promoting increased self-regulation and independence. Writing strategies can be classified into three main categories: cognitive, metacognitive, and social-affective strategies.

Cognitive strategies encompass techniques like brainstorming, outlining, and drafting, which assist learners in effectively managing and organizing their thoughts. In contrast, metacognitive strategies emphasize the importance of self-monitoring and assessing one's writing progress, fostering self-awareness and informed decision-making during the writing process. Additionally, social and affective strategies play a crucial role in facilitating collaboration, obtaining feedback, and addressing emotional challenges, such as anxiety, that may occur while writing. This section will delve into each of these three categories of writing strategies, demonstrating how they collectively enhance the writing skills of EFL learners.

Cognitive writing strategies, therefore, serve as vital instruments that help learners effectively manage and structure their thoughts during the writing process. These strategies emphasize the mechanics of writing, equipping learners with practical techniques for generating, organizing, and enhancing their ideas. For first-year EFL students, who are in the early stages of acquiring the skills necessary for cohesive and coherent writing, these strategies are particularly important. By utilizing methods such as brainstorming, outlining, and drafting, learners can more adeptly and systematically tackle the challenges associated with writing.

Brainstorming: Overcoming Mental Blocks and Generating Ideas

Brainstorming is a highly effective cognitive technique for generating ideas. It entails the spontaneous recording of any thoughts or concepts associated with a writing topic, without concern for organization or accuracy. This method aids learners in overcoming mental obstacles and encourages a free flow of ideas. In writing instruction, brainstorming enables students to investigate a diverse array of concepts prior to organizing their thoughts in a more structured manner.

For EFL learners, brainstorming is essential in addressing the cognitive challenges posed by language proficiency. By prioritizing idea generation over form, students can

alleviate the cognitive burden associated with syntax and grammar, allowing them to concentrate on the content itself. Additionally, brainstorming simplifies the intimidating process of writing by breaking it down into smaller, more manageable components.

Outlining: Organizing and Structuring Ideas

After learners have brainstormed ideas, the subsequent cognitive strategy is outlining. This technique offers a visual framework for the organization of the written work, aiding students in arranging their thoughts into coherent sequences. Outlining enables learners to pinpoint the primary and secondary points that must be addressed, thereby ensuring that their writing remains focused and well-structured.

This method is particularly beneficial for EFL students, who may find it challenging to grasp the structure of paragraphs and essays. Flower and Hayes (1981) point out that outlining functions as a crucial planning strategy, facilitating writers in the logical organization of their ideas and the coherent structuring of their arguments throughout the drafting stage (p. 374). By delineating the key sections of their writing, students can more effectively navigate the cognitive demands of maintaining coherence and cohesion throughout their work.

Outlining serves as a valuable cognitive tool for EFL students, as it decreases the likelihood of omitting important details and keeps their writing organized. Furthermore, it supports memory recall, enabling students to reference their outline to adhere to their initial writing strategy.

Drafting: Translating Ideas into Written Form

The drafting stage is where students start to transform their structured ideas into written text. This phase is crucial for cognitive growth, as it compels learners to articulate abstract notions in tangible language. During drafting, the emphasis is on the progression of ideas rather than achieving perfection, which aids in sustaining cognitive fluency. A significant cognitive strategy employed in this phase is free writing; recording thoughts on paper without concern for errors. This approach helps students to bypass writer's block and fosters continuous progress in their writing endeavours. According to White and Arndt (1991), rapid, unfiltered writing promotes

cognitive fluency by diminishing self-doubt and enabling students to articulate their thoughts openly (p. 43).

Drafting serves as a valuable tool for EFL learners by shifting their attention from syntax and grammatical correctness to the construction of meaning, thereby fostering a more profound connection with the content. Furthermore, this process allows for continuous involvement with the writing task, as students can revisit and improve their drafts in later stages.

The integration of cognitive strategies such as brainstorming, outlining, and drafting assists EFL learners in navigating the complexities of the writing process by dividing it into smaller, more manageable components. These techniques enable learners to concentrate on their writing approach, thereby reducing the sense of being overwhelmed. A clear understanding of the writing process encompassing idea generation, organization, and the transformation of ideas into written form which then, empowers learners to take greater command of their writing, resulting in more coherent and organized written outputs.



Mind Mapping: Visualizing Connections Between Ideas

Mind mapping serves as an effective cognitive technique for EFL learners, enabling them to visually structure and relate ideas prior to writing. This approach entails positioning a central theme at the core of a diagram and extending associated sub-ideas in a non-linear, visual manner. By utilizing this method, learners can delve into various aspects of a subject, recognize connections among concepts, and pinpoint supporting arguments to enhance their writing.

According to Buzan (2018), mind maps reflect the brain's natural cognitive processes, which enhances memory and creativity in both learning and writing (p. 22). This method is particularly advantageous for EFL learners, as it lessens the cognitive strain linked to linear outlining and promotes the organic generation and connection of ideas. Mind mapping assists students in organizing complex information, especially when writing essays or developing paragraphs. It encourages creativity, adaptability, and the elaboration of ideas, while also supporting visual learners who benefit from spatial formats. As stated by Hyerle (2009), visual tools as mind maps assist learners in arranging scattered information and developing organized knowledge (p. 45). This

technique is especially effective during the prewriting phase, improving learners' ability to create cohesive and coherent content from the outset.

Freewriting: Fostering Fluency and Reducing Anxiety

Freewriting is an effective cognitive strategy that enhances writing fluency by encouraging learners to write continuously for a specified duration without the constraints of grammar, spelling, or structure. The primary focus is on the generation of ideas and maintaining a natural flow, which helps students to alleviate anxiety and overcome writer's block. According to Elbow (1998), the practice of freewriting permits ideas to arise without constraint by lessening the interference from the writer's internal critic, thus fostering a more fluent and uninhibited flow of thoughts (p. 6). This approach is especially advantageous for EFL students who may be reluctant to write due to feelings of linguistic insecurity. By eliminating the fear of making mistakes, freewriting cultivates a sense of linguistic freedom and promotes self-expression.

Furthermore, freewriting functions as an initial phase for more structured writing, providing students the opportunity to explore their ideas, which can be refined later during the revision process. Williams (2003) highlights that freewriting can assist students in enhancing their fluency and confidence by motivating them to articulate their thoughts without fear of immediate evaluation (p. 113). This approach sets the stage for the subsequent formal writing stages, such as drafting and revising.

Cubing: Encouraging Critical and Creative Perspectives

Cubing is an often-overlooked yet highly effective cognitive technique that prompts learners to investigate a subject from six different viewpoints, which can be represented as the six faces of a cube. These viewpoints generally encompass describing, comparing, associating, analysing, applying, and debating a topic. This approach encourages students to engage in deeper and more critical thinking regarding the subject matter. As stated by Strong, Silver, and Perini (2001), the cubing strategy promotes students' exploration of a subject from various perspectives, which in turn improves their creative and analytical thinking abilities. It is especially advantageous for creating comprehensive arguments and enhancing reflective writing skills.

Cubing serves as a valuable tool for EFL learners by providing organized prompts that assist in expanding their limited vocabulary and content comprehension. It also

promotes critical thinking in writing, guiding students to delve deeper into topics rather than merely skimming the surface. By analysing a subject from different angles, learners can create richer and more sophisticated written pieces.

The combination of mind mapping, freewriting, and cubing with conventional techniques like brainstorming, outlining, and drafting offers EFL learners a comprehensive cognitive toolkit. These strategies empower learners to take greater control of the writing process, enhancing both their ideational fluency and organizational clarity. Moreover, they help to diminish writing anxiety, encourage creativity, and improve the cognitive processing of complex writing assignments, ultimately leading to more confident and capable writers.

In summary, cognitive strategies play a vital role in assisting learners during the revision phase. With a well-defined outline and draft, students can more readily pinpoint areas that require enhancement, whether related to structure, content, or language. These strategies foster ongoing engagement with their writing, allowing for continuous refinement and ultimately leading to higher quality output. Cognitive writing strategies are essential for learners to effectively manage and organize their thoughts throughout the writing journey. By utilizing techniques such as brainstorming, outlining, and drafting, students can concentrate more on the mechanics of writing. These approaches alleviate cognitive overload, enhance the organization of ideas, and offer a systematic method for writing. For EFL learners, these strategies are particularly important for honing both the technical elements of writing and the capacity to generate and articulate ideas coherently. By emphasizing the cognitive aspects of writing, these strategies empower learners to tackle writing assignments with increased confidence, diminish anxiety, and progressively enhance their writing skills over time.

While delving into the cognitive strategies that support learners in formulating, structuring, and conveying their ideas during writing, it is vital to focus also on metacognitive writing strategies. These strategies empower learners to take charge of their writing by planning, monitoring, and evaluating their practices with greater independence and critical reflection.

2.8.2. Metacognitive Writing strategies

Metacognitive strategies serve as essential instruments for promoting self-regulation and improving the overall quality of writing. These strategies entail a deliberate examination of one's cognitive processes, which fosters a more profound comprehension of how to effectively plan, monitor, and assess writing tasks. Metacognition, often referred to as “thinking about thinking,” plays a vital role in enabling writers to recognize their strengths and weaknesses, thereby guiding them in making informed choices throughout the writing journey (Flavell, 1979). In particular, metacognitive strategies enhance writers' capacity to manage their own thought processes, ensuring that the writing experience is both productive and meaningful. The following section will clarify these strategies much better.

Planning Strategies

Planning serves as a crucial metacognitive strategy that allows writers to arrange their ideas and formulate their thoughts prior to commencing a writing task. Kiewra (2002) notes that proficient writers participate in prewriting activities, including brainstorming and outlining, to delineate their ideas, establish writing objectives, and pinpoint the primary arguments or points they intend to convey. These techniques create a clear framework for the writing process, enhancing focus and direction. Research indicates that engaging in planning prior to writing results in better organization and coherence in the final output, as it enables writers to foresee potential obstacles and allocate sufficient time for various stages of writing (Zimmerman, 2002). For instance, by utilizing outlines, writers can visually organize their ideas, facilitating an understanding of the logical progression of their argument or narrative, which ultimately improves the coherence of their work.

Additionally, planning generally requires the identification of specific goals, relevant to both the comprehensive task and the individual writing sessions. Goal-setting theory posits that the establishment of clear and measurable objectives can lead to increased motivation and improved performance (Locke & Latham, 2002). Writers who set precise goals for each stage of the writing process such as drafting an introduction, developing essential points, or revising for clarity ; are more likely to

maintain their focus and make efficient progress (Schunk, 2001). Thus, effective planning strategies enhance writing quality by promoting organization and guiding writers toward the achievement of their goals.

Monitoring Strategies

Monitoring serves as a crucial metacognitive strategy that entails ongoing self-evaluation throughout the writing process. As writers draft and revise their work, it is imperative for them to assess their progress and modify their strategies accordingly. This iterative process demands an awareness of the text's clarity, coherence, and overall effectiveness in conveying ideas. According to Zimmerman and Schunk (2011), writers who actively monitor their writing are more adept at recognizing problems early on, such as inconsistencies in their arguments or inadequately developed concepts. This enables them to make real-time revisions or adjustments, thereby preventing these issues from evolving into major challenges in the final draft.

A highly effective strategy for monitoring one's writing is self-questioning, where authors pose essential inquiries to themselves, such as, “Is this argument articulated clearly?” or “Have I provided sufficient evidence to support my claims?” These introspective questions assist writers in assessing the quality of their work and ensuring that their writing meets its intended objectives. Scardamalia and Bereiter (1986) assert that self-monitoring enables writers to handle their cognitive load more efficiently and concentrate on aspects that need further enhancement or clarification. By engaging in these reflective practices, writers can gain a better understanding of their strengths and weaknesses, ultimately allowing them to manage their writing tasks with greater efficacy.

Evaluating Strategies

Evaluation serves as the final component of metacognitive strategies, where writers review the effectiveness of their writing after finishing the drafting and revision phases. This metacognitive step involves a critical analysis of both the content and the writing process itself. By employing evaluation strategies, writers can determine if they have accomplished their goals and whether their writing is clear, coherent, and persuasive. Notably, self-reflection on the writing process allows writers to identify

which strategies were effective and which aspects require improvement in subsequent writing tasks.

A fundamental element of evaluation involves revisiting the original goals outlined during the planning phase to assess whether those aims have been fulfilled. Paris and Paris (2003) describe self-evaluation as the process of judging the quality of one's work in relation to both personal aspirations and external benchmarks, including academic norms or feedback from educators. This reflective practice not only helps writers gauge the effectiveness of their output but also nurtures a sense of ownership and responsibility for their educational journey. It enables writers to recognize their capacity to make decisions and improve their work, thus facilitating the ongoing enhancement of their writing abilities.

Furthermore, feedback provided by peers and instructors are vital to the evaluation process. As noted by Nicol and Macfarlane-Dick (2006), feedback serves as a key element of self-regulation, allowing writers to assess their performance and recognize opportunities for growth. By utilizing feedback in their evaluations, writers can improve their writing and gain a more nuanced understanding of how to apply writing techniques successfully in the future.

Incorporating metacognitive strategies into writing instruction has demonstrated a beneficial effect on students' writing performance. Studies indicate that an increased awareness of metacognition aids students in managing their writing tasks more efficiently and improves their writing abilities over time (Baker & Brown, 1984). By explicitly instructing students on how to plan, monitor, and assess their writing, teachers can promote self-regulation and independent learning. This method encourages students to transition from being passive learners of writing to becoming proactive, self-aware writers who take charge of their writing processes.

To incorporate metacognitive strategies effectively into writing instruction, it is essential to offer students opportunities for self-reflection, goal establishment, and progress assessment. For instance, teachers could promote the use of writing journals or checklists that facilitate writing through the writing process, encouraging students to reflect on their planning, monitor their drafting, and evaluate their revisions. By embedding these strategies within the curriculum, educators can help students become

more autonomous and skilled writers into writing instruction, it is essential to offer students opportunities for self-reflection, goal establishment, and progress assessment. For instance, teachers could promote the use of writing journals or checklists that support students as they move through the various stages of the writing process, encouraging students to reflect on their planning, monitor their drafting, and evaluate their revisions. By embedding these strategies within the curriculum, educators can help students become more autonomous and skilled writers.

In summary, metacognitive strategies such as planning, monitoring, and evaluating are essential for effectively managing the writing process. These strategies foster self-awareness, aid in goal setting, and encourage a reflective approach to writing. By promoting metacognitive practices among students, educators can improve their ability to control their writing, elevate the quality of their work, and cultivate their development as independent and self-aware writers. Research indicates that metacognitive strategies are crucial in enabling writers to excel in specific writing tasks and to become lifelong learners who can handle their writing processes with increased efficiency and confidence.

2.8.3. Social and Affective Writing Strategies

Social and affective strategies are essential components in promoting effective writing, especially for EFL learners. These strategies enhance both the collaborative and emotional facets of the writing process, which are critical for overcoming the obstacles encountered in writing tasks. Writing goes beyond mere technical ability to write accurately, it is a form of communication that conveys ideas, feelings, and arguments to an audience, (Hyland, 2003). For EFL learners, addressing emotional challenges and obtaining social support during the writing process can significantly enhance writing performance and mitigate anxiety, which is frequently experienced by these learners (Horwitz et al., 1986). By incorporating social and affective strategies into writing pedagogy, educators can enable students to cultivate their writing skills with increased confidence and effectiveness.

Social Strategies: Collaboration and Support

Social strategies in writing education play a crucial role in fostering student interaction, which in turn enhances their writing through collaborative efforts. A fundamental social strategy involves empathizing with the reader, enabling writers to foresee how their work will be received by their audience. This approach assists students in evaluating whether their writing effectively conveys their intended messages (Oxford, 1990). By considering the reader's viewpoint, students can enhance the clarity and persuasive power of their writing. Empathy encompasses not only an understanding of the audience's possible responses but also the organization of the text to ensure that ideas are readily comprehensible to readers (Hyland, 2003). Thus, writing evolves into a dynamic and interactive process rather than a static task centered solely on linguistic structure.

An essential social strategy is peer collaboration, where students work together to analyse the overall framework, concepts, and stylistic elements of their writing. This interaction can occur through group discussions, paired activities, or joint drafting, all of which effectively involve students in the writing process (Mangelsdorf, 1992). By engaging in peer collaboration, novice writers can gain insights from their more skilled writers, sharing writing advice, constructive feedback, and innovative ideas. This collaborative approach not only elevates the quality of writing but also deepens students' comprehension of writing conventions and structures (Liu & Hansen, 2002).

Similarly, McGroarty's research (1993) indicates that participating in peer feedback activities leads to a more in-depth engagement with the writing process, which in turn produces better drafts and a heightened awareness of rhetorical strategies. Furthermore, this collaborative approach creates a supportive classroom environment where students can confidently present their work without the anxiety of being judged, ultimately improving both their writing and interpersonal skills.

Alongside peer feedback, teacher feedback plays a crucial role in the social learning process. It offers essential guidance for students to grasp writing conventions, including organization, grammar, and style. When feedback is specific, timely, and actionable, it significantly enhances students' writing skills (Leki, 1990). Teachers can assist students in honing their writing abilities by identifying areas that need

improvement and offering clear revision suggestions. It is vital, however, that teacher feedback is presented in a manner that fosters further reflection and encourages students to view writing as a continuous process. As highlighted by Hyland (2000), effective feedback empowers students to take charge of their writing, strengthening their capacity for self-editing and independent refinement of their work.

Affective Strategies: Managing Anxiety and Building Confidence

Affective strategies play a crucial role in writing instruction, as they tackle the emotional challenges faced by many EFL learners. Writing anxiety is prevalent among students, particularly in situations where they feel uncertain about their language skills or writing capabilities. The act of writing can trigger emotions such as self-doubt, fear of failure, and stress, especially when students are required to produce refined texts under tight deadlines. Horwitz et al. (1986) note that this anxiety can disrupt students' cognitive functions, resulting in writer's block, procrastination, and a tendency to avoid writing altogether. To mitigate these adverse feelings, affective strategies assist students in managing their emotions, building resilience, and approaching writing tasks with increased confidence.

A highly effective affective strategy is self-affirmation, which encourages students to cultivate a positive attitude towards writing. By utilizing self-affirmations, students can alleviate anxiety by transforming negative thoughts and concentrating on their achievements and skills instead of their perceived deficiencies (Schunk, 2001). Simple yet impactful statements like “I should not fear writing; it allows me to articulate my thoughts” or “Making mistakes is acceptable; I can learn from them” serve as powerful tools to enhance students' self-esteem and diminish anxiety (Anderson, 2002). These affirmations not only empower learners to build confidence but also facilitate a transition from a fear of failure to a growth-oriented mind set. According to Dweck (2006), a growth mind set is defined as the belief that individuals can develop their skills through hard work and consistent practice. She points out that when students adopt this belief, it encourages a more positive perspective on writing and learning as a whole.

Furthermore, establishing a nurturing and secure educational atmosphere is crucial for alleviating writing anxiety. When learners feel at ease sharing their compositions,

they are more inclined to participate actively in the writing process and request help when needed (Liu & Hansen, 2002). Fostering a culture of trust and transparency can diminish the apprehension of being judged, which frequently accompanies writing. By reinforcing the concept that writing is an ongoing journey of enhancement, students are less prone to view their drafts as shortcomings, thereby lessening anxiety and encouraging a more favourable writing experience (Schunk, 2001).

Mindfulness and relaxation strategies are effective tools for mitigating writing anxiety. Techniques such as deep breathing, guided meditation, and progressive muscle relaxation have been found to help students cope with stress and anxiety, which in turn enhances their focus and clarity in writing (Zeidner, 2014). These methods promote emotional regulation, enabling students to approach writing tasks with calmness and focus, thereby helping them to overcome the psychological barriers that hinder their writing.

In summary, social and affective strategies play a crucial role in writing education, providing both cognitive and emotional assistance to learners. Social strategies, including understanding the reader's perspective and collaborating with peers, promote teamwork and constructive feedback, allowing students to refine their writing through meaningful interactions. These approaches encourage students to view writing as a dynamic and communicative process rather than merely a linguistic exercise. Affective strategies, such as self-affirmation and mindfulness practices, assist students in navigating the emotional hurdles associated with writing, such as anxiety and self-doubt, while fostering confidence and a positive mindset towards writing. The combination of these strategies not only enhances the quality of students' writing but also cultivates a more supportive and encouraging writing atmosphere. Ultimately, the integration of both social and affective strategies in writing instruction boosts students' self-regulation, critical thinking skills, and overall writing competence.

The following table provides an overview of important writing strategies that can aid in the writing process. These strategies are classified into four essential types: memory strategies, cognitive strategies, metacognitive strategies, social strategies, and affective strategies. Each type contains distinct techniques that writers can apply to enhance their writing proficiency, clarify their ideas, and support effective

communication. Thus, the table categorizes essential writing strategies into five types adapted from the frameworks of Oxford (1990), Chamot and O'Malley (1994), Graham and Harris (2005), Harmer (2004), Hyland (2003), and Richards and Renandya (2002). Raimes (1983).

Table 2.3. Writing Strategies Categorized by Strategy Type

Strategy Type	Definition	Examples of Techniques in Writing	Key Scholarly Sources
Memory Strategies	Techniques used to store and retrieve information essential to writing.	- Mnemonics for linking words or concepts - Visualizing text structure (e.g., essay skeletons or paragraph maps) - Grouping vocabulary by theme - Highlighting, underlining, or annotating during reading to recall useful language and structure - Relating new ideas to prior knowledge	Oxford (1990); Chamot & O'Malley (1994)
Cognitive Strategies	Direct manipulation of language and ideas during the writing process.	- Freewriting to generate ideas - Brainstorming and associative listing - Mind mapping for idea organization - Cubing (viewing a topic from six analytical angles) - Drafting a first version quickly - Revising using peer/teacher feedback - Editing for grammar and clarity - Using resourcing (e.g., reading to improve content and organization)	Harmer (2004); Graham & Harris (2005); Richards & Renandya (2002); Raimes (1983)
Metacognitive Strategies	Strategies for planning, monitoring, and evaluating one's own writing performance.	- Setting goals before writing - Planning content and structure through outlining - Monitoring macro (organization) and micro (grammar) elements while writing - Self-evaluating through checklists or rubrics - Skipping problematic words/ideas to revisit later (strategic delay) - Managing task complexity by focusing on the writing purpose	Oxford (1990); Graham & Harris (2005); Chamot & O'Malley (1994)
Social Strategies	Learning that involves cooperation and collaboration with others during writing.	- Collaborative writing with peers - Peer review and exchanging drafts - Seeking teacher guidance and feedback - Participating in group writing activities - Empathizing with readers to improve clarity and coherence	Hyland (2003); Oxford (1990); Richards & Renandya (2002)
Affective Strategies	Techniques to manage emotions, motivation, and attitudes throughout the writing process.	- Positive self-talk to reduce self-doubt - Accepting imperfection in early drafts - Using breathing techniques or relaxation to manage writing anxiety - Reflective journal writing to explore one's progress and challenges	Chamot & O'Malley (1994); Oxford (1990)

2.9. Writing Teachers' Role and Responsibilities in SBWI

Writing is a crucial component of language learning, encompassing more than just the ability to form grammatically correct sentences. It involves a combination of complex cognitive and metacognitive processes that learners must gradually acquire and internalize. Within this intricate framework, SBWI has gained prominence as an effective educational approach, drawing scholarly attention for its emphasis on equipping students with essential strategies to manage the various aspects of writing. This method positions educators as key performers in the educational process, serving as facilitators rather than mere transmitters of knowledge. Teachers are responsible for modelling strategic behaviours, offering structured support to students, and improving the use of strategies through timely and constructive feedback.

The pivotal role of teachers in enhancing writing instruction through SBI is widely acknowledged in the literature. Alton-Lee (2003) contends that high-quality teaching is the most significant factor affecting learning outcomes, especially in diverse classrooms where effective instruction greatly improves student achievement (p. 2), affirming the importance of teacher practices in shaping learners' academic achievement. In the domain of SBWI, Graham and Harris (2000) assert that teachers must adopt an active role in demonstrating strategic behaviour, providing sustained scaffolding, and fostering student independence through effective feedback. These instructional responsibilities can be broadly categorized into three interrelated domains: modelling strategies, providing adaptive guidance, and delivering formative feedback. Together, these domains constitute a framework through which teachers can foster metacognitive development and writing competence among EFL learners.

Modelling is a fundamental technique in the context of SBI, allowing educators to articulate and clearly demonstrate the cognitive processes involved in writing. By expressing and demonstrating their thought processes, educators illuminate the often-invisible components of writing for their students. For example, in the pre-writing stage, instructors might illustrate techniques such as brainstorming, outlining, or formulating thesis statements. These demonstrations provide a framework that aids learners in understanding how to tackle writing assignments in a systematic and

objective manner. According to Zohar and Dori (2003), modelling not only conveys procedural knowledge but also supports the internalization of strategic steps, enabling students to independently replicate these processes. Likewise, Zimmerman (2002) emphasizes the significance of think-aloud protocols, where educators articulate their decision-making, thereby promoting students' metacognitive development and improving their capacity to self-manage their writing practices.

Alongside modelling, effective SBI requires ongoing, adaptive support throughout the different phases of writing. This framework allows learners to tackle intricate writing assignments while progressively fostering their independence. The theoretical foundation of this method is rooted in Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), which suggests that learners can reach advanced levels of skill with suitable assistance. In practical application, strategic support may include tools such as sentence starters, graphic organizers, guided writing prompts, or checklists that help focus learners on particular elements of the writing process. Wood, Bruner, and Ross (1976) characterize scaffolding as a method where instructional assistance is gradually diminished as learners achieve proficiency, enabling them to undertake writing tasks independently. This incremental support is particularly advantageous in EFL settings, where students frequently need detailed guidance to enhance their writing fluency and coherence.

Feedback plays a crucial role in the SBI framework, fulfilling both evaluative and developmental purposes. Quality feedback not only evaluates the correctness of students' written work but also examines the strategies they utilized during the writing process. According to Ferris (2003), effective feedback must be specific, focused on strategies, and oriented towards revision, helping learners enhance their planning, organization, and revision skills. This type of feedback prompts learners to reflect on their use of strategies and encourages intentional enhancements. Hattie and Timperley (2007) highlight that feedback is most effective when it identifies the gap between a learner's current performance and their learning goals, thus fostering self-regulation and strategic thinking. When incorporated into everyday instructional practices, formative feedback nurtures a culture of continuous improvement and empowers learners to take an active role in their own educational experiences.

2.9.1. EFL Teacher Roles and Interdisciplinary Collaboration

In EFL higher education settings, writing is frequently given a secondary role within the curriculum, especially in content-specific courses such as literature, civilization, and linguistics. In these situations, writing is mainly employed as a tool for assessing students' understanding of the subject taught, rather than being developed as a distinct skill. Instructors in these disciplines often assign essays and written responses to measure comprehension, expecting students to convey critical or analytical thoughts without necessarily offering guidance on how to write proficiently in academic English. Leki (2007) posits that various disciplines, rather than prioritizing writing instruction, often take for granted that their students arrive with fully formed writing skills, disregarding the supplementary support that many learners truly need (p. 5)). This assumption is particularly problematic in EFL contexts, where students need ongoing and explicit support to enhance their linguistic skills and rhetorical awareness across various writing genres.

Writing instructors, in contrast, are primarily responsible for teaching students how to write effectively. However, their teaching often remains restricted to the intricacies of sentence structure, with a predominant focus on grammar drills, theoretical frameworks of writing stages, and the definitions of terms like 'pre-writing,' 'coherence,' 'topic sentence,' 'Supporting sentences' and 'concluding sentence'. This approach frequently fails to engage students in authentic, process-oriented writing activities. Hyland (2016) points out the shortcomings of conventional EFL writing instruction, which tends to focus excessively on individual linguistic forms and rhetorical structures, frequently at the expense of real communicative purposes and discipline-specific practices (p. 19). This disconnect between writing pedagogy and the requirements of various academic disciplines (modular courses in the current study) creates a significant instructional gap, leaving students inadequately prepared to meet the academic expectations in their content-area courses.

The situation reveals a clear division: teachers of specific subjects concentrate on their subject matter and often use writing as a tool for assessment, while writing instructors tend to work in isolation, frequently missing the opportunity to utilize students' existing content knowledge to foster their writing skills. This fragmentation

has been extensively criticised in scholarly discussions. According to Lea and Street (1998), writing should not be viewed as a neutral form of communication; it is, in fact, shaped by the epistemological perspectives and social norms that are distinctive to each discipline, thereby influencing how knowledge is developed and shared by writers (p. 158). It is essential to teach writing in conjunction with disciplinary content; nevertheless, in many EFL environments, writing teachers do not engage in meaningful dialogue with their peers across different subjects. This disconnection not only hampers the development of students' academic literacy but also diminishes the overall impact of writing instruction.

In the same vein, an essential yet often overlooked element of this issue is the need for collaboration between grammar and writing instructors. In many English departments, educators in both fields tend to concentrate on sentence-level concerns: such as word order, verb tense, and clause structure, without differentiating their teaching objectives. This approach results in unnecessary overlap and neglects the transition from form to function, or from single sentences to more extensive discourse. According to Ferris and Hedgcock (2014), grammar instruction should serve to enhance and enrich writing pedagogy, making certain that grammatical accuracy is developed in tandem with, but not at the sacrifice of, broader writing competencies including rhetorical effectiveness and content development (p. 120). Ideally, grammar education should focus on form and linguistic accuracy, while writing instruction should assist students in producing extended, cohesive texts that reflect both content understanding and rhetorical awareness.

The Writing across the Curriculum (WAC) initiative provides a valuable theoretical framework for addressing these challenges. WAC advocates for the integration of writing instruction across all academic fields and encourages collaboration among teachers to enhance support for student writers. According to Russell (2001), writing should not be viewed as a universally applicable skill; instead, it is a practice deeply rooted in social contexts, influenced by the specific norms, objectives, and rhetorical conventions that characterize each discipline (p. 21). This perspective suggests that writing is not solely the duty of writing instructors but rather a collective academic responsibility. Additionally, the theory of academic literacies (Lea & Street, 1998)

advocates for a transition from superficial corrections and genre-focused teaching to a deeper comprehension of writing as a means of creating meaning and facilitating epistemological growth in higher education.

Thus, research underscores the pressing need for an interdisciplinary framework in writing instruction within EFL university environments. Writing educators should not work independently; they must collaborate with the teachers of other modular courses and disciplines, utilizing students' insights from literature, linguistics, and cultural studies to create relevant writing tasks. In parallel, content-area educators should work in conjunction with writing instructors to ensure that their assessment strategies are pedagogically effective, especially when addressing complex writing assignments. Such a collaborative approach would help students understand writing as a comprehensive academic practice, rather than a mere collection of isolated skills, applicable across various contexts and disciplines.

2.9.2. Techniques for Embedding Writing Strategies into Instruction

To ensure that writing strategies are recognized as vital components of writing instruction rather than as separate skills, educators must weave them into the curriculum through thoughtful pedagogical approaches. Among the most effective methods are scaffolding, collaborative writing, and structured feedback sessions, all of which contribute to strategy development and enhance learner independence.

Scaffolding is a fundamental approach in SBI. This technique entails deconstructing intricate tasks into simpler parts and offering temporary instructional assistance. For example, novice EFL writers in general and first year EFL students in particular might find paragraph templates, lists of transition words, or checklists helpful in enhancing their content creation. Gradually, these supports are removed, prompting students to take on more responsibility for their writing (Wood et al., 1976).

Collaborative writing assignments provide significant opportunities for students to develop their strategic skills within a supportive social environment. Through activities such as peer discussions, co-planning, and joint revisions, learners collaboratively build knowledge and share strategies, which in turn fosters metacognitive awareness. Storch (2005) emphasizes that collaborative writing

facilitates the negotiation of meaning, strategic interactions, and collective problem solving, all of which lead to a more profound engagement with the writing process.

Feedback sessions that are structured provide an alternative approach to incorporating strategy instruction into classroom practices. These sessions should specifically address the strategic elements of writing, such as the effectiveness of planning, the organization of the text, and the quality of revisions. Hattie and Timperley (2007) emphasize that this type of focused feedback enhances learner reflection and reinforces the use of strategies, leading to sustained progress over time.

2.9.3. The Impact of SBI on EFL Learners' Writing

The implementation of SBI has shown favourable results for EFL learners, particularly in enhancing their writing abilities and encouraging autonomy in learning. Writing in a foreign language poses challenges that surpass simple language accuracy; it demands that learners engage higher-order cognitive processes such as planning, drafting, revising, and reflecting. SBI specifically caters to these challenges by offering students a range of strategies applicable throughout the writing process.

Empirical research indicates that SBI is effective in enhancing the writing abilities of EFL learners. Zhang (2015) conducted a study with Chinese EFL students and discovered that those who received targeted instruction in brainstorming, outlining, and peer review produced texts that were more coherent and better organized. In a similar vein, Anderson (2008) posits that SBI fosters self-regulatory skills in learners, empowering them to approach writing tasks with heightened confidence and autonomy.

Additionally, Taghizadeh and Zeynali (2020) highlight the importance of metacognitive strategies like goal setting, self-monitoring, and reflection in fostering ongoing writing development. Their research indicates that students who actively participate in metacognitive activities show significant enhancements in both writing fluency and accuracy. Similarly, Hong and Cheng (2020) found that Taiwanese EFL learners who experienced SBI not only excelled in immediate writing assignments but also achieved lasting improvements in strategic awareness and writing autonomy.

2.9.4. Benefits and Challenges Faced by EFL Learners in Applying SBI

Although the benefits of SBI are extensively recognized, its application presents certain difficulties, especially in EFL environments. On the upside, SBI fosters both cognitive and metacognitive awareness among learners, promoting organized thinking and structured writing. Techniques like outlining, drafting, and revising play a significant role in enhancing writing fluency, coherence, and content quality (Zhang, 2015). Additionally, SBI encourages learner independence by developing skills in self-assessment, goal setting, and self-correction, which are essential for success in academic and professional writing. Nevertheless, EFL learners can struggle with the application of SBI, particularly if their earlier educational backgrounds have prioritized rote memorization and sentence-level instruction provided through traditional lecturing.

According to Sweller's (1988) Cognitive Load Theory, learners may encounter cognitive overload when they are tasked with managing both the acquisition of new strategies and the navigation of linguistic obstacles at the same time. This cognitive burden can obstruct the effective assimilation of strategies, thus limiting their advantageous influence on students' writing performance.

Moreover, affective elements like anxiety about writing, low levels of motivation, and the fear of errors can restrict learners' willingness to experiment with new strategies. Many EFL students are inclined to emphasize grammatical accuracy, which can discourage them from taking risks and limit their involvement in process-oriented writing practices. In response to these challenges, it is important for educators to create supportive learning environments that recognize effort, progress, and strategic experimentation. By providing safe spaces for trial and error, teachers can help mitigate learners' fears and encourage greater participation in the writing process.

In summary, SBWI serves as an effective educational method for improving the writing skills of EFL learners. Educators are pivotal in this approach, acting as role models, mentors, and sources of feedback. By providing clear demonstrations, tailored support, and ongoing feedback, teachers can enhance students' metacognitive skills and independence in writing. Methods such as collaborative writing, structured reflection, and gradual support further enhance the teaching environment, making strategy instruction both impactful and enduring. While EFL learners may encounter

cognitive and emotional hurdles when implementing SBI, with steady support and motivation, they can develop the strategic insight and self-assurance needed to succeed in academic writing tasks.

2.9.5. Best Practices in SBWI

Effective implementation of SBWI entails the incorporation of SBI principles into writing education to significantly improve students' writing abilities. Unlike general SBI, which emphasizes the overall use of learning strategies, SBWI is specifically designed to address writing skills, considering the distinct challenges and cognitive processes associated with writing tasks.

A core best practice in SBWI involves explicit strategy instruction. In the context of writing education, it is essential for educators to clarify the writing process by demonstrating how particular strategies like brainstorming, outlining, and revising aid in organizing thoughts and enhancing written communication. In the same vein, Graham and Harris (2000) highlight the importance of explicit instruction in the strategic components of writing—specifically planning, drafting, and revising—as essential for students to cultivate their skills as writers (p. 9). This approach guarantees that students grasp the significance of each strategy and learn to apply them effectively in their writing assignments.

Moreover, scaffolding is essential for enhancing students' writing development. The gradual shift of responsibility from guided practice to independent strategy use enables students to progressively master their writing skills. According to Harris, Graham, Mason, and Friedlander (2008), when writing strategies are facilitated through structured minilessons that incorporate guided application and self-reflection, students gradually gain control over their writing processes (p. 45). Within the SBWI framework, this entails initiating with teacher demonstrations, advancing to collaborative tasks, and finally permitting students to independently implement strategies in their writing.

In addition, metacognitive awareness is an essential component of SBWI. Writing instructors can facilitate student reflection on their writing methods by asking metacognitive questions like:

 Which strategy was the most effective for this particular writing task?

 What is the rationale behind this choice?

By increasing students' awareness of their thought processes and strategic decisions, SBWI promotes the development of self-regulation in writing. This reflective process is vital, as it strengthens students' ability to assess their writing and make necessary adjustments to their strategies (Oxford, 2011).

In addition, collaborative learning settings prove to be highly beneficial in the context of SBWI. Engaging in peer feedback and group writing exercises allows students to exchange writing techniques and benefit from one another's insights. According to Zhang and Zhang (2022), participating in collaborative writing tasks and obtaining peer support can assist learners in enhancing their writing strategies and fostering increased confidence in their writing abilities. This perspective is consistent with the core principles of SBWI, which emphasize the importance of social and emotional strategies in enhancing writing skills.

Ultimately, the importance of contextual adaptation in SBWI cannot be overstated. Writing instructors are required to modify their strategy instruction to align with the distinct needs of their students and the specific challenges of the teaching environment. In various EFL contexts, where time is often limited and students may not have extensive writing backgrounds, it becomes crucial for teachers to emphasize fundamental writing strategies and effectively weave them into the curriculum. According to Chamot (2005), effective strategy instruction must be both adaptive and responsive to the changing goals, proficiency, and contextual needs of learners, thus ensuring that the support offered remains relevant and personalized (p. 118). To conclude, SBWI utilizes the most effective practices of SBI to foster a vibrant and student-oriented writing classroom. By emphasizing explicit strategy instruction, providing scaffolding, encouraging metacognitive reflection, facilitating collaborative learning, and adapting to context, SBWI equips students to improve their writing abilities and gain confidence.

2.10. Conclusion

This chapter has presented a comprehensive literature review concerning the foundations and challenges associated with EFL writing, as well as the potential of SBWI to mitigate these challenges. The discussion began with a detailed examination of the definition, nature, and importance of writing in EFL teaching, emphasizing its role as a crucial pillar of overall language proficiency. The complexities of writing, especially in academic and communicative environments, were identified as key factors in fostering cognitive growth and effective language utilization.

This chapter delved into the significant challenges encountered in EFL writing, identifying common difficulties such as coherence, cohesion, vocabulary, and structural issues. It highlighted the urgent need for more effective instructional strategies to overcome these challenges. Furthermore, the chapter assessed a range of both traditional and contemporary writing instruction methods. An evaluation of the product, process, and genre approaches uncovered their limitations, especially concerning their strategic depth and the inadequate integration of writing strategies. In light of these findings, the chapter advocated for a shift towards SBI as a more effective alternative to fill the gaps left by conventional approaches.

The chapter progressed by outlining how SBWI can effectively address the obstacles faced in EFL writing. It presented a clear definition and classification of LLS, specifically those utilized in writing. A detailed examination of these classifications; cognitive, metacognitive, and social-affective strategies was conducted, emphasizing their crucial role in enhancing students' writing outcomes. The chapter also explored the responsibilities of teachers in the application of SBWI, focusing on effective techniques for integrating these strategies into writing instruction and outlining best practices to enhance their effectiveness in fostering students' writing development.

This chapter's insights establish a foundation for the subsequent chapters, which will shift the focus to the perceptions and practices of EFL teachers regarding SBWI. A more in-depth analysis will be conducted on the disparity between theoretical understanding and practical application in the classroom, particularly in terms of how teachers' instructional strategies in writing correspond with their perceptions and how these strategies can be more effectively integrated into teaching practices.

In conclusion, SBI presents a comprehensive framework to tackle the challenges of traditional writing instruction in EFL environments. However, obstacles remain in its effective application, particularly in bridging the gap between theory and practice. The following chapters will build upon the theoretical groundwork laid out here, concentrating on enhancing the understanding and implementation of EFL teachers' perceptions and practices related to strategy-based instruction in writing.

CHAPTER THREE
Research Context and Methodology

CHAPTER THREE:

RESEARCH CONTEXT AND METHODOLOGY

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3.9.1. Document Analysis

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3.1. Introduction

The design and methodology are fundamental components of any scientific research, serving as guiding frameworks that ensure the achievement of research objectives and the validity of findings. According to Cohen et al. (2007), these components encompass strategic choices that influence the execution of the research. Important factors to consider include the formulation of research questions, the selection of a suitable research approach (such as experimental, case study, or action research), the identification of required data types, the determination of the sample, the choice of data collection tools, and the planning of data analysis.

This chapter intends to deliver a thorough examination of the research design and methodology selected for this study, which investigates the SBI employed by EFL teachers in writing for first-year students at Naama University. It is essential to comprehend the specific context of English Language Teaching (ELT) in Algeria, especially the distinct challenges encountered in writing instruction. The research aims to explore how teachers apply writing strategies and the impact of these strategies on students' writing abilities. Furthermore, the study seeks to uncover any discrepancies between teachers' perceived practices and their actual classroom implementations.

Employing a mixed-methods approach allowed for a detailed analysis of the discrepancies between EFL writing teachers' reported and actual instructional practices. This strategy is particularly relevant due to the complexities inherent in writing instruction within Algeria, where various factors can affect the effectiveness of teaching methodologies. The chapter will begin with a contextual overview of the ELT situation in Algeria, specifically highlighting the role of writing instruction and the approaches utilized for first-year students.

In the introductory parts of this chapter, a thorough description of the study setting will be outlined, featuring an overview of ELT in Algeria, with a particular focus on the English department at Naama University. The later sections will discuss the criteria for sample selection, the research methodologies adopted, the data collection tools utilized, and the procedures implemented, which were refined based on the outcomes

of pilot testing. This structure not only aligns with the broader research objectives but also offers a clear framework for understanding the study's execution.

In conclusion, this chapter will delineate the justification for adopting a case study approach, which is particularly advantageous for an in-depth analysis of how teachers implement SBWI and how students perceive it. By offering a situational, contextual, and methodological framework, this chapter intends to prepare the reader for a comprehensive understanding of the study's approach aiming to examine writing instruction in the EFL context. The insights obtained will serve as a foundation for the subsequent chapters that will present analyses and findings, emphasizing the potential of strategy-based instruction to improve writing outcomes in EFL education.

3.2. ELT in Algeria: Policy, Status, and Implementation

The purpose of this section is to provide an in-depth understanding of the context in which this study is conducted, with a particular emphasis on Algeria. It begins by presenting an overview of ELT in Algeria, analyzing its significance and functions within the educational system. The discussion will then progress to the status of EFL writing instruction, first addressing its role in the broader Arab world and subsequently focusing on its specific challenges and conditions in Algeria. This analysis serves to establish a foundation for understanding the unique context of teaching writing to EFL learners at Naama University, aligning with the study's aim of exploring strategy-based instruction for first-year students.

3.2.1. Language Policy and ELT in Post-Independence Algeria

Following Algeria's attainment of independence in 1962, the determination of the official language and the medium of instruction emerged as a critical factor in the development of the country's educational framework. Arabic was established as the national language and the primary medium of instruction, a decision that was profoundly influenced by the aspiration to restore and safeguard Algeria's Arabo-Islamic heritage. Concurrently, French was maintained as a secondary language, symbolizing the historical impact of colonization and its ongoing repercussions within Algerian society. As noted by Hamzaoui (2005),

After independence, French was still used as the language of instruction in schools. Henceforth, the Algerian government engaged in a huge process of ‘Arabization’...The objective of this process was to spread the use of standard Arabic, gradually replacing French in all domains, starting from education” (p. 72).

In accordance with the Arabization policy, Benmoussat (2003) outlines the gradual shift within educational institutions:

Starting in 1971, Arabic supplanted French as the primary language of instruction in primary schools; by 1976, Arabic was the sole medium for middle school education; by 1984, this transition extended to all secondary education; and by 1986, the majority of university education had also adopted this change” (p. 106).

Nevertheless, despite these considerable initiatives to enhance the use of Arabic, the legacy of French remained evident, especially in higher education and administrative sectors. Benrabah (2007) emphasizes this trend, noting, “In universities, 95% of postgraduate courses in sciences, and 95% of undergraduate courses in medicine and technical fields are delivered in French” (p. 233).

By the late 1990s, Algeria had positioned itself as the second largest Francophone community worldwide, following France. This development led to the perception of French as the foremost foreign language, with English relegated to a secondary status. English, while recognized as a foreign language in Algeria, is incorporated into the curriculum of schools and universities, yet its use outside academic settings is minimal. Benmoussat (2003) articulates the implications of this situation: “Foreign language learning denotes an educational setting in which the language being learned is not the native language of any group within the country as a community, nor does it fulfill the functions of a second language” (p. 144). In this light, Keskes (2005) asserts, “For English is not L2 but FL in Algeria” (p. 75), highlighting that English does not fulfill a social or administrative function, although its significance is increasingly recognized in a globalized context.

Over the past few years, particularly from 2014 onward, the status of the English language has significantly risen among Algerian youth, who are becoming more aware of its crucial global importance. Miliani (2000) observes this change, asserting, “In a situation where the French language has lost much of its ground in the socio-cultural and educational environment of the country, the introduction of English is being heralded as the magic solution to all possible ills—including economic, technological, and educational ones.” The promotion of English as an indispensable tool for scientific publication, international tourism, economic dealings, and trade highlights its increasing relevance in various areas.

The changing requirements of today's society have made it evident that a reassessment of educational goals and approaches is essential. The Ministry of National Education (2006) emphasizes this imperative for reform, asserting that

Recent social changes that were triggered by the new political and economic visions of our country, the need of the Algerian society for development and progress, the opening to the world through modern technology, lead us to define new strategies... this cannot be achieved without a full reform of the educational system (as cited in Bellalem, 2008, p. 17).

As a result, English has emerged as a crucial international language, ranking among the most widely studied languages worldwide. Its significance as a communication tool facilitates access to essential information across various sectors, such as business, finance, medicine, and technology. This underscores the necessity of adapting educational systems to address the changing requirements of Algerian society within a globalized framework.

3.2.1.1. The Rise of English as a Global Language

The emergence of English as a global lingua franca can be attributed to various historical milestones, notably the expansion of the British Empire during the 18th, 19th, and early 20th centuries, as well as the discovery of oil. These events had a profound impact on military, economic, scientific, political, and cultural spheres across the globe. In Algeria, Arabic serves as the predominant language, spoken by around 81% of the population and officially recognized as the national language since 1963.

Furthermore, Tamazight received official recognition in 2002, highlighting the country's linguistic diversity, while numerous local dialects continue to be prevalent in everyday interactions.

In the context of education, French continues to hold its position as the primary foreign language, a legacy of colonial influence that persists in both schools and higher education establishments. Meanwhile, English is progressively acknowledged as the secondary foreign language, becoming increasingly significant in multiple domains such as scientific research, international tourism, commerce, and translation. In primary education, both French and English are introduced concurrently starting in the third grade at primary school level.

Although the Arabization policies established in the 1970s placed a strong emphasis on promoting Arabic within public life, French continued to dominate in education and administrative sectors, a situation largely attributable to colonial legacies. French has traditionally been the foremost foreign language in schools and universities, particularly in the areas of technical and scientific education. According to Benrabah (2007), “in universities, 95% of postgraduate courses in sciences and 95% of undergraduate courses in medicine and technical disciplines are taught in French” (p. 233).

In the 1990s, Algeria became one of the largest communities of French speakers worldwide, second only to France. However, the growing perception of French as a symbol of colonialism led to heightened discussions about the potential introduction of English as an alternative language. Additionally, the language policy of the country resulted in the removal of English-language educational programs such as “Follow Me” and “On We Go” from national television, which significantly reduced the exposure to English through media (Bouhadiba, 2006).

By the early 2000s, English started to be recognized as an important global language. Miliani (2000) emphasizes this transformation, noting that in a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country, the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological, and

educational ones.” A pivotal moment occurred in 2004, when a survey indicated a rising preference for English among the youth in Algeria, further supporting the case for its increased presence in educational and professional sectors. Consequently, the Algerian government implemented reforms aimed at enhancing English language instruction at various educational levels.

In accordance with global academic developments, Algeria embraced the Bologna Agreement in 2010, a European initiative aimed at reforming higher education that promoted multilingualism and fostered the gradual integration of English alongside French. The ERASMUS program has also played a crucial role in enhancing economic and research collaborations between Algeria and European countries, particularly in the realms of higher education and scientific endeavors (European Commission Education and Culture DG, 2010).

In recent years, English has emerged as a language of prestige in Algeria, gaining prominence in various fields such as scientific research, international tourism, trade, and translation. Presently, both French and English are introduced in primary schools starting from grade three, signifying a notable transformation in Algeria's linguistic policies.

Furthermore, government initiatives demonstrate the rising priority placed on English education. An article from an Algerian journal points out this change, stating, "The Ministry of Education in Algeria has recognized the teaching and promotion of English as a crucial factor in improving access to global academic, technological, and cultural networks." Likewise, Deirdre Nicholas (2012), who leads the English Project at the British Council, remarks, "The main objective of the training was to develop a series of workshops that would yield both practical and concrete results for the attendees."

The increasing prominence of the English language in Algeria offers significant opportunities to enhance multiple sectors within society, thereby promoting social and political stability, broadening economic opportunities, and encouraging international collaboration. As English gains importance in critical fields such as business, tourism, aviation, and the economy, its influence within Algeria's educational and professional

environments continues to grow. This heightened emphasis on English education underscores its vital role in tackling modern challenges and improving Algeria's participation on the global stage.

3.2.2. The Role and Significance of English in Algeria

Currently, the English language holds a prominent status as the leading international language, serving as a crucial instrument for navigating the dynamic realms of science, technology, and communication. Ourghi (2002) emphasizes this viewpoint, noting that English is "the primary language of computer software, of the cutting edge in scientific research, of business and management, and of politics and international networks" (p.55). Additionally, English serves as the primary means of communication in various vital sectors, including air traffic control, global organizations, esteemed academic programs such as MBAs, and extensive research publications. In the sphere of popular culture, English also plays a significant role in shaping international music, thereby enhancing its global reach and commercial viability, similar to its impact in space sciences and computing games.

The transformation of English from a language primarily spoken in English-speaking countries, such as the United States, to a global lingua franca highlights its significance as a medium for communication and opportunity worldwide. Today, it is embraced by a wide array of populations, adapting to different contexts and functions. In this regard, Crystal (2003) asserts in his work, *English as a Global Language*, that "English is now so widely established that it can no longer be thought of as owned by any single nation" (p.26). Furthermore, English has become the lingua franca of the 21st century, a fact that is particularly recognized in Algeria, where there is a growing acknowledgment of English's essential role in promoting development and improving access to educational and international collaboration opportunities. The Algerian educational charter of 1976 emphasizes this by describing English as "a means to facilitate a constant communication with the world, to gain access to modern sciences, modern technologies, and to foster creativity in its universal dimensions."

In light of these evolving dynamics, the Algerian government has implemented substantial reforms in its educational policies to meet international standards, thereby

establishing English as a mandatory subject within the curriculum at all educational levels . The overarching goals for English language instruction in Algeria can be classified into three primary domains: educational/scientific, economic, and cultural objectives.

❖ **Educational and Scientific Objectives:** They are represented as follow

1. **Proficiency Development:** To empower the younger generation to develop a strong command of the English language.
2. **Access to Knowledge:** To grant learners the opportunity to engage with the extensive body of scientific and technological knowledge that is primarily accessible in the English language.

❖ **Skill Preparation:** to equip learners with essential personal, interpersonal, and academic skills that will enable them to communicate effectively in diverse social and professional contexts, thereby preparing them to be responsible and productive members of society.

❖ **Economic Objectives:** The incorporation of the English language into Algeria's educational system is intricately linked to the nation's economic advancement, development, and the forces of globalization. The key economic roles associated with English can be outlined as follows:

1. **Economic Development:** The English language is essential for promoting economic growth and development.
2. **Foreign Partnerships:** It functions as a crucial instrument for facilitating effective communication and collaboration with global partners.
3. **Diversification of Relations:** The use of English assists Algeria in diversifying its economic and trade relationships.
4. **Economic Opportunities:** The advancement of English language proficiency creates further economic opportunities, which are essential for Algeria to establish a competitive stance in the increasingly intricate global economy marked by intense rivalry and stringent negotiations.

❖ Cultural Objectives

The cultural aims of English language teaching in Algeria include:

1. **Intercultural Participation:** The aim is to promote the acceptance of diverse perspectives and to facilitate involvement in intercultural networking and discussions.
2. **Cultural Awareness:** The goal is to equip learners with the skills to recognize and value both the commonalities and distinctions between their own culture and those of English-speaking countries. Wilson (2001) highlights the importance of this, stating that “the ability to negotiate meaning with both second language speakers and an awareness of a range of cultural norms are now essential requirements for the English language learner” (p. 7).

These aims can be summarized in the following table (Adapted from Benmoussat, 2004):

Table 3.1. Impact of ELL on Education, Economy, and Culture

Educational-Scientific	Economic	Cultural
Develop intellectual and emotional aspects	Widen economic and investment horizons	Develop an awareness of the world around them
Maintain the profile of a well-educated individual	Broaden partnerships with foreign companies	Prepare learners as world citizens
Gain access to science and technology	Prepare future managers and employees for globalization	
Ensure continuing professional development		

In this regard, English Language Teaching (ELT) transcends the mere acquisition of communicative and linguistic abilities; it also emphasizes the cultivation of critical thinking, tolerance, and a global perspective (Aimeur, 2011). At present, the emphasis in English as a Foreign Language (EFL) instruction in Algeria is on improving communicative, linguistic, cultural, and methodological skills, thereby preparing students to adeptly handle diverse oral and written communication situations pertinent to their future pursuits.

The recognition of English as a key factor in fostering economic and intellectual development has motivated Algeria to establish a policy that incorporates English into

the official curricula at multiple educational levels. English was initially introduced as the primary foreign language in certain primary schools during the 1993-1994 academic year, although this initial initiative faced various challenges. However, due to a renewed interest in the language, English has been reintroduced into primary education starting in 2022. The structure of English education in Algeria is as follows:

- Primary Level: Introduction of English as the first foreign language alongside French in the third grade.
- Middle School: A four-year program culminating in the BEM examination.
- Secondary Education: A three-year curriculum culminating in the BAC examination.
- University Level: English is offered as a major for students pursuing degrees in this speciality, as well as serving as an additional subject in other disciplines.

3.2.3. ELT instruction in Algerian Educational System

The instruction of EFL in Algeria has experienced considerable changes over time, shaped by educational reforms, language policies, and the growing international prominence of English. In the context of the Algerian educational framework, ELT is initiated at various educational stages, with primary education serving as a pivotal phase in its execution.

3.2.3.1. The Implementation of ELT in Algerian Primary Schools

Recently, Algeria has implemented English language instruction in primary education, beginning in the third grade. This development signifies a considerable change in the educational system of the country, highlighting the rising importance of English as a crucial global language. Previously, English instruction was confined to middle schools, but this revised policy aims to foster early language development and better prepare students for the realities of a globalized society.

The choice to incorporate English into the curriculum starting in the third grade is consistent with wider educational reforms designed to enhance the quality of language education in Algeria. By introducing English at an earlier age, the Ministry of National Education aims to equip students with vital linguistic skills that will benefit them in

their academic and professional endeavours (Benrabah, 2007; Bouhadiba, 2006). The objective is to ensure that students acquire essential abilities in reading, writing, listening, and speaking, which are fundamental for their future educational and career prospects.

The curriculum for teaching English in primary education prioritizes interactive and communicative approaches alongside the competency-based approach, creating a supportive learning atmosphere that encourages students to actively participate in language use. This may involve collaborative projects, games, and dialogues, all aimed at boosting learners' enthusiasm and engagement with the language. Furthermore, there is a strong emphasis on vocabulary development and fundamental grammar, equipping students to utilize English proficiently across different situations (Riche et al., 2005 cited in Belaid 2014).

The incorporation of English at this stage is a component of a wider initiative aimed at fostering multilingualism in Algeria. Although Arabic and Tamazight are recognized as the official languages, and French continues to play a vital role in education, the increasing focus on English underscores its significance in global communication, science, technology, and commerce (Keskes, 2005). In summary, the introduction of English language instruction in primary schools from the third grade represents a pivotal advancement in Algeria's educational reform, designed to provide students with essential language competencies for success in a more interconnected global landscape.

3.2.3.2. ELT in Algerian Middle School

The educational reform launched in 2002 led to significant advancements in the teaching of EFL within Algeria's middle schools. Before this reform, English was taught starting in the second year of middle school; however, the new policy stipulated that instruction should commence in the first year. This modification was accompanied by a comprehensive curriculum that spanned all four middle school levels (1 YMS, 2 YMS, 3 YMS, 4 YMS), with a prescribed teaching load of three hours per week for each level. This initiative aimed to lay a robust foundation in English for young

learners and represents a strategic effort to foster early language acquisition (Bouhadiba, 2006).

It is essential to highlight that in Algeria, students initiate their English language studies in primary school, where the subject has been recently introduced. This early introduction provides them with a basic comprehension of the language before they progress to middle school. Such preliminary exposure is expected to support a more seamless transition into advanced EFL instruction at the middle school level.

In September 2014, the structure of EFL teaching was further revised. The instructional hours for the first two levels were reduced from three hours to two and a half hours weekly, while the hours for the third and fourth levels were increased to three and a half hours per week. This change reflects a strategic initiative to improve EFL exposure during the later years of middle school, acknowledging the developmental needs of students at different educational stages (Syllabus of English, 2004).

Typically, Algerian students begin their middle school journey at the age of 11, having already acquired five years of Arabic as their first language and three years of French as their initial foreign language, which is introduced during the third year of primary education. Consequently, the middle school curriculum includes four years of EFL instruction, which focuses on fostering essential linguistic, communicative, and strategic abilities in learners. This program is intended to facilitate the transition from simple knowledge acquisition to the effective use of language, thereby preparing students for subsequent academic challenges (Arab et al., 2007).

In order to achieve the outlined educational goals, the middle school curriculum incorporates a variety of tasks and projects that foster collaborative learning. Students engage in pair and group work to improve their teamwork and problem-solving skills. Specifically, the EFL instruction at the middle school level aims to:

- Provide instruction and activities that build grammatical understanding, allowing students to learn, explore, and become acquainted with the rules of the target language.
- Introduce phonetics to improve students' intonation and pronunciation abilities.

- Broaden students' vocabulary through diverse texts and activities, thereby enhancing their lexical knowledge.
- Strengthen and expand upon the four language skills by fostering learning strategies and promoting creativity and independence in both classroom and external interactions.
- Increase learners' metacognitive awareness.
- Motivate learners to assume responsibility for their own educational journey through guidance and evaluation.
- Evaluate and recognize the needs and interests of learners.
- Offer learners opportunities to engage with the language in diverse contexts.
- Choose suitable teaching resources to enhance the learning experience.
- Advocate for the target language as an effective medium for communication and interaction (Riche et al., 2005, cited in Abi Ayad, 2018).

By employing this comprehensive strategy, EFL learners are anticipated to enhance their vocabulary, solidify their grammatical understanding, and refine their pronunciation skills. The transition from a passive to an active role in learning is vital, as it cultivates a collaborative rather than a competitive educational environment. Writing skills, which are central to this research, are nurtured through a diverse array of activities. These activities include engaging in dialogues, taking notes, summarizing written materials, completing simple forms, and drafting personal application letters, as well as producing various paragraph types, such as biographies. Additionally, students are tasked with collaborating on capstone projects that align with the themes covered in the curriculum. This collaborative process allows students to utilize previously learned language elements, applying appropriate vocabulary and mastering various grammatical rules and functions across different contexts (Syllabus of English, 2004).

At the end of middle school, students must take the national Basic Education Examination (BEM), which signifies the completion of their middle school education. Achieving a satisfactory score in this examination allows students to advance to secondary education, where they can choose between literary or scientific streams. This decision is influenced by their individual preferences, the average scores attained

in the BEM, and their overall academic performance throughout their fourth year (Ministry of Education, Algeria, 2020).

3.2.3.3. ELT in Algerian Secondary School

In Algeria, students transition to secondary school after completing four years of English education in middle school, which is designed to provide them with a basic understanding of English sounds, vocabulary, grammar, and essential communicative functions for fundamental interactions. By the time they enter secondary school, students are expected to have a rudimentary grasp of English within various cultural and linguistic contexts (English Syllabus, 2004). The ELT in secondary school is to reinforce and broaden this foundational knowledge, equipping students for more sophisticated language use and the challenges of contemporary society. According to the syllabus, the objective is to "homogenize and expand previously acquired knowledge and competencies" (English Syllabus, 2004), thereby enhancing language skills that enable learners to communicate effectively in English, which is crucial in the global landscape of the 21st century.

At the secondary education level, the objectives of ELT encompass the establishment of a nurturing learning environment that acknowledges the diverse needs and interests of students. The program aims to foster independence by motivating learners to engage with a variety of English texts and provides essential linguistic and methodological resources for both written and oral communication in English. These competencies equip students for academic success and effective participation in English-speaking environments (Abi Ayad, 2018). Furthermore, the curriculum prioritizes cognitive growth, urging students to engage in critical thinking through activities that involve analysis, synthesis, and evaluation. Students are also exposed to intercultural viewpoints, emphasizing the importance of understanding different cultures while reflecting on their own, thereby promoting values such as tolerance, collaboration, and open-mindedness (Abi Ayad, 2018, p. 88).

The secondary education system in Algeria is structured over a three-year period, culminating in the Baccalauréat (BAC), a national examination that determines a student's eligibility for university enrolment. All students are required to study

English, although the curriculum and instructional time allocated to the subject vary depending on the academic stream. After the initial year, students are categorized into either literary or scientific streams based on their grades, personal choices, and academic capabilities. This selection has a direct impact on the English syllabus, which is designed to cater to the specific demands of each stream (Arab et al., 2007).

The curriculum emphasizes three fundamental competencies: interaction, interpretation, and production, encompassing all significant aspects of language, including syntax, morphology, and pronunciation. According to Arab et al. (2007), these competencies are intended to "develop gradually in learners the three competencies of interaction, interpretation, and production that cover all areas of language" (p. 60). Instructional activities are crafted to strengthen these skills through diverse methods, such as thematic projects, role-playing exercises, and situational dialogues, thereby enabling learners to utilize their language proficiency in both academic and real-world settings.

3.2.3.4. ELT in Algerian Higher Education

The English language has gained considerable global significance due to the continuous advancement of globalization. As a result, it has achieved a unique status that is essential not only in pre-university education but also in higher education. Currently, English has transformed into a globally acknowledged language, possessing economic influence and acting as a crucial instrument for international integration.

In Algeria, nearly all universities, with few exceptions, have incorporated English into their curricula. This language is available for academic purposes in English departments and for specialized purposes in most English for Specific Purposes (ESP) departments, highlighting its practical importance.

Upon the successful completion of the national Baccalaureate examination, students in Algeria generally proceed to select a specialized area of study. This decision is shaped not only by their academic track during the pre-university phase but also by their results in the Baccalaureate exam. For example, those who have followed scientific streams may choose to enroll in the Faculty of Medicine to study medicine, chemistry, or dental surgery. Alternatively, some may opt for the Faculty of Science

and Technology, focusing on subjects such as physics and mathematics, while others might pursue economic sciences, engaging in studies related to management, economics, or commerce. In all these faculties and departments, English is offered as a separate supplementary module.

It is important to highlight that, although it serves as an additional module for learners of ESP, English is a compulsory subject in nearly all departments and faculties at both undergraduate and postgraduate levels. Within the ESP framework, two significant instances can be identified: the first being EBE (English for Business and Economics) utilized in the Faculty of Economics and Management, and the second being EST (English for Science and Technology) employed in the fields of technology and science.

It is essential to emphasize that the curriculum, instructional requirements, and syllabi for each specialization and academic discipline are intricately linked to the research interests of the students and their English language proficiency needs for academic and professional development. Therefore, it is necessary to create varied syllabi that address the specific needs and interests of these learners, as the content is directly related to their academic pursuits (Richards & Schmidt, 2010).

In the context of English as a distinct academic discipline, recent graduates of the baccalaureate program are opting to specialize in this foreign language through the university's English department, which addresses both general and academic goals. Notably, this specialization is not limited to those from foreign language backgrounds; it also includes students from literary and scientific disciplines, contingent upon their proficiency in English and the results of their Baccalaureate examinations.

➤ **LMD Implementation/ Embracing International Patterns in Higher Education**

Since gaining independence in 1962, Algeria's higher education system has experienced substantial changes. These reforms have been designed to cater to the varied needs of the Algerian population while also modernizing the educational structure to meet the socio-economic and technological challenges facing the country. The Algerian authorities have come to understand that outdated teaching practices,

which were once common, are no longer capable of addressing the challenges of the 21st century. Thus, Algeria, like many other countries, is grappling with the complex and often unsettling effects of globalization.

Globalization is distinguished by broad economic, scientific, and political interrelations that impact educational systems globally. Albatch et al. (2004, cited in Abi Ayad, 2018) assert that globalization has a significant and unavoidable effect on higher education, compelling countries to rethink and adjust their educational policies. In response to these global dynamics, the Algerian Ministry of Education and Scientific Research has launched an initiative to create a new educational system aimed at achieving multiple goals:

1. **Catering the Changing National Requirements:** The revised educational framework is designed to align more closely with Algeria's shifting needs in education, economic growth, and political dynamics.
2. **Enhancing Instructional Quality:** A key element of the proposed reforms is the emphasis on ensuring high-quality teaching and instructional delivery.
3. **Promoting Communication with the Socioeconomic Context:** It is crucial to create efficient communication and interaction pathways between universities and their surrounding environments to improve and optimize all potential engagements (Megnounif, 2009).
4. **Enhancing Structural Flexibility:** The focus is on refining the structural frameworks of higher education to guarantee their ongoing adaptability to the changing demands of the job market.
5. **Adopting Worldwide Scientific and Technological Improvements:** The educational framework aspires to embrace worldwide innovations in science and technology.
6. **Encouraging Diversity and Cooperation:** It supports the enhancement of diversity and international collaboration under suitable conditions.

7. **Promoting Effective Governance:** This framework fosters effective governance and management by emphasizing involvement, contribution, and negotiation (Megnounif, 2009).

These objectives reflect Algeria's understanding of the urgent need for reforms in its higher education system to adapt to the expectations of the 21st century and confront the challenges associated with globalization. The key elements of the reform are outlined as follows:

1. **Reforms Post-Independence:** Since gaining independence, Algeria has enacted multiple reforms in its higher education system to address the various needs of its population. These initiatives aim to modernize the educational framework and ensure it is in harmony with the country's socio-economic and technological developments.
2. **Reforming Educational Pedagogies:** Traditional pedagogical methods in Algeria are progressively recognized as inadequate for addressing current needs. It is crucial to update these outdated practices to embrace modern educational techniques that enhance critical thinking, problem-solving capabilities, and skills relevant to a globalized society.
3. **Effects of Globalization:** The process of globalization, which is defined by greater connectivity between nations, plays a crucial role in shaping higher education in Algeria. The country is experiencing the same global economic, scientific, and political transformations that are affecting many other nations.
4. **Economic, Scientific, and Political Factors:** Globalization has a significant impact on multiple aspects of higher education. From an economic perspective, it affects funding sources, fosters research collaborations, and facilitates student mobility. Scientifically, it encourages the sharing of knowledge and research across different countries. Politically, globalization influences the development of policies and partnerships in the realm of higher education (Abi Ayad, 2018).

To address the challenges posed by globalization, Algerian universities have adopted the LMD (Licence-Master-Doctorate) system as an integral part of their

reform efforts. This transition aligns with broader global trends that prompt both European and non-European countries, Algeria among them, to comply with the fundamental principles set forth in the Bologna Process, which was launched in 1999. The initiative has received backing from education ministers and university representatives across 29 European countries, emphasizing its profound impact and reach.

The primary objective of the Bologna Process is to create a "coherent and cohesive European Higher Education Area" (EHEA). According to the European University Associations (2004), the Bologna Process is not intended to standardize national educational systems; instead, it seeks to offer mechanisms for their integration (as cited in Djebari, 2014, p. 128). Ultimately, the Bologna Process aims to boost the global competitiveness of higher education in Europe and enhance employment opportunities for individuals across the continent.

Algeria's reforms in higher education signify a purposeful attempt to adjust to the dynamic educational context shaped by globalization. By aligning its educational frameworks with international benchmarks and contemporary teaching methods, Algeria aspires to prepare its populace for the challenges posed by a rapidly transforming global environment. The introduction of the LMD system, a key component of these reforms, represents an essential move towards the modernization of higher education in Algeria, securing its relevance in the 21st century.

The adoption of the LMD system in Algeria's higher education system stems directly from the country's engagement in the Bologna Process, which aims to unify higher education standards across Europe. According to Miliani (2010), the Anglo-Saxon English-language education model has achieved significant success, leading to its extensive adoption throughout Europe, which highlights its effectiveness and attractiveness across different national educational systems (p. 71). As a result, Algeria's embrace of the LMD framework in 2004 is seen as a forward-thinking initiative to integrate into the global educational framework, especially in the context of the rapid developments driven by globalization and digital advancements. According to Miliani (2010), Haraoubia, the Minister of Higher Education at that time,

portrayed the LMD system as outdated in a rapidly changing world characterized by ongoing innovation and digital transformations, indicating that the system requires extensive modernization (p. 71). The LMD system, which mirrors the Anglo-Saxon BMD (Bachelor-Master-Doctorate) framework, is intended to promote educational mobility for both educators and students within various European settings. Additionally, it aims to assist learners in integrating into the European labour market and improving global transparency in diploma recognition, including foreign qualifications, thus encouraging lifelong learning (Suarez & Suarez, 2005). Mami (2013) emphasizes that the effectiveness of the LMD system relies on several essential strategies, such as comprehensive planning and assessment of students' needs in relation to the socio-economic landscape, the cultivation of diverse oral communication skills and vocabulary, and the encouragement of student mobility and collaboration among universities with shared goals.

The LMD system is consistent with the aims outlined by the Ministry of Higher Education (2003, as noted in Djebbari, 2014). These aims focus on delivering high-quality education that addresses social needs, achieving alignment with socio-economic growth, being responsive to global advancements in science and technology, and fostering international cooperation and governance through engagement and consultation.

In the field of ELL instruction, Bouhadiba (2012) contends that the LMD approach provides notable advantages over traditional teaching methods. This approach facilitates the global recognition of qualifications and encourages a holistic understanding of the language. Additionally, it enhances the skills and pedagogical insights of teachers, thereby creating a more effective educational environment.

While many Algerian academics are enthusiastic about the LMD reform, some educators raise concerns about its appropriateness for the Algerian educational landscape. Experts such as Megnounif (2009), Miliani (2010), and Mami (2013) have pointed out several limitations that have emerged since the implementation of the LMD system. These limitations include educational programs that fail to align with current socio-economic needs, a singular disciplinary training model lacking in general

cultural knowledge, high rates of student failure, a lack of motivation among both students and teachers, and a centralized approach to university management (Megnounif, 2009; Djebari, 2014).

Furthermore, Miliani (2010) indicates that the LMD reform has been met with criticism from antagonistic opponents, public confusion, and a lack of readiness among some of its supporters, collectively placing the project in a delicate state and obstructing its seamless implementation (p. 70). Likewise, Mami (2013) stresses that a successful transformation demands meticulous planning at every level of education.

Notwithstanding these difficulties, the LMD system is still actively employed within the higher education landscape of Algeria. According to Haraoubia (2013), critics who declare the system a failure have not comprehended its genuine objectives and framework. The LMD structure is divided into three levels: the Bachelor's degree, which takes three years to complete (180 ECTS credits); the Master's degree, which lasts for two years and necessitates a dissertation; and the Doctorate degree, which involves three years of comprehensive study, concluding with a thesis defence.

Although this multifaceted strategy for higher education faces criticism and challenges, it demonstrates Algeria's commitment to reforming its educational systems to align with global trends and standards. The objective is to create a thorough and unified framework that prepares students for the challenges of the future. The following figure provides an overview of the three-cycle degree system, referred to as the LMD system.

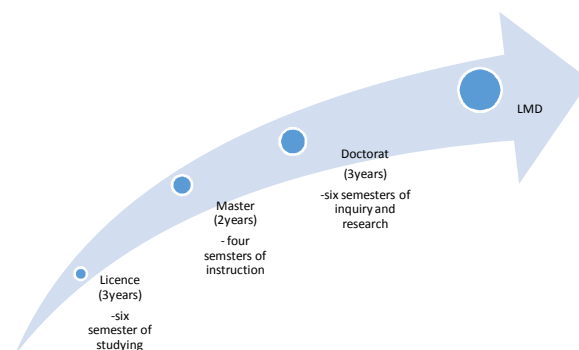


Figure 3.1.LMD structure (adapted from Djebari, 2014, p. 132).

The LMD framework established in Algeria is organized into a variety of teaching units, which fall into four primary categories: fundamental, methodological, discovery, and transversal units (refer to Appendix A). Fundamental units cover essential subjects that provide the foundational knowledge necessary for university students' academic development. Methodological units aim to develop critical methodological skills, enabling students to engage with academic tasks in a systematic and analytical manner. Discovery units encourage students to investigate new topics and disciplines, fostering intellectual curiosity and expanding their academic perspectives. Lastly, transversal units focus on the incorporation of supplementary subjects, such as foreign languages; notably, for students studying EFL, the inclusion of French is significant (Djebbari, 2014)

Within the LMD framework, every teaching unit is composed of several modular courses, each with specific coefficients and credit values assigned. These credits are crucial for assessing students' academic accomplishments. The LMD system mandates that students must accumulate a minimum number of credits to advance to the next semester. Specifically, students are expected to earn 30 credits each semester and a total of 60 credits throughout the academic year (*see Appendix A*). Reaching this credit threshold is vital for students who aim to progress to higher academic levels. If students do not achieve the required credits, they will be unable to move on to subsequent semesters. Nevertheless, under certain circumstances, students may still pass with outstanding credits, as long as they fulfil these credits by the conclusion of their academic program (Djebbari, 2014).

The credit-based progression model prioritizes accountability and inspires students to assume responsibility for their learning experiences. (Djebbari, 2014) points out that this strategy is consistent with extensive educational reforms aimed at enhancing the quality and relevance of higher education in Algeria, particularly in response to the challenges of globalization and the imperative to align with global educational standards.

To conclude, the implementation of the LMD system in Algeria signifies a major advancement towards a more systematic and accountable framework for higher

education. By organizing teaching units into categories such as fundamental, methodological, discovery, and transversal, and by introducing a credit-based progression system, Algeria intends to enrich the educational experience for its students and prepare them for the intricacies of today's world. This progressive model not only promotes a more profound engagement with learning but also aligns with global educational trends, positioning Algeria's higher education system for future achievements.

3.3. Teaching Writing at Different Educational Levels in Algeria

In Algeria, EFL instruction before university is in accordance with the core principles of the Competency-Based Approach (CBA), a pedagogical framework that was formally adopted following the educational reforms of 2003. The CBA draws from constructivist learning theories, focusing on the cultivation of learners' abilities to apply their knowledge, skills, and attitudes in authentic in real-life communication situations. As such, writing instruction is framed not simply as the mastery of grammar, but as the cultivation of a crucial communicative competence that enables learners to effectively express their ideas in writing.

The CBA has been officially implemented in the Algerian educational framework, focusing on the integration of the four language skills: listening, speaking, reading, and writing through engaging, real-life tasks that encourage learner independence, problem-solving abilities, and critical thinking. According to Boukhentache (2020), the CBA advocates for the integrated instruction of listening, speaking, reading, and writing in realistic and meaningful contexts that require learners to actively apply their knowledge and skills to tackle real-life issues (p. 109). This educational transformation seeks to provide students with practical skills rather than mere theoretical knowledge, enhancing their capacity to operate effectively in both academic and social environments. The teaching of writing ought to focus on the process rather than the end product, involving steps like planning, drafting, revising, and editing. These skills necessitate clear strategy instruction and should be integrated into relevant communicative contexts. Nevertheless, the execution of CBA principles in Algerian educational institutions is uneven across primary, middle, and secondary levels,

primarily due to differences in curriculum design, teacher preparation, and resource availability. This lack of consistency has often obstructed effective writing instruction, perpetuating a dependence on conventional methods that do not align with the goals of the CBA.

3.3.1. EFL Writing Instruction at the Primary School Level

The introduction of English into Algeria's primary school curriculum in 2022 represents a significant advancement in enhancing language education and equipping students for a globalized world. As stated by the Ministry of National Education (MNE, 2022), English instruction will commence in the third grade, with intentions to progressively include it in the fourth and fifth grades. This initiative aligns with the nation's wider objectives to foster multilingualism and offer children early access to a foreign language.

This modification aligns with the CBA implemented in Algeria, which promotes teaching centered on authentic communication. Accordingly, writing instruction should assist learners in acquiring practical skills for articulating their thoughts in English. The MNE (2022) suggests that writing activities at this level should encompass basic tasks such as labelling images, composing brief sentences, and filling in sentence gaps. These activities are designed to enable children to start using English in a significant manner.

In the initial phase, the majority of writing tasks are mechanical in nature, consisting of copying, completing blanks, or modelling writing. Although these tasks may seem restrictive, they are prevalent and suitable for novice learners. Cameron (2001) contends that the repetition of language patterns in everyday activities such as the reading of bedtime stories supplies young learners with reliable linguistic cues that assist them in participating with confidence and establishing a fundamental understanding of language (pp. 8–10). Such activities aid learners in beginning to comprehend the mechanics of written English.

However, a problem arises when these mechanical tasks are not followed by more substantial writing activities as pupils' progress. Evidence suggests that teachers often stick to these basic approaches instead of assisting learners in advancing towards more

thoughtful and imaginative writing. For instance, According to Raimes (1983), many classroom-writing exercises focus excessively on form and mechanical accuracy, often at the expense of meaningful communication and strategy development, thereby limiting students' ability to write effectively in real-life contexts. This limits the opportunities for learners to progress as writers.

One key reason for this dilemma is the insufficient training available to primary school teachers. A considerable number of teachers assigned to teach English have not received focused education on writing instruction. As noted by Bouzid (2015) highlights that numerous educators do not possess the necessary instructional strategies and resources required to effectively teach writing in accordance with the principles of the CBA (p. 114). As a result, they tend to depend on more straightforward, traditional approaches that only address sentence form and structure.

In order to ameliorate the situation, a significant number of researchers propose that teacher-training initiatives be enhanced. According to Villegas-Reimers (2003), effective professional development is contingent upon systemic policies and organizational structures-like professional learning networks, partnerships, and school-based support-that allow teachers to reflect on their practices, explore new approaches, and continuously adjust their instruction to fulfil student needs (p. 27).For Algeria, this implies providing teachers with the necessary tools to help students in the planning, writing, and revising of their texts, focusing on more than just grammar and copying. With suitable training, therefore, teachers can facilitate the development of authentic writing skills in their students over time.

3.3.2. EFL Writing Instruction at the Middle School Level

The implementation of EFL in middle schools represents a significant milestone in the linguistic growth of pupils, beginning in their first year when they are first exposed to English, prior to its introduction in primary education. This period is characterized by a systematic progression from basic to more complex lessons, tasks, and activities, laying the groundwork for students to develop essential language skills. EFL teaching at this level aims to provide students with fundamental language functions, structures, and vocabulary that they can apply in various written contexts. In their initial year,

students engage in basic writing tasks such as organizing scrambled sentences, matching sentences, completing dialogues, and writing short paragraphs. These activities contribute to enhancing their comprehension and practical use of the language (Abi Ayad 2018).

In the 1 YMS, students participate in essential writing activities designed to improve their understanding of language structure. These activities include tasks focused on word creation, such as arranging letters to form words, followed by exercises where students construct simple sentences using these words. According to Abi Ayad (2015), this phase primarily focuses on developing students' familiarity with the framework of the English language through mechanical exercises. After mastering the basics, students progress to more advanced writing tasks, which involve guided activities such as gap-filling, answering comprehension questions, writing letters, and completing dialogues. As they advance, students are introduced to paragraph writing, which requires them to apply various writing techniques to produce coherent written responses (Nassaji & Fotos, 2011). This gradual increase in complexity not only improves students' writing abilities but also encourages them to explore different strategies, thereby enhancing their understanding of the writing process (Abi Ayad, 2018).

In the 2 YMS, students show a higher level of autonomy in their verbal and written communication, requiring less guidance from their teachers. They can systematically arrange their thoughts, conforming to established writing norms and syntax to generate clear and coherent messages. Bouyakoub (2012) indicates that by this time, students are expected to tackle more complex assignments, demonstrating their ability to employ language structures and writing strategies with increased independence. By the end of the second year, they should be capable of interpreting both verbal and non-verbal cues and engaging in more intricate written dialogues.

The 3 YMS represents a pivotal stage in the development of students' writing skills. At this point, students should be equipped to engage in authentic interactions, analyse real documents, and compose comprehensive oral and written communications. According to Abi Ayad (2018), by the conclusion of this year, learners are anticipated

to transition from merely acquiring language skills to effectively utilizing them in diverse contexts. This entails interpreting more complex texts and generating messages that reflect a profound comprehension of the language. Such activities promote students' ability to utilize their writing expertise in a more autonomous and introspective manner, enhancing their capacity for meaningful communication.

In the final year of middle school,⁴ YMS, students are expected to express both verbal and non-verbal messages with increased refinement. They are tasked with writing extended paragraphs of roughly twelve lines on topics covered throughout the academic year. These assignments promote the integration of various language components and knowledge from different units, thereby facilitating a more thorough understanding of the language (Abi Ayad, 2018). As students move from simpler to more complex writing tasks, they highlight their ability to interpret and produce longer written works, indicating their readiness for the academic challenges that lie ahead in secondary education.

Although this progression is structured, the current EFL writing instruction methodology in Algerian middle schools faces multiple challenges. A primary issue is that writing strategies are often introduced in an implicit manner, with minimal focus on explicit instruction regarding planning, drafting, revising, and editing, which are critical components of effective writing strategy instruction (Graham & Perin, 2007). Abi Ayad (2015) asserts that even though the curriculum features various writing tasks such as letters, dialogues, and paragraph writing, these tasks tend to be more guided and mechanical rather than emphasizing a process-oriented approach. As a result, students are infrequently prompted to engage in metacognitive reflection or strategic planning during their writing activities.

In addition, various classroom difficulties, including large student populations, limited resources, and limited access to authentic materials, significantly impede the enhancement of writing skills. Abi Ayad (2015) notes that these limitations often lead to writing tasks being primarily assigned as homework, which leaves little opportunity for in-class strategy instruction, feedback, or collaborative revision. This lack of individualized assistance inhibits students from fully developing the skills necessary

for effective writing. Moreover, the absence of digital tools and library access restricts the ability to contextualize writing tasks, which is crucial for enhancing audience awareness and ensuring that writing assignments are meaningful and engaging for students (Chamot, 2005).

A significant obstacle is the lack of coherence between the writing instruction given in the classroom and the writing challenges students face in various subjects. Despite four years of writing education, a considerable number of students continue to have difficulties with basic writing tasks, such as forming correct sentences and answering comprehension questions (Abi Ayad, 2015). This gap in writing skills indicates that a focus on mechanical writing tasks without enough emphasis on SBI fails to provide students with the cognitive tools required for success in more complex writing activities.

In conclusion, the EFL writing instruction at the middle school level in Algeria is characterized by a systematic approach that aids students in developing fundamental writing skills; however, it lacks the strategic focus essential for ensuring long-term success. As highlighted by Abi Ayad (2015) and Graham & Harris (2005), effective writing outcomes require explicit strategy instruction, regular feedback, and metacognitive reflection. The current curriculum, despite its structured nature, perceives writing as a minor skill rather than a cognitive and communicative process that demands careful and strategic instructional methods. This indicates a pressing need to reassess EFL writing pedagogy in middle schools and to integrate contemporary instructional strategies that prioritize learner autonomy and strategic writing processes.

3.3.3. EFL writing Instruction at the Secondary School Level

In Algerian secondary schools, the EFL writing instruction is structured in a chronological manner throughout the three years of secondary education, with each year presenting unique teaching methodologies and obstacles.

In the first year of secondary education (1AS), the emphasis of writing instruction is largely on reinforcing grammar and vocabulary, resulting in writing tasks that are tightly controlled and lack depth in communication or cognition. The national

curriculum at this level highlights linguistic reinforcement through study skills and grammatical drills, with little focus on advancing to more complex writing forms. Bouyakoub (2012) articulates that 'English instruction 1AS prioritizes linguistic reinforcement through study skills and grammatical drills, while more advanced writing types are often overlooked by teachers' (p. 80). The narrow scope of writing tasks in the first year is further intensified by the lack of SBI, which leaves students without the essential tools needed to enhance their writing capabilities.

The second year (2AS) maintains the established approach to writing instruction of the first year, continuing to emphasize grammar and sentence-level exercises. Writing assignments are typically narrow in focus, prioritizing form over content. The duration allocated for writing instruction is restricted, with literary stream students receiving one hour per week and scientific stream students attending biweekly sessions (Belaid, 2014). This limited timeframe hinders educators from providing more substantial and intricate writing tasks, such as essays or reports. Consequently, students miss the opportunity to engage with more sophisticated writing forms or the iterative processes of planning, drafting, revising, and editing their work.

The most critical shift in writing education occurs in the final year of secondary school (3AS), where students are expected to tackle more complex writing tasks, including essays, letters, reports, and argumentative texts. This transition is quite sudden, as students who have been used to shorter, less formal writing tasks are now required to produce long essays with multiple paragraphs. Hamzaoui (2006) indicates that numerous secondary school students face challenges when tasked with writing extended essays consisting of several paragraphs, due to their previous education being largely centered on creating brief, single-paragraph compositions (p. 92). The unforeseen shift in expectations creates a significant disparity between students' readiness and the benchmarks established by formal assessments. According to Hamzaoui (2006), even though writing receives greater attention in the third year of secondary education, this exposure is still lacking in adequately preparing students for the expectations of formal examinations (p. 94). As a result, even with this delayed exposure to complex writing assignments, numerous students struggle to produce coherent and meaningful written work.

The curriculum promotes student exploration of diverse genres and the development of skills for articulating opinions, substantiating arguments, and logically structuring ideas; however, classroom instruction tends to be quite limited in scope. Abi Ayad (2015) points out that, despite extensive English education, numerous third-year students continue to encounter difficulties in creating written texts that fulfil the necessary standards for both content and structure (p. 46). This gap between the objectives of the curriculum and the actual classroom experience underscores the ongoing prevalence of grammar-centric teaching methods. EFL instructors frequently emphasize the importance of sentence-level precision and mechanical drills instead of engaging in more substantive, process-focused writing activities. According to Abi Ayad (2018), writing is commonly regarded as a form of evaluation instead of a mechanism for fostering student development, thereby reducing its teaching effectiveness (p. 133), resulting in students regarding writing mainly as a measure of grammatical accuracy rather than a chance to articulate thoughts or build understanding.

The feedback provided in writing classes is often restricted, focusing mainly on correcting surface-level errors rather than addressing the writing process itself. This emphasis on error-free writing discourages students from engaging in the iterative processes of drafting, revising, and editing their work. Bouyakoub (2012) argues that such teaching methods create an apprehension for writing, as students internalize the notion that writing is about avoiding mistakes instead of articulating ideas. In a similar vein, Abi Ayad (2018) posits that many students tend to see writing primarily as a way to sidestep errors, rather than as a method for articulating and communicating their concepts (p. 135). This approach limits students' creativity and obstructs their ability to develop the metacognitive strategies required for effective writing.

Despite the theoretical transition towards the CBA, which seeks to enhance communicative competence and promote student independence, classroom practices have not fully adopted these principles. According to Abi Ayad (2015), although textbooks provide exposure to different genres and text frameworks, the mere presentation of these structures and topic prompts fails to effectively tackle the writing challenges encountered by students (p. 49). The lack of strategic instruction, such as

brainstorming, outlining, and peer feedback, restricts students' ability to internalize the process of producing coherent and well-organized written texts. Teachers need to prioritize assisting students in understanding the writing process and equipping them with self-regulation strategies (Abi Ayad, 2018).

In addition to the pedagogical limitations, the structural constraints within the educational framework worsen the obstacles faced in writing instruction. Writing activities are typically assigned towards the end of instructional units and may be bypassed because of time restrictions. Belaid (2014) states that writing in the classroom receives very little preparatory assistance, resulting in students primarily working on their own, which adds to their difficulties in writing (p. 150). The issues of large class sizes, extensive syllabi, and the urgency of exam preparation further diminish the time and attention that can be allocated to writing instruction.

The synthesis of these instructional approaches and structural limitations results in a significant discrepancy between the anticipated writing skills of students and their actual performance. Abi Ayad (2015) notes that while students interact with different writing genres in classroom resources, a significant number find it challenging to create coherent and meaningful texts, particularly when tasked with creative writing (p. 50). The prioritization of form over function, coupled with a deficiency in strategy-based teaching and a lack of reflective practices, limits students' ability to generate extended texts. According to Richards (1985), such educational approaches inadequately emphasize formative evaluation, which is vital for the development of students. In a similar vein, Allen and Widdowson (1979), as referenced in Belaid (2014, p. 151), EFL learners frequently encounter sudden shifts from fundamental to advanced skills, lacking adequate instructional resources to facilitate their development.

To conclude, while the national curriculum for secondary education in Algeria aims for high standards in writing instruction, the prevailing teaching practices are restricted by time limitations, a predominant focus on grammar, and a deficiency in SBI. These issues impede students from cultivating the vital skills required for coherent and goal-oriented writing. Tackling these challenges necessitates a move towards a more

process-focused and student-centered teaching model that prepares students for assessments while also enhancing their writing autonomy and fluency.

3.3.4. EFL Writing Instruction at the University Level

At Naama University, writing is presented as a dedicated module across the three years of undergraduate study in the English Language Department. The prevailing curriculum and instructional strategies are primarily language-oriented, stressing the importance of accuracy at the sentence level. This approach is indicative of a broader assumption that the linguistic capabilities of many first-year students are limited, prompting an instructional focus on grammatical accuracy and language proficiency.

❖ First-Year Writing Instruction

The syllabus for the first year emphasizes the cultivation of strong language skills, allocating considerable classroom time to ensure accuracy, which aids students in fulfilling both linguistic and examination requirements. Students are required to create brief written works that conform to the standards of written English, encompassing the proper use of grammatical rules, suitable vocabulary, and coherent organization of ideas. The curriculum focuses on essential writing components, such as sentence formation and the structure of paragraphs, which includes topic sentences, supporting details, and concluding statements. Furthermore, the first-year syllabus is designed to equip students for essay writing, serving as a foundational step towards more advanced written formats (See appendix B). The subsequent tables detail the subjects (see appendix A) covered at this level:

Table 3.2. Subjects Covered at the First Year University Level

Level	1st Semester	2nd Semester
1st	Written Expression and Comprehension	Written Expression and Comprehension
	Oral Expression and Comprehension	Oral Expression and Comprehension
	Grammar	Grammar
	Phonetics	Phonetics
	Introduction to Linguistics	Linguistics
	Introduction to Literature	Literature
	Culture and Civilization	Culture and Civilization
	Research Methodology	Research Methodology
	Social and Human Sciences	Social and Human Sciences
	Foreign Language (French)	Foreign Language (French)

❖ Second-Year Writing Development

During the second year, EFL learners are expected to have achieved proficiency in sentence structures and basic paragraph writing, while also being introduced to essay writing. However, the primary emphasis remains on solidifying their linguistic foundations and practicing key writing micro-skills, such as word formation, sentence expansion, and paraphrasing. As a result, a substantial portion of classroom instruction is dedicated to improving linguistic accuracy, refining writing mechanics, and developing these micro-skills. The teaching of essay writing includes a focus on larger structural elements, including the introduction, body, and conclusion, as well as organizational patterns such as narration, description, exposition, and argumentation (Silva, 1990). The following tables present the subjects taught at this level (see appendix A):

Table 3.3. Subjects Taught at Second Year Level University Level

Level	1st Semester	2nd Semester
2 nd	Written Expression and Comprehension	Written Expression and Comprehension
	Oral Expression and Comprehension	Oral Expression and Comprehension
	Grammar	Grammar
	Phonetics	Phonetics
	Introduction to Linguistics	Linguistics
	Literature	Literature
	Culture and Civilization	Culture and Civilization
	Research Methodology	Research Methodology
	Introduction to Translation	Introduction to Translation
	Foreign Language (French)	Foreign Language (French)
		Information and Communication Technologies

❖ Third-Year Writing Focus

The third year features an advanced module known as "Written Production", (see appendix A) which prioritizes creative writing. Its primary aim is to equip students with the necessary skills to adopt an academic writing style while mastering techniques such as summarization, paraphrasing, and critical analysis. This evolution represents a shift from fundamental writing skills to more sophisticated and creative language applications, thus preparing students for their future academic and professional communication (Harris, 2009). The following tables present the subjects offered at this level:

Table 3.4. Subjects Taught at 3rd Year Level University Level

Level	1st Semester	2nd Semester
3rd	Written Expression and Comprehension	Written Expression and Comprehension
	Oral Expression and Comprehension	Oral Expression and Comprehension
	Linguistics	Linguistics
	Literature	Literature
	Civilization	Civilization
	Research Techniques	Research Techniques
	Translation	Translation
	Foreign Language (French)	Foreign Language (French)
	Introduction to Didactics	Introduction to Didactics
	Introduction to Language of Specialty (ESP)	Introduction to Language of Specialty (ESP)
	Cognitive Psychology	Cognitive Psychology

In conclusion, the writing curriculum at Naama University is designed to systematically enhance students' language skills throughout their three-year program. Initially focusing on precision and fundamental abilities, the instruction gradually transitions to more intricate and imaginative writing styles, preparing students for academic and professional achievements in their future careers.

The English language License program at Naama University adheres to the national LMD system, offering a structured approach to writing instruction throughout the three academic years. Writing is covered in courses called Written Comprehension and Expression (L1 and L2) and Written Production (L3). A critical review of this curriculum highlights a noticeable progression in form and genre, but it also reveals a persistent shortcoming in the focus on SBI, which is essential to this study.

Level One (L1): Written Comprehension and Expression as Structural Foundation

During the first year (L1), writing education is initiated via the Written Comprehension and Expression module. The primary instructional emphasis is on mechanical skills, including the mastery of capitalization, punctuation, and sentence structure, as well as fundamental paragraph organization. This phase exemplifies a

product-oriented instructional method, prioritizing linguistic precision over communicative or cognitive aspects of writing (Hyland, 2003).

At this initial stage, learners are not introduced with writing as a process that involves planning, drafting, and revising. Consequently, the development of strategic competence and learner independence is significantly limited. Graham (2006) points out that introducing strategy instruction early on considerably improves later writing outcomes. (Refer to Appendix B).

Level Two (L2): Continued Structural Focus Without Strategic Expansion

In the second year, the course titled Written Comprehension and Expression(WCE) is preserved. The content is expanded to encompass paragraph cohesion and organization, while also introducing stylistic considerations such as tone and formal register. Nevertheless, the teaching methodology remains focused on form, relying heavily on model texts, grammar corrections, and separate writing exercises. There is an absence of documented progress towards SBI, which includes the explicit teaching of the different writing strategies. Oxford (2011) underscores the necessity of these strategies in empowering students to become self-sufficient writers. At this stage, the gap between curricular content and strategic writing pedagogy starts to increase.

Level Three (L3): Written Production with Limited Process Awareness

In the final year (L3), the writing instruction reaches its peak with the Written Production module. This course aims to enhance academic writing abilities, encompassing essay organization, citation practices, quoting, paraphrasing, and bibliography creation. These aspects signify a greater demand for academic rigor and writing sophistication.

Even at this advanced level, the module fails to provide clear guidance on SBI. It does not address the inclusion of writing strategies including peer review, self-editing, or reflective practices within the educational framework. According to Ferris and Hedgcock (2014), such gaps restrict learners' ability to control their writing process and improve their performance via feedback cycles and revision methods.

Additionally, Written Production is not sufficiently aligned with the writing standards of other content disciplines, including Civilisation, Literature, and Linguistics, all of which require written outputs. This lack of connection between disciplines reflects the issue identified by Grabe and Zhang (2013) as a deficiency in 'reading-writing integration,' which adversely affects the holistic development of academic literacy.

All in all, the instruction of writing in Algerian universities is essential for equipping students with the skills required to fulfil both academic and professional expectations. Bouyakoub (2012) points out that effective writing training necessitates careful guidance from language educators, as writing courses aim to prepare students for a variety of tasks, such as assignments, exams, and research projects. Furthermore, these courses serve the larger goal of training future English teachers, which underscores the importance of a well-structured and strategic method to writing instruction. Nevertheless, many students face challenges in creating coherent and well-organized texts, revealing a disconnect between the intended instructional objectives and the actual performance of students. This situation highlights the urgent need for a more systematic and strategy-oriented approach to writing education in Algerian higher education.

3.4. Key-observations and Challenges on EFL Writing Instruction

The instruction of writing in the Algerian EFL environment is influenced by various educational transitions that students experience from middle school to university. Each educational phase introduces distinct challenges and highlights different components of writing skills, which greatly affect students' proficiency and self-assurance in written communication.

Primary school EFL Writing Instruction

The integration of English into the primary school curriculum marks a progressive development in Algeria's language education. However, it remains a recent initiative, and teachers are in the process of learning how to implement it effectively. A notable aspect of the current writing instruction is its mechanical approach. Pupils are often required to replicate sentences, fill in gaps, or associate words with images. While

these tasks may seem elementary, they are fitting for learners who are just embarking on their journey to write in a new language.

It is essential not to criticize these tasks at this level. These exercises frequently act as the preliminary step in aiding students to build their confidence and learn the mechanics of English. However, there is apprehension that teachers may not always be ready to move beyond this point. If writing instruction does not ultimately include more impactful and creative tasks, students may lose the opportunity to develop vital skills.

It should be emphasized that the current research sample, which includes first-year university students, lacked English instruction at the primary level, a change that was only enacted in 2022. As a result, the writing difficulties encountered in higher education, including poor organization, lack of planning, and ineffective writing techniques, may be partially linked to the absence of early English writing exposure. These challenges indicate a larger systemic issue in education, where writing is often approached through memorization and repetition rather than through strategic teaching methods.

In the future, it is anticipated that the renewed emphasis on early English education will enhance the writing abilities of upcoming students. Nevertheless, this improvement is contingent upon providing EFL educators with the necessary tools and support. Gradually, basic writing exercises should evolve into tasks that encourage students to think critically, plan effectively, and articulate their ideas in written form. With adequate training and resources, teachers can facilitate the transition from mere sentence copying to genuine writing proficiency.

In conclusion, the present phase of EFL writing instruction at the elementary level is still evolving. While mechanical tasks are suitable for novice learners, they should not be the ultimate goal. To enhance writing abilities genuinely, educators require assistance in guiding students from basic exercises to more significant writing activities that align with the objectives of the CBA.

✓ **Middle School: Foundations of Writing**

The EFL writing instruction in Algerian middle schools is conducted over a period of four academic years, with each year intended to build upon the skills developed in

the preceding year. This arrangement aims to foster students' essential writing competencies, while simultaneously exposing enduring obstacles that impede the full enhancement of their writing skills. Critical observations from each instructional level reveal both the advantages and shortcomings of the curriculum, highlighting the need for a more integrated strategy for writing instruction.

➤ **First Year: Introduction to Basic Writing Skills**

The initial year of middle school marks the introduction of English to Algerian students, emphasizing writing skills that revolve around fundamental linguistic elements such as letters, words, and basic sentence structures. During this phase, the curriculum prioritizes repetitive exercises, including sentence completion, gap-filling tasks, and the rearrangement of jumbled sentences. These activities aim to strengthen students' grasp of language structure and enhance their ability to form sentences. In this context, Abi Ayad (2018) highlights that these exercises are essential for assisting learners in enhancing their comprehension of the language and refining its practical application.

This approach has considerable limitations. While these mechanical tasks are important for developing foundational skills, they prioritize rote learning over authentic or creative writing. Students are often expected to reproduce model sentences instead of producing original sentences, which impedes their development of communicative competence. In this light, Ghezzou and Mammeri (2016) argue that the focus on mechanical reproduction in writing exercises restricts students' ability to express themselves creatively and apply writing in more practical contexts. The lack of variety in writing activities and insufficient classroom resources further limit the potential for diverse and meaningful writing instruction. Furthermore, the emphasis on grammar and structure, rather than on composition and content, limits students' growth as independent writers.

➤ **Second Year: Expanding Writing Independence**

In the second year, students increasingly demonstrate a greater level of independence in their writing tasks. The curriculum expands to include a broader range of activities, such as sentence transformation, guided composition, and

structured dialogue writing. Abi Ayad (2018) observes that at this point, learners start to articulate their thoughts in a more logical manner, indicating a developing comprehension of writing conventions. Although students are starting to improve their organizational skills in writing, the instruction continues to be primarily teacher-led. The writing tasks predominantly concentrate on reinforcing grammar and vocabulary, rather than fostering authentic writing experiences or encouraging self-expression.

Abi Ayad (2018) claims that by gradually familiarizing students with various writing formats, supported by scaffolding, they are better able to explore, internalize, and implement vital writing strategies, thus enhancing their journey towards competence (p. 76). However, the practical reality of teaching often consists of repetitive drills, which limits students' opportunities to practice their developing skills in fresh or dynamic environments. As a result, their writing frequently lacks originality and adaptability to various communicative contexts.

➤ **Third Year: Developing Coherence and Structure**

By the third year, it is anticipated that students will produce more advanced written works, including paragraph structures and short compositions. The emphasis transitions to assisting students in producing coherent and cohesive texts. They are required to write personal narratives, organized letters, and concise essays on topics they know well. Nevertheless, numerous students continue to face challenges in logically arranging their ideas and establishing a clear narrative flow. A significant concern at this level is the absence of instruction on the writing process, students are generally not guided on how to plan, draft, revise, or edit their writings. Instead, the curriculum heavily prioritizes the final output, often dictated by strict templates.

According to Kheddouci et al. (2023), concentrating on the final product instead of the writing process limits students' ability to improve their drafts and participate in critical self-assessment. Additionally, the curriculum's inadequate introduction to authentic texts and reading materials restricts students' understanding of various writing genres and structures. Without access to a range of reading materials, students encounter difficulties in recognizing how writing conventions are utilized in practical contexts. This lack of integration between reading and writing further obstructs their

development of a personal writing voice, as they are not sufficiently exposed to a variety of language examples.

➤ **Fourth Year: Exam Preparation and Formulaic Writing**

The last year of middle school writing instruction is greatly affected by the pressures associated with national examinations. Students are expected to complete formal writing tasks, which include emails, concise essays, and well-structured compositions. The curriculum places a significant emphasis on following designated formats and meeting the expectations outlined by examiners. Abi Ayad (2018) points out that the examination-focused strategy at this phase constrains students' ability to enhance their writing creativity and fluency, since they are inclined to concentrate more on satisfying assessment demands rather than participating in authentic writing activities.

This examination-driven approach results in an overdependence on standardized writing techniques. Learners frequently adopt set formats that may enhance their exam performance but do not cultivate their creative or analytical thinking abilities. The absence of tailored instruction and authentic writing opportunities additionally restricts students' involvement in the writing process.

An important insight gained over the four years of writing instruction is the identification of systemic problems that restrict the efficacy of the writing curriculum. These barriers consist of large class sizes, insufficient training for teachers in writing pedagogy, and a deficiency of authentic materials (Ghezzou & Mammeri, 2016). Furthermore, writing instruction is commonly viewed as a secondary skill relative to grammar and vocabulary, resulting in a limited perspective that neglects the overall communicative competence of students.

In the same context, Ghezzou and Mammeri (2016) assert that students commonly struggle with essential sentence structure, spelling, and lexical selection because of their limited interaction with writing beyond structured drills (p. 68). This restricted exposure adversely affects their ability to write coherent written pieces and diminishes their capacity to express ideas both clearly and creatively. Additionally, the ongoing

reliance on repetitive exercises and rigid frameworks constrains students' engagement in more flexible and authentic writing tasks.

To effectively address these concerns, it is important to adopt a more process-centered and strategy-based approach to writing instruction. Such a framework would encourage students to participate in all stages of writing; planning, drafting, revising, and editing, and would provide them with opportunities to write for real-world purposes. By including activities such as peer review, collaborative writing, and authentic writing scenarios, students would not only enhance their technical writing capabilities but also develop the critical thinking and self-expression necessary for successful communication. This transition to a process-based approach is in line with global best practices in second language writing instruction and could more effectively meet the needs of Algerian students as they progress to more complex writing tasks in secondary and higher education.

❖ Secondary School Writing Instruction : Transition and Challenges

In Algeria, moving to secondary education introduces considerable changes in the language learning experiences of students, especially regarding EFL instruction. The intensive three-year program at the secondary school level is aimed at preparing students for the Baccalaureate examination (BAC), emphasizing essay writing and thorough written assignments. However, the critical role of writing in this educational phase is frequently undermined by several significant challenges that limit the effectiveness of EFL writing instruction, ultimately hindering the development of students' proficient writing skills.

An important challenge is the insufficient emphasis placed on writing instruction, particularly in the first two years of secondary education. Similarly, Hamzaoui (2006) points out that many students begin secondary school without the critical thinking skills or foundational writing competencies required for more complex writing tasks, especially those needed for the Baccalaureate examination. While there is an expectation for students to progressively enhance their writing abilities, there is often a lack of focus on formal writing practice in the early stages of secondary education. Consequently, students face significant obstacles in producing coherent and well-

structured essays as they advance in their academic careers. This shortfall in consistent and organized writing instruction during the formative years hampers students' ability to manage more advanced tasks as they approach their final year.

One notable challenge is the insufficient instructional time assigned to writing. Research reveals that secondary school students frequently have very limited time for writing practice, particularly regarding more advanced tasks like essays, creative writing, and research projects. For instance, students in the literary stream usually have just one hour of writing instruction weekly, while those in the scientific track have even less (Boudraa, 2015). This lack of writing exposure restricts students' capacity to develop vital skills, resulting in heightened anxiety when faced with longer written assignments due to inadequate practice (Belaid, 2014).

The issues are compounded by the unbalanced emphasis on oral versus written instruction in the curriculum. Hamzaoui (2006) notes that the Algerian secondary school system largely concentrates on oral communication, frequently at the cost of writing skills. Although oral proficiency is vital, this prioritization results in a disconnect between students' writing skills and the expectations of the Baccalaureate exam, which is heavily reliant on writing. As a result, students often find themselves inadequately prepared for the written tasks required in their final year.

EFL writing instruction at this level primarily emphasizes the final written product rather than the writing process itself. While a product-oriented approach can enhance grammar and sentence structure, it overlooks critical elements of writing, including organization, coherence, argumentation, and revision. In the same vein, Bouyakoub (2012) notes that this focus on the end result often disregards the necessity of guiding students through the comprehensive writing process, which encompasses vital stages such as brainstorming, drafting, revising, and editing. In the absence of this process-oriented focus, students find it challenging to produce well-structured and cohesive written works.

Additionally, the limitations of teacher training programs aggravate the situation. Many EFL educators in secondary institutions have not received sufficient professional development in writing education, particularly with respect to process-

based approaches. Bouyakoub (2012) points out that the lack of targeted training for teachers undermines the effectiveness of writing instruction and hampers the enhancement of students' writing skills. Even though teachers typically have a strong grasp of grammar and vocabulary, many are not equipped with the expertise to adequately support students in the writing process, which is vital for producing coherent and persuasive texts.

Alongside these educational deficiencies, the curriculum exhibits inherent structural constraints that impede effective writing instruction. Writing assignments are typically placed at the end of instructional units, and due to limited time, these assignments are often neglected. In the same vein, Belaid (2014) notes that writing activities in the classroom frequently do not receive adequate preparation from teachers, leading to students primarily working on their own (p. 150), resulting in insufficient modelling or guidance for students. This absence of organized writing instruction significantly hampers students' capacity to create comprehensive, well-structured texts.

These difficulties create a notable disparity between the writing outcomes that students anticipate and their actual competencies. Although students are exposed to writing through textbooks and structured lessons, many secondary school learners find it challenging to create coherent and meaningful written content, especially in creative or lengthy writing assignments (Abi Ayad, 2015). The focus on form rather than function, coupled with insufficient strategic writing instruction, prevents students from acquiring the essential skills needed to excel in their final assessments.

In conclusion, the effectiveness of EFL writing instruction at the secondary level in Algeria is compromised by several factors, including limited time for instruction, an excessive concentration on oral skills, a predominant focus on product-driven writing, and insufficient training for teachers. These challenges collectively obstruct the growth of students' writing proficiency, resulting in their inadequate preparation for the Baccalaureate examination. To tackle these issues, it is essential to adopt a more process-oriented approach to writing instruction, allocate additional time for writing practice, and provide focused professional development for educators. These actions

are crucial for enhancing students' writing skills and ensuring they are properly prepared for the writing tasks they will encounter in their academic journeys.

✓ **EFL Writing Instruction at University: Content Progression Without Pedagogical Shift**

A meticulous analysis of the writing curriculum at Naama University, across the three stages of the Licence programme: Written Comprehension and Expression (L1 and L2) and Written Production (L3) (see appendix A), highlights several critical observations. These observations are fundamental to understanding the current landscape of writing instruction and lay the groundwork for data collection in this investigation.

❖ **Emphasis on Final Product over Process**

Writing instruction predominantly emphasizes the correctness of linguistic components like grammar, sentence organization, and punctuation. Throughout their first to third years, students are frequently required to create accurate written works without receiving guidance on essential writing stages such as planning, drafting, or revising. In this context, Hyland (2003) highlighted that an emphasis solely on the end result prevents students from engaging in the developmental process of writing.

❖ **Lack of Strategy-Based Instruction**

The curriculum at all levels fails to mention writing strategies. These strategies are essential for fostering independence and effectiveness in student writing. According to Oxford (2011), teaching these strategies empowers learners to manage their own educational journey, particularly in writing. The lack of such instructional methods is a significant issue addressed in this study

❖ **Weak Connection between Writing and other Modules**

While students are required to complete written assignments in subjects like Literature, Linguistics, and Civilisation, there is a noticeable absence of cohesion between writing education and these disciplines. There is no organized initiative to promote the application of skills acquired in writing courses to tasks in other fields. As stated by Reading Rockets (n.d.), it is crucial for students' academic growth to incorporate writing tasks across different content areas. This method guarantees that

writing extends beyond language arts instruction and serves as a learning tool in various disciplines, including mathematics, science, social studies, and the arts. By integrating writing into these subjects, students can improve their comprehension and retention of material while also honing their writing abilities.

❖ **No Change in Teaching Methods across Levels**

Although the complexity of the content increases from the first to the third year, the instructional approach does not change. Instructors continue to prioritize grammar and form, failing to promote critical thinking or reflection in students' writing. According to Ferris and Hedgcock (2014), writing instruction should evolve to accommodate the advancing academic requirements of students. This lack of pedagogical advancement is a critical issue.

❖ **Learner Autonomy is not Supported**

Despite the writing curriculum's intention to promote student independence, it fails to incorporate practical exercises like peer reviews, portfolios, or reflective writing that could actualize these intentions. Consequently, autonomy remains an abstract objective rather than a tangible aspect of classroom experience, leading students to depend on memorization rather than cultivating writing skills through handsouts learning and constructive feedback. In this vein, Bowen (2009) articulates that the process of document analysis is systematic, focusing on the examination and interpretation of written materials to gain insights, enhance comprehension, and support the growth of empirical understanding (p. 32), thus underscoring that the curriculum's professed objectives are not fully operationalized in practice.

➤ **The Central Role of Teachers' Instructional Practices in EFL Writing Development**

Due to the lack of comprehensive guidance in the curriculum regarding the instruction of writing strategies, educators are tasked with determining their own methods for lesson delivery. This places significant responsibility on teachers, as their personal perspectives and experiences become pivotal in shaping the writing

instruction. Consequently, interviews with writing teachers and observations of classroom practices are essential components of this research

These crucial points serve to clarify the current status of EFL writing instruction at the university level and to pinpoint areas that require additional investigation. They also support the goal of the next chapter, which is to gather and analyse data on the actual methods of writing instruction and how educators comprehend and apply writing strategies. Notwithstanding the implementation of these organized initiatives at the university level, a significant disparity remains between the instructional methods utilized and the writing standards that students are required to achieve during their academic journeys. According to Allen and Widdowson (1979), there exists a notable difference between the essential writing abilities taught in early education and the sophisticated writing difficulties that students confront at higher academic levels—often accompanied by a lack of adequate instructional resources to aid in the transition (p. 132). This systemic inconsistency underscores the necessity for a cohesive, integrated approach to writing instruction across all levels of education in Algeria.

Although it is anticipated that EFL learners will acquire competencies in the four language skills; listening, speaking, reading, and writing throughout their studies, their writing capabilities often do not align with the requirements of higher education. This concern is notably significant at the university level, where students continue to show limited proficiency in writing despite seven years of English education.

Similarly, Bouyakoub (2012) presents a thorough critique of the writing instruction provided before university in Algeria. She contends that both secondary and middle school education are excessively reliant on inflexible models, essential vocabulary, fixed expressions, and predetermined sentence structures. Although these components may aid in the swift completion of tasks, they ultimately create a dependency on the instructor, which restricts students' capacity to develop independent writing abilities. She also asserts that this reliance hinders both linguistic and cognitive growth, obstructing learners' potential to express original ideas or create lengthy compositions beyond prescribed formats.

Additionally, Bouyakoub (2012) points out the shortcomings in the development of writing skills within the pre-university curriculum, stressing its inability to cultivate independent, reflective, and adaptable writers. The emphasis on rote memorization undermines the application of critical thinking and self-expression-essential skills in academic settings. Consequently, students enter university inadequately prepared to meet the complex requirements of academic writing, frequently finding it challenging to excel in advanced tasks that necessitate argumentation, synthesis, and critical interaction with sources.

Therefore, the gap between pre-university and higher education writing instruction is intensified by the inconsistency of educational standards across different levels. While the university curriculum aims to foster advanced writing skills through increasingly challenging tasks, it does not address the foundational weaknesses carried over from prior education. As a result, students frequently must address these shortcomings independently, leading to increased academic stress and inadequate performance in writing courses.

In conclusion, the framework for writing instruction in the Algerian EFL settings is characterized by a well-organized yet fragmented trajectory of writing skill enhancement. Secondary education introduces fundamental writing competencies, but its drawbacks such as inadequate time allocation and a heavy reliance on formulaic techniques hinder students' preparedness for university-level writing. While higher education places a strong emphasis on academic writing, these efforts are often compromised by persistent foundational gaps. Thus, a thorough re-evaluation of writing instruction across all educational levels is crucial. This re-evaluation should aim to bridge the gap between secondary and tertiary education by encouraging the cultivation of independent, creative, and critically engaged writers who can meet the challenges of academic discourse.

3.5. Research Methodology

In this section, the researcher will outline the adopted research methodology. This includes the research design, the participants involved, and the various research instruments utilized in this study.

3.5.1. Research Design

In scientific research, the selection of an appropriate methodology and research design is essential for obtaining valid and reliable outcomes. This decision is particularly crucial when investigating intricate topics, such as language acquisition and instruction. Mouton (2001) highlights that the effectiveness of a study relies on the meticulous choice of a fitting methodology and the right tools for collecting significant data (p. 133). According to the findings of Burns and Grove (2003), a research design is a well-structured approach that facilitates researchers in executing their studies systematically, while also minimizing the potential impact of unrelated factors that might threaten the validity of the study (p. 195). Likewise, Polit et al. (2001) define research design as the framework that guides researchers in addressing their research questions or testing their hypotheses (p. 167). Consequently, the choice of design is vital to ensure that the study's methodology aligns with its intended objectives.

In the field of applied linguistics, particularly in research pertaining to language instruction and acquisition, numerous research designs are available for consideration. Nunan (1992) outlines several alternatives, such as experimental, ethnographic, case study, classroom observation, introspective methods, and program evaluation. Each of these designs provides unique avenues for exploring the intricacies of teaching and learning dynamics. Cohen et al. (2000) also highlight various research designs, including naturalistic and ethnographic studies, historical research, surveys, longitudinal studies, and action research. Each of these designs possesses distinct characteristics, enabling researchers to select the most appropriate method for their specific investigation.

In this study, which seeks to investigate the strategy-based instruction employed by EFL teachers and the writing difficulties encountered by first-year university students, it is crucial to choose an appropriate research design. Considering the emphasis on comprehending teachers' methodologies and students' challenges, a case study design along with classroom observation techniques are especially fitting. These methods offer a comprehensive and contextual perspective on the implementation of strategy-

based instruction by teachers and the corresponding reactions of students in their writing.

Furthermore, in the context of needs analysis (NA), which is frequently utilized to ascertain the language requirements of particular groups, various data collection methods have been proposed. Robinson (1991) and Jordan (1997) advocate for the use of instruments such as questionnaires, interviews, case studies, and document analysis to obtain valuable insights. These approaches are crucial for this research, as they facilitate an in-depth exploration of both the instructional methods employed by teachers and the challenges faced by students in writing. By employing a diverse array of data collection techniques, the study seeks to deliver a holistic view of the existing practices in EFL writing instruction, identifying potential areas for enhancement and providing recommendations on how EFL teaching methodologies can be improved to better assist students.

3.5.1.1. Case Study

In light of the distinct characteristics and objectives of this study, along with the accessible data sources, a case study research design has been selected. This methodology aligns with Denscombe's (2001) claim that case studies permit researchers to draw on various sources of evidence, thus enhancing the overall comprehension of the phenomenon being studied. Since this research is exploratory, aiming to achieve a thorough understanding of EFL teachers' SBWI, the case study design is particularly suitable. It enables the researcher to investigate both the stated perceptions and the actual teaching practices of educators in real classroom settings, thereby capturing the intricacies and contextual elements that affect writing instruction.

Yin (1994) characterizes a case study as an empirical investigation aimed at studying contemporary phenomena in their authentic contexts. Stake (1995) further asserts that a case study focuses on the specificities and complexities of a single instance such as a student or a classroom, to understand its activities in context. Supporting this assertion, Johnson (1994) mentions that a case study makes use of multiple resources to analyse a phenomenon within its true environment.

A variety of researchers have commonly applied the case study technique, pointing out that it needs to revolve around a specific 'case' as its area of examination. For a case to be successful, it ought to:

- Illustrate a multifaceted functional unit.
- To be examined within its natural context employing various methods.
- Be current in nature.

To simplify the concept, it is essential to elucidate the characteristics and functions of case study research. Similarly, Nisbet and Watt (1984) clarify that “a case study is a specific instance that is frequently designed to illustrate a more general principle” (p. 72). This methodology not only examines the mechanisms and reasons behind occurrences but also facilitates an investigation into contextual realities, highlighting the differences between anticipated results and actual outcomes (Anderson, 1993). As a result, case studies focus on specific topics, units, or analytical aspects. Their intrinsic value is found in generating comprehensive descriptions that contribute to the identification of concepts and theories (Pole & Morrison, 2003).

The main goals of case studies are to produce detailed accounts of a phenomenon, formulate potential explanations, and then assess these explanations. According to Cohen and Manion (1994), the researcher examines the traits of a specific unit, whether it is a child, a class, a school, or a community, with the purpose of analysing the different phenomena that define the life cycle of that unit. This analysis seeks to enable generalizations about the larger population to which the unit is associated.

In a similar vein, Simons (2009) defines a case study as a comprehensive examination from various viewpoints of the intricacies and distinctiveness of a specific project, policy, institution, program, or system within a real-world context (p. 21). This approach identifies and analyses issues within a particular scenario, acting as a heuristic instrument that clarifies the underlying reasons and contexts while detailing the events and their causes. According to Guba and Lincoln (1981), the case study functions as an evaluative process that integrates description, explanation, and evaluation. It delivers 'thick descriptions' and is both holistic and realistic, enhancing understanding and transmitting tacit knowledge.

Anderson (1993) emphasizes that case studies examine the processes and reasons behind events, along with the discrepancies between expectations and actual outcomes. Creswell (2003) emphasizes this viewpoint by stating that the case study approach focuses on examining real-world, contemporary bounded systems over a period, gathering comprehensive data from multiple sources.

The case study methodology is remarkably appropriate for this research, as it facilitates a comprehensive and thorough examination, which is crucial for applied fields. Consequently, it serves as an effective research method to extract fundamental insights from various participants, assess the instructional practices of EFL writing teachers, identify the challenges and needs of learners, and subsequently develop solutions to the difficulties faced in EFL writing. As highlighted by Adelman et al. (1984), case studies can improve decision-making processes in a more inclusive manner. Therefore, this research approach is defined as particularistic, descriptive, and heuristic (Merriam, 1998).

To guarantee accountability, dependability, and validity in the present case study, the methodology proposed by Bassey (1999) will be utilized. This methodology encompasses the following steps:

- ✓ Identifying the research as an issue, problem, or hypothesis;
- ✓ Formulating research questions; gathering and archiving data;
- ✓ Creating and evaluating analytical statements;
- ✓ Interpreting or elucidating the analytical statements;
- ✓ Determining the outcome and
- ✓ Drafting the case study report; and finalizing and disseminating the findings (Bassey, 1999: 65-73).

Comprehending the various categories of case studies is essential for designing effective research. Yen (1993) identified three types of case studies: exploratory, explanatory, and descriptive. Each of these primary case studies types; exploratory, descriptive, and explanatory serves unique objectives and aids researchers in obtaining insights from different viewpoints. The table below outlines the objectives linked to each research type:

Table 3.5. Goals of Exploratory, Descriptive, and Explanatory Research (Adapted from Allyn and Bacon, 1994)

Type of Research	Goals
Exploratory Research	- Gain an understanding of essential information, significant individuals, and matters pertaining to the subject. - Establish a comprehensive mental visualization of the context. - Develop a variety of concepts and propose preliminary theories and hypotheses. - Evaluate the practicality of undertaking further research. - Develop inquiries and clarify problems for a more structured investigation. - Establish techniques and a clear pathway for subsequent research initiatives.
Descriptive Research	- Offer a comprehensive description of a designated group. - Elucidate a procedure, system, or connection. - Deliver a verbal or quantitative illustration of the data. - Present essential background information or context. - Establish a classification system. - Elucidate a series of phases or steps involved in a procedure. - Record data that challenges previous assumptions regarding a topic.
Explanatory Research	- Assess the validity of a principle or theory. - Determine which rival explanations hold greater validity. - Deepen insight into a core process. - Connect various issues or subjects under a unified general statement. - Develop and expand upon a theory to enhance its comprehensiveness. - Broaden a theory or principle to encompass new domains or concerns. - Present proof to either validate or challenge a given explanation.

The preceding table demonstrates how various research types fulfil distinct objectives, enhancing a thorough comprehension of the subject matter. Exploratory research is centered on gaining familiarity and generating ideas, descriptive research prioritizes profiling and documentation, whereas explanatory research seeks to confirm and expand upon established theories. Utilizing these diverse methodologies allows researchers to obtain a comprehensive viewpoint on their topics.

Dyer (1995) asserts that employing case studies allows researchers to obtain more qualitative and detailed insights into their inquiries. Consequently, the researcher chose to utilize a case study to comprehend and investigate the challenges faced by EFL learners in writing, as well as their needs and deficiencies as identified by their EFL writing instructor. Similarly, Patton (1987) emphasizes that researchers must first gather comprehensive data regarding a specific situation and identify which cases

provide abundant information to learn from a limited number of patterns within the phenomenon.

The case study methodology functions as an exploratory framework for the current research, facilitating an in-depth analysis of EFL teachers' SBWI. This approach is especially advantageous as it offers a detailed insight into the key needs and obstacles encountered by both educators and learners regarding writing skills. Through a thorough engagement with the topic, the researcher is able to reveal complex aspects of the teaching strategies utilized and the diverse elements affecting students' writing proficiency.

A significant benefit of employing a case study lies in its ability to facilitate data triangulation. By incorporating various data collection methods such as surveys, interviews, and classroom observations; the researcher can corroborate information and confirm findings from diverse viewpoints. This methodological diversity not only improves the data's reliability but also provides a more comprehensive understanding of teaching practices and student experiences in the writing classroom. By amalgamating insights from several sources, the study can deliver a more accurate and comprehensive depiction of the educational context.

Furthermore, the choice of a case study design is intrinsically linked to the research problems and questions under investigation. To thoroughly examine the intricacies of EFL writing instruction and the efficacy of strategy-based methods, a comprehensive and adaptable research framework is essential, which is precisely what a case study provides. Therefore, this methodology is not simply a matter of convenience; it is a deliberate choice that highlights the significance of context and personal experiences in educational research.

To summarize, Isaac and Michael (1998) indicate that the case study is inherently exploratory, supplying researchers with detailed insights and facilitating the creation of potential hypotheses for subsequent research endeavors (p. 52). This exploratory capacity is particularly important in the field of education, as comprehending the details of instructional strategies can lead to substantial improvements in teaching and learning. The researcher intends to provide important insights into the complexities of

SBWI within EFL contexts, ultimately setting the stage for subsequent research and advancements in educational practices.

3.5.2. Research Questions and Hypotheses

Instructing EFL writing is essential for the academic advancement of students, as writing acts as both a communication tool and a way to exhibit knowledge across different disciplines. However, first-year EFL university students commonly experience considerable difficulties in writing, which may be attributed to pedagogical approaches, institutional restrictions, and cognitive factors. Such challenges adversely influence their performance in writing classes and obstruct their ability to complete assignments and address essay questions in other academic modules.

Although the advantages of SBWI are well acknowledged, particularly in its focus on planning, organizing, drafting, revising, and self-regulating writing, it is still uncertain how extensively EFL teachers integrate these strategies into their teaching. Furthermore, the degree of collaboration between writing instructors and teachers of other subjects may significantly influence the development of students' writing skills. A lack of a unified strategy for writing instruction throughout the curriculum might lead to students depending more on memorization instead of engaging in the cognitive and metacognitive processes essential for proficient writing.

Considering these issues, this study intends to explore the nature of writing instruction for first-year EFL students by assessing the integration of SBI, pinpointing the writing obstacles encountered by students, and investigating the institutional factors that may impact their writing advancement. To accomplish these goals, the study is structured around the following central research question:

✓ Main Research Question

- To what extent do EFL teachers integrate strategy-based instruction in their writing classes for first-year students?

To investigate this key issue more thoroughly, the following sub-questions will be considered:

✓ **Sub-questions**

1. How do EFL writing instructors perceive their instructional practices, and to what extent do these perceptions align with current strategy-based writing instruction?
2. What writing difficulties do first-year EFL students experience, and how do these challenges affect their academic writing performance in both writing classes and other modules?
3. To what extent do students perceive their writing instruction received as effective in addressing their difficulties and preparing them for academic writing tasks?
4. How does the absence or presence of collaboration between writing teachers and instructors of other modules influence students' ability to develop writing skills across disciplines?
5. What pedagogical strategies can be proposed to enhance writing instruction for first-year EFL students, including the possible benefits of implementing writing strategies, connecting reading with writing, fostering collaboration among EFL teachers, and enhancing teacher professional development?

In order to tackle these inquiries, the subsequent hypotheses have been developed:

✓ **Research Hypotheses**

➤ **H1: Discrepancy Between Teachers' Perceived and Actual Writing Instruction**

It is hypothesized that EFL writing teachers recognize the importance of SBWI but may not fully implement it in their classroom practices. A gap likely exists between their reported perceptions and their actual instructional methods, with a predominant emphasis on sentence-level writing, grammatical accuracy, and isolated exercises, rather than a comprehensive, holistic strategy-based approach.

➤ **H2: Multiple Factors Contributing to Students' Writing Difficulties**

It is hypothesized that first-year EFL students' writing difficulties stem from a mixture of instructional and institutional elements, including:

- ✓ An emphasis on instruction at the sentence level instead of a strategy-based, process-oriented approach for writing instruction.
- ✓ Students' dependence on rote memorization to fulfil essay assignments and exam questions in various subjects, instead of employing critical thinking and structured writing strategies.
- ✓ Insufficient time allocated for writing instruction hinders chances for practice, feedback, and the enhancement of crucial writing abilities.
- A deficiency in collaboration between writing educators from other academic modular courses causes discrepancies in writing expectations and inconsistent assessment criteria.

➤ **H3: Constraints on Effective Writing Instruction**

It is hypothesized that the limited time allocated to writing instruction, combined with a lecture-based approach, may negatively affect the effectiveness of writing pedagogy. Such constraints might inhibit students from utilizing crucial writing strategies like prewriting, drafting, revising, and editing, resulting in writing that focuses on grammatical correctness at the expense of coherence, organization, and critical thought.

H4: Lack of Collaboration between Writing Teachers and Other Module Instructors

It is hypothesized that the absence of collaboration between writing teachers and instructors of other modules leads to fragmented writing instruction, making it difficult for students to transfer writing skills across academic disciplines. Without interdisciplinary coordination, writing instruction may remain isolated within the writing course, while other subject instructors expect students to demonstrate writing competence without explicit guidance, reinforcing students' dependence on memorization rather than skill development.

➤ **H5: Potential Benefits of Strategy-Based Writing Instruction and Teacher Collaboration**

It is hypothesized that improving writing instruction for first-year EFL students necessitates the methodical incorporation of writing strategies into classroom practices, along with fostering collaboration among EFL educators across various modules.. Specifically:

- 📚 Students who are provided with explicit strategy-based writing instruction are anticipated to enhance their writing skills more effectively than those instructed through conventional sentence-level techniques do.
- 📚 The integration of reading and writing is anticipated to improve students' skills in organizing and crafting written compositions.
- 📚 It is expected that collaboration between writing instructors and educators of other subjects will improve students' capacity to apply writing techniques across various academic fields, thus enhancing their overall proficiency in academic writing competence.
- 📚 Enhanced professional development in writing instruction is expected to foster more effective teaching methodologies and improved students' writing competence
- 📚 The adoption of pedagogical improvements, which involve increasing the time allocated for writing instruction, intentionally integrating strategy instruction into the curriculum, and enhancing interdisciplinary cooperation, is expected to bring about significant gains in students' writing proficiency and academic performance

This section has presented the research questions and hypotheses that frame this exploratory case study. By exploring the authentic instructional practices of teachers, their perceptions regarding SBI, the writing challenges faced by students, and the role of teacher collaboration, this study aims to provide a holistic understanding of the factors that influence EFL writing instruction. The findings will add to the discourse on pedagogical improvements, addressing the challenges encountered by first-year

EFL students, and guiding strategies for enhancing writing instruction at the university level.

3.6. Research Approach

To achieve the collection of valid and reliable data, researchers are required to adhere to a structured research design, which facilitates the systematic and effective gathering of information. Research design is a fundamental framework that directs the methodology of the study, ensuring coherence in data collection, measurement, and analysis. According to Kothari (2004), a research design functions as the theoretical framework and strategic plan that guides a study, outlining how data will be collected, measured, and analyzed to ensure both relevance and methodological rigor (p. 31). Furthermore, the chosen research design should be in close alignment with the study's objectives and research questions. Similarly, Cohen et al. (2005) highlight that the objectives of a research are the main determinants of its methodology and design, arguing that the structure should align with the purpose in research planning (p. 73). There are several research designs available, such as exploratory, descriptive, and experimental, each fulfilling specific research objectives. This study utilizes an exploratory research design to examine the teaching strategies used by EFL writing instructors and to uncover the difficulties students encounter in enhancing their writing abilities. The investigation is guided by needs analysis (NA) methodologies as described by Hutchinson and Waters (1987), Dudley-Evans, and St. John (1998), which emphasize the importance of understanding the linguistic and instructional requirements of EFL students. Needs analysis, as articulated by Richards et al. (1992), is an extensive procedure that assesses the requirements of learners using both subjective and objective information. Furthermore, Robinson (1991) and Jordan (1997) recognize various methodologies suitable for needs analysis, such as surveys, interviews, case studies, assessments, and document evaluations.

To effectively address the research questions and test the hypotheses outlined in this study, a mixed-methods approach has been selected. This methodology integrates both qualitative and quantitative techniques to provide a well-rounded analysis of the research problem. Creswell and Clark (2011, p. 5) define mixed methods research as:

A procedure for collecting, analysing, and mixing both qualitative and quantitative data in a single study to understand a research problem or phenomena. As a methodology, it involves the assumptions that direct the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process

This research utilizes a mixed-methods approach to provide a more thorough and detailed insight into the instructional practices of EFL teachers and the difficulties students encounter in developing writing skills. The combination of qualitative and quantitative data strengthens the credibility and richness of the results, presenting various viewpoints on the topic being explored. Before justifying the suitability of this approach, it is crucial to analyse each method separately, recognizing the distinct contributions of qualitative and quantitative data to the comprehensive understanding of writing instruction in EFL settings. This methodological coherence not only aligns with the study's goals but also offers practical recommendations for enhancing writing instruction and effectively meeting learners' needs.

3.6.1. Qualitative Approach

In recent years, qualitative research has attracted significant interest from academics because of its capacity to investigate intricate social issues, especially by focusing on the fundamental 'why' questions. This approach allows for a comprehensive understanding of behaviours, perceptions, and experiences in their authentic settings. As Dornyei (2007) notes, qualitative research depends on data collection techniques that produce open-ended, non-numerical data, which are then analysed through interpretative methods instead of statistical ones (p. 24). In a related context, Denzin and Lincoln (1994) define qualitative research as a method of inquiry that prioritizes the characteristics of entities instead of their quantitative figures, focusing on the creation of meaning and understanding within context. This approach is notably useful in educational research, as it allows for a comprehensive investigation of teaching and learning processes in authentic environments (Glesne & Peshkin, 1992).

The present study examines the strategy-based instructional methods utilized by EFL teachers in WCE courses for first-year university students, employing qualitative

methods to uncover instructional practices and educators' viewpoints. Classroom observations are pivotal in assessing how writing instructors apply SBI in practical teaching contexts. In addition, semi-structured interviews with two writing educators yield profound insights into their teaching beliefs, difficulties, and strategies in writing instruction.

To supplement these data sources, a document analysis has been carried out, focusing on the official writing syllabus, teachers' materials, and examination questions. This provides the researcher with the opportunity to gauge the level of formal integration of writing strategies into course content and assessments. In the same context, Bowen (2009) describes document analysis as a technique that assists researchers in constructing context and background knowledge, developing additional lines of inquiry, enhancing their dataset, and monitoring changes or progress over time (p. 30)

This methodological design corresponds with Creswell's (2007) qualitative inquiry begins with foundational assumptions and a philosophical perspective, may include a theoretical framework, and emphasizes the exploration of how individuals or communities perceive and attribute meaning to social or human concerns (p. 36).

Therefore, employing a qualitative research framework, this study seeks to yield detailed, contextually informed insights into writing instruction, ensuring that the outcomes are based on real classroom experiences instead of being restricted to statistical generalizations. The incorporation of the previously mentioned qualitative research tools bolsters the study's reliability by facilitating triangulation, where different data sources support one another, thus providing a more holistic view of how EFL teachers conceptualize and execute SBWI.

3.6.2. Quantitative Approach

The quantitative methodology involves a structured application of statistical techniques to gather data, leading to numerical results. The data obtained can be converted into numerical formats that facilitate categorization, computation, and statistical analysis. This approach utilizes a range of data collection tools, such as

questionnaires, assessments, and surveys. As noted by Dörnyei (2007), the quantitative methodology typically encompasses three essential phases:

1. Observing a phenomenon or identifying a problem;
2. Generating an initial hypothesis;
3. Testing the hypothesis by collecting and analysing empirical data (Dörnyei, 2007, p. 31).

It is essential to emphasize that within the quantitative framework, two primary reasoning approaches support research design: inductive and deductive reasoning. These approaches are based on different scientific premises that affect the research process.

The inductive reasoning approach starts with particular observations and advances to more general conclusions and theories. This methodology enables researchers to formulate theories grounded in empirical evidence, characterizing inductive reasoning as a bottom-up approach to knowledge development. The inductive approach is particularly effective in exploratory research, facilitating the discovery of patterns and relationships that develop from the data collected, rather than being dictated by a prior theoretical framework.

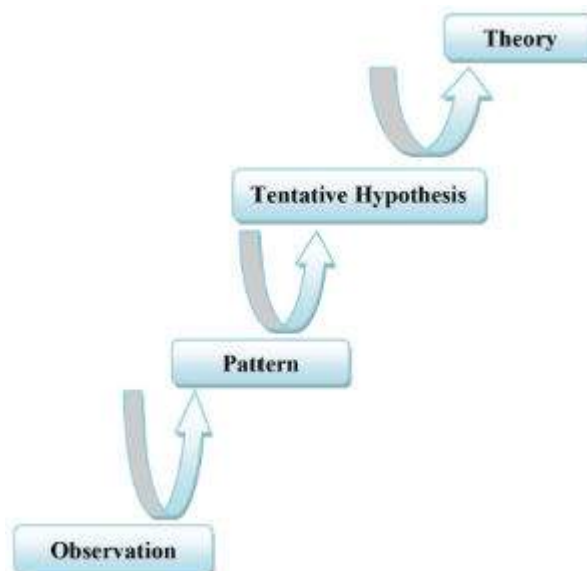


Figure 3.2. Process of Inductive Approach (adopted from Trochim & Donnelly, 2008)

In contrast, deductive reasoning employs a top-down methodology, progressing from broad theories to particular cases. This process entails formulating one or more hypotheses grounded in a recognized theoretical framework, followed by the creation of a research plan to evaluate these hypotheses. Thus, the objective of deductive research is to either validate or disprove established theories through empirical evidence.

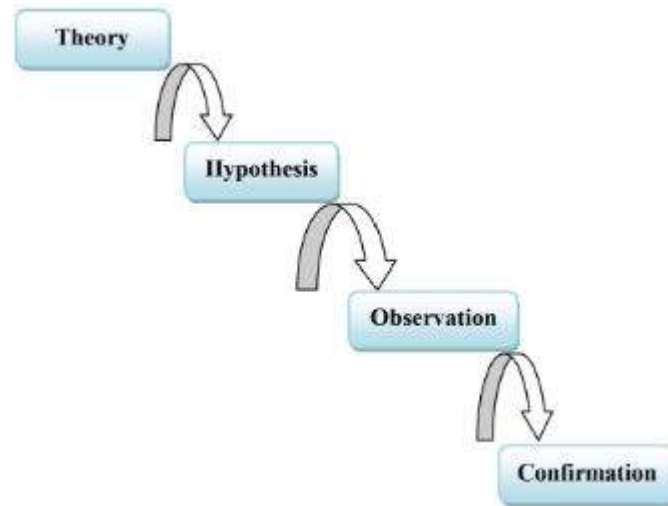


Figure 3.3. Process of Deductive Approach (adopted from Trochim & Donnelly, 2008)

A fundamental aspect of quantitative research is its emphasis on investigating phenomena in real-world contexts to improve the understanding of observed issues. This methodological framework is characterized by its focus on the common traits of a population rather than individual differences. By analysing collective trends, quantitative research allows scholars to draw generalizable conclusions from statistical data. Dörnyei (2007) highlights that this capacity to generalize results is a significant advantage of the quantitative method. Additionally, As stated by McDonough and McDonough (1997), traditional numerical research designs are usually preferred because they enhance objectivity, assure reliability, and present practical feasibility in educational research (p. 49). This commitment to objectivity ensures that research results are systematically produced and empirically confirmed.

Considering these methodological strengths, this study implemented two structured questionnaires: one specifically for first-year university students and another for

instructors of various modules. These instruments supported the statistical analysis of the participants' responses, allowing for an in-depth exploration of patterns and trends in EFL writing instruction.

3.6.3. Mixed-Method Approach

Recent studies have increasingly embraced the combination of qualitative and quantitative methods, as this integration produces more detailed and sophisticated data. This strategy improves the analysis of results, offering a more profound comprehension of intricate research issues. By utilizing the advantages of both methodologies within one investigation, scholars can gain extensive insights that would be unattainable through either method alone. Denzin and Lincoln (2013) emphasize that qualitative and quantitative data collection techniques vary in several fundamental ways, as demonstrated in the subsequent table:

Table 3.6. Differences between Qualitative and Quantitative Methods

(Adapted from Denzin & Lincoln, 2013)

Aspect	Quantitative Research	Qualitative Research
Participant Selection	Participants are systematically chosen through random sampling.	Participants are selected purposefully based on specific criteria.
Study Initiation	Requires permission to initiate the research.	Requires greater access to the site for conducting interviews and observations.
Response Format	Utilizes closed questions with specific response options.	Employs open-ended questions that encourage detailed responses.
Data Collection Instruments	Relies on pre-designed instruments for gathering information.	Utilizes self-created protocols to organize and analyse data.
Anonymity	Often involves anonymous questionnaires sent via mail or administered in a lab.	Conducts in-person interactions, necessitating sensitivity to ethical considerations.

The preceding table highlights the unique features of each approach, demonstrating how their complementary aspects can be effectively utilized in mixed-methods research. Onwuegbuzie (2002) outlines five key objectives for employing a mixed-methods strategy:

1. triangulation, aimed at achieving convergence and validation of results derived from diverse methods;
2. complementarity, which enriches and elucidates findings from one method through insights gained from another;
3. initiation, which uncovers discrepancies that may prompt a re-evaluation of the research question;
4. development, where insights from one method guide the implementation of the other; and,
5. Expansion, which extends the breadth of investigation by employing various methods across different aspects of the research issue.

Aligned with the exploratory aims of the present research, a mixed-methods design has been selected, recognized for its efficacy as a research method in the social sciences (Creswell, 2003; Tashakkori & Teddlie, 1998, 2003). Creswell et al. (2003) define mixed-methods research as a research design that merges qualitative and quantitative data collection and analysis, which can occur either concurrently or in sequential phases, necessitating the integration of these data sets at one or more points to yield thorough findings (p. 212). This definition underscores the adaptability and richness of mixed-methods research, enabling researchers to explore intricate phenomena from various viewpoints. Similarly, Dörnyei (2007) argues that employing a mixed-methods design allows researchers to integrate the advantages of both qualitative and quantitative methodologies, resulting in findings that are more reliable and comprehensive than those derived from either approach independently (p. 67). As a result, mixed-methods research functions as a triangular approach that offers a more comprehensive understanding of a specific phenomenon by integrating perspectives from diverse angles (Cohen et al., 2011).

In the scope of this investigation, the mixed-methods approach is notably advantageous due to its capacity to combine diverse research instruments-such as questionnaires, semi-structured interviews, classroom observations, and document analysis to explore the research inquiry in depth. This methodology mitigates the limitations of individual methods by capitalizing on the strengths of others, thereby enhancing the validity of the findings (Brown, 2014). For instance, qualitative

approaches facilitate a thorough investigation into the experiences of students, revealing their difficulties and insights related to writing tasks. The use of interviews and open-ended surveys allows for the collection of rich stories that may not be captured in a purely quantitative research framework. On the other hand, quantitative methods offer measurable data that allows researchers to discern trends and patterns within a larger sample, thereby ensuring that the findings extend beyond mere subjective interpretations. The interaction between these two methodologies not only bolsters the credibility of the results but also offers a more comprehensive framework for grasping the complexities involved in EFL writing instruction.

In order to support this integration, the research utilizes a **convergent mixed-methods design**, where qualitative and quantitative data are gathered independently, analysed separately, and subsequently merged during the interpretation phase, (Creswell & Plano Clark, 2018). This approach facilitates triangulation, ensuring that insights derived from various data sources corroborate and enhance one another (Creswell, 2014). Quantitative data is collected through surveys directed at EFL learners and instructors from other subjects, while qualitative data is sourced from classroom observations and interviews with writing educators in addition to document analysis. Each dataset undergoes individual analysis prior to being integrated in the discussion phase, which enables the recognition of patterns and inconsistencies across diverse evidence sources.

A key characteristic of the convergent mixed-methods design is the equal emphasis placed on both qualitative and quantitative data, which are analyzed separately prior to their integration (Creswell & Plano Clark, 2018; Tashakkori & Teddlie, 2010). In contrast to sequential designs, where one data collection method influences the other, the convergent approach allows researchers to gather and evaluate both types of data concurrently, maintaining their independence (Bryman, 2012). This design aligns well with the objectives of the current study, which aims to investigate thoroughly EFL teachers' SBWL.

Through the integration of classroom observations, semi-structured interviews, questionnaires, and document analysis, this research captures a diverse perspective on

the perceived practices of teachers and their actual instructional behaviours. The incorporation of multiple independent data sources enhances the validity, richness, and credibility of the outcomes. Therefore, the overall research design is structured around a convergent mixed-methods framework, which synthesizes the separately analysed qualitative and quantitative data during the concluding interpretation stage. The methodological approach of the current research is illustrated in the figure that follows:

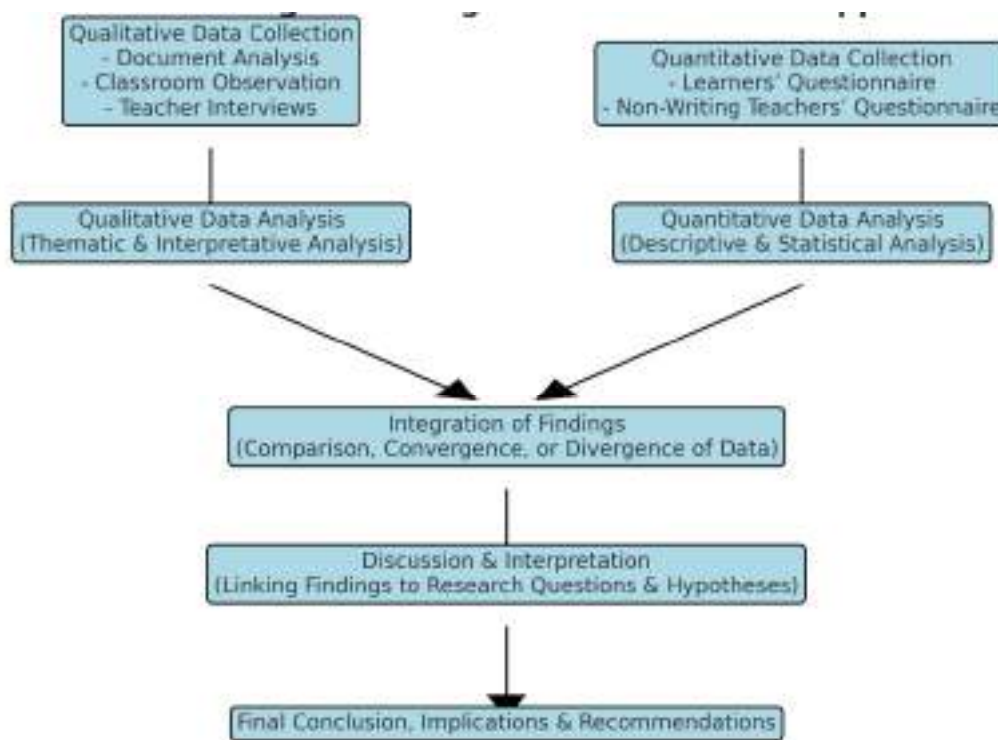


Figure 3.4. Research Design of the Current Study (Convergent Mixed-Methods Approach)

After discussing the research design utilized in this study, it is crucial to emphasize the participants from whom the data will be gathered. Their contributions to the research outcomes will enhance the understanding of the complexities involved in EFL writing instruction, thereby underscoring the significance of adopting a convergent mixed-methods approach for a thorough comprehension of the research topic.

3.7. Sampling

Selecting an appropriate sample is essential in educational research, as it guarantees the relevance and trustworthiness of the study's results. A representative sample bolsters the credibility and applicability of the research findings. Similarly, Sapsford

and Jupp (2006) assert that the selection of a thoughtfully chosen sample can enhance study efficiency, diminish bias, reinforce reliability, and elevate the potential for generalizing outcomes (p. 26).

This highlights that sampling is a crucial process that significantly influences the validity and generalizability of the study's findings. However, a primary challenge in sampling, as emphasized by Sapsford and Jupp (2006), is to maintain a clear separation between the selected sample and the broader target population, while also ensuring that the chosen participants accurately reflect the traits of the entire group under investigation (p. 26). Achieving representativeness is essential to prevent biased outcomes that could undermine the study's applicability to the target population.

To guarantee the effectiveness of research, it is crucial to take into account the procedural steps that are inherently influenced by the overarching research design. In this investigation, a convergent exploratory mixed-methods approach was utilized. As Creswell (2009) notes, in these designs, the results of the quantitative phase help to clarify and expand upon the qualitative findings (p. 14). This methodological framework enabled a thorough understanding of EFL teachers' SBWI by merging qualitative insights with empirical validation, thereby providing a richer and more nuanced interpretation of the research issue..

❖ **Understanding the Concepts: Population vs. Sample**

In educational research, it is crucial to clearly differentiate between a sample and the population to ensure the reliability of the study. As Dörnyei (2007) elucidates, a sample comprises the individuals who actively participate in the empirical investigation, while the population denotes the larger group to which the researcher intends to generalize the results (p. 96). This distinction enhances methodological rigor by ensuring that the representativeness of participants aligns with the overarching research objectives. Therefore, the sample serves as a smaller, more manageable subset of the larger population and must be meticulously chosen to accurately represent the traits of the entire group being studied. Various researchers have utilized alternative terminology to articulate these concepts; Cohen, Manion, and Morrison (2000) refer to the sample as a 'subset,' highlighting its representational significance within a broader

framework. Likewise, Lodico, Spaulding, and Voegtler (2006) make a distinction between the 'realistic population'- the available group from which a sample is obtained- and the 'ideal population,' which includes the entire group that the researcher aspires to comprehend. Consequently, meticulous sampling methods are essential for ensuring the generalizability of the results and upholding the methodological integrity of the research.

❖ **Types of Sampling: Probability and Non-Probability**

In educational research, sampling methods are typically divided into two main categories: probability sampling and non-probability sampling. In probability sampling, researchers guarantee that every individual within the target population possesses a quantifiable chance of being chosen. This approach bolsters the reliability of the research by facilitating impartial selection methods and improving the applicability of the findings to the whole population (Creswell & Creswell, 2018, p. 149). This approach is particularly advantageous for researchers aiming to make statistical inferences regarding a larger population based on the sample analysed. In contrast; non-probability sampling methods are applied when random selection is not feasible or required, often emphasizing specific groups within a limited context (Etikan, Musa, & Alkassim, 2016). Although non-probability techniques are useful for exploratory research, they generally restrict the ability to generalize findings. As a result, probability-sampling methods are commonly preferred when researchers wish to extend their conclusions to the broader population. A succinct overview of the main types of probability sampling methods will be offered to clarify these procedures more effectively.

Table 3.7. Overview of Probability and Non-Probability Sampling Methods

Probability Sampling Techniques	Description
<i>Simple Random Sampling</i>	Each member of the population has an equal chance of being selected. It is like drawing names out of a hat.
<i>Stratified Random Sampling</i>	The population is divided into subgroups (strata), and random samples are taken from each, ensuring all groups are represented.
<i>Cluster Sampling</i>	The population is divided into clusters (e.g., schools or regions), and some clusters are randomly selected. Then, individuals within those clusters are randomly chosen.
<i>Systematic Sampling</i>	Starting at a random point, every individual is chosen, making it easy and systematic while still offering randomness.

The selection of sampling methods is determined by the particular aims of the research and the significance of ensuring adequate representation of different subgroups within the population. In cases where the emphasis is on gaining an understanding of a specific group or when random selection is not feasible, non-probability sampling methods are frequently adopted. These methods are especially useful in situations where the generalizability of findings to the larger population is not a primary concern. Non-probability sampling is often chosen when there is a need to collect detailed information from a specific subset of the population, such as experts or individuals with specific characteristics. The following table outlines the key types of non-probability sampling methods that are typically employed in educational research.

Table 3.8. Overview of Non-Probability Sampling Methods

Non-Probability Sampling Techniques	Description
<i>Convenience Sampling</i>	Participants are chosen based on their availability, making it quick but less likely to represent the whole population.
<i>Purposive Sampling</i>	The researcher selects participants who have specific characteristics relevant to the study, focusing on those who can provide the most insight.
<i>Quota Sampling</i>	Similar to stratified sampling but not random; it involves selecting participants to meet predefined quotas based on characteristics.
<i>Snowball Sampling</i>	Current participants recruit others, which is especially useful when studying hard-to-reach groups.

Each of these non-probability sampling techniques possesses unique advantages, which depend on the particular goals of the research and the attributes of the target

population. The table presented above illustrates that the selection of an appropriate methodology is influenced by several considerations, such as the focus of the research, the resources available, and the requirement for detailed insights from certain subgroups in the population.

3.7.1. Sampling Strategy for the Current Study

This research explores the implementation of SBI by EFL teachers in first-year writing courses, utilizing a non-probability sampling method. Specifically, purposive sampling was chosen to concentrate on a targeted group of first-year EFL students and their instructors at Naama University. This methodology facilitates a comprehensive analysis of the participants' experiences and teaching practices, aligning with the study's aim to evaluate instructional strategies rather than seeking broad generalizations (Cohen, Manion, & Morrison, 2017).

The sample for this research consists of two writing educators, each responsible for two groups of first-year students, leading to a total of four groups. The complete population of first-year students at the university is 120; however, due to variable attendance, only 60 students were selected, 15 from each group, through purposive sampling. This method was employed to ensure that the participants were actively participating in the writing instruction under review and could provide significant data to address the study's research inquiries.

The study also included 13 EFL teachers, in addition to the writing instructors. These educators represent all permanent faculty members who teach various EFL modules, including linguistics, civilization, literature, and TTU, while excluding writing instructors and part-time teachers. Although these non-writing teachers do not directly instruct writing skills, they incorporate writing assignments, such as essay-based tests, to evaluate students' grasp of the knowledge acquired in their respective courses. Their inclusion is significant for understanding whether their perceptions of EFL writing instruction align with or differ from those of the writing instructors. This comparison will provide a more comprehensive perspective on the overall instructional environment at Naama University.

The participation of grammar instructors in this context is notably important. Considering the small number of educators at this university centre, grammar instructors belong to the larger collective of teachers of other modules. Their cooperation with writing educators could be advantageous in ensuring that their areas of focus are distinct. Instead of both writing and grammar educators addressing similar sentence-level topics, this collaboration would enable a more specialized and complementary approach to the instruction of writing and grammar. Such coordination could help minimize overlap and ensure that both groups are tackling different elements of writing skills.

Additionally, the involvement of teachers of other modules provides a deeper understanding of the overall teaching dynamics and their possible impact on the writing development of students. Recognizing that writing instruction is interrelated with other subjects, this study also evaluates how writing tasks from various EFL modules may affect students' writing capabilities. By integrating diverse viewpoints from various modules, the study aims to deliver a comprehensive evaluation of the existing writing instruction and the degree to which strategy-based teaching is incorporated into the wider EFL educational practices at Naama University.

In a short, the sample for this investigation was purposefully selected to include individuals who are directly involved in EFL writing instruction for first-year students. Considering the limited number of educators and student groups within the English section at Naama University, the study specifically targets the two writing instructors responsible for first-year writing education. Additionally, 13 other EFL teachers, including those specializing in grammar and teaching subjects such as linguistics, civilization, literature, and TTU, are included to provide valuable insights into the writing challenges encountered by students and the potential for instructional collaboration. The four groups of first-year students, comprising a total of 120 individuals, are the sole groups present in the English section. Due to irregular attendance, a targeted sample of 60 students was chosen, with 15 students selected from each group to guarantee a balanced representation of experiences across all groups. The table below offers a comprehensive overview of the participant groups and the methods used for their selection:

Table 3.9. Sample Overview for the Current Study

Participant Group	Number of Participants	Selection Method	Details
<i>Writing Teachers</i>	2	Purposive Sampling	Teachers directly responsible for instructing first-year writing courses. Their perceptions of effective writing instruction, their practices, and collaboration with grammar teachers and other module instructors are explored.
<i>Grammar Teachers and Non-Writing EFL Teachers (EFL Teachers of other Academic Modules)</i>	13	Purposive Sampling	Teachers of other EFL modules (e.g., linguistics, literature, civilization, TTU) and grammar teachers, all of whom provide insights into students' writing challenges, their own use of writing as an assessment tool, and any potential collaboration with writing teachers.
<i>First-Year EFL Student Groups</i>	4	Purposive Sampling	Groups of first-year students, selected to reflect their experiences with writing strategy-based instruction. Students' perceptions of the writing instruction received, as well as their challenges, are examined.
<i>Selected Student Sample</i>	60 (15 per group)	Purposive Sampling	15 students from each of the four first-year groups, chosen to provide a balanced representation of their experiences with writing instruction and their writing difficulties.

The previous table underscores the targeted nature of the study's sampling technique, highlighting the choice of participants who are directly pertinent to the research inquiry. Through the application of purposive sampling, the study can delve deeper into the views and practices of both teachers and students, rendering it an appropriate method for this investigation.

3.7.2. Research Participants: Selection and Sampling Approach

A successful needs analysis relies on the careful selection of participants who can provide valuable and varied insights, thereby enhancing the depth and precision of the study's results. In this research, which seeks to investigate the SBWI practices of EFL educators and the difficulties encountered by first-year EFL students at Naama University, participant selection was executed with intentionality. The participant selection process was carried out with purpose. The study engaged a well-defined group of participants, selected to represent a range of participants involved in the educational process. This strategic selection ensures that the analysis captures a wide range of insights, including those from both the instructors directly responsible for writing instruction and the students who experience these practices firsthand. By

incorporating the perspectives of writing teachers, non-writing EFL instructors, and the students themselves, the study aims to develop a holistic understanding of the educational dynamics at play. These varied viewpoints are critical for identifying not only the obstacles students face but also the effectiveness of the instructional strategies employed by the teachers. Thus, the research seeks to draw connections between the experiences of the participants, providing a well-rounded analysis of the teaching and learning environment within the university.

3.7.2.1. Students 'Profile

This research focuses on first-year EFL university students, along with their EFL teachers. The specific emphasis on first-year students is based on two main reasons: First, these learners are newly graduated baccalaureate holders transitioning from secondary education to the university context, a critical stage as they adapt to new academic expectations and challenges. Second, even though they have had seven or more years of formal English instruction, particularly those who have studied other fields prior to enrolling in the English specialty, these students frequently display poor writing performance during their first year at the tertiary level.

3.7.2.2. Teachers' Profile

This investigation seeks to analyse the techniques employed by EFL writing teachers in the instruction of first-year university students at Naama University. By reviewing both writing and non-writing instructors, the study aims to elucidate the complexities of EFL writing instruction, the challenges that students encounter, and the extent of collaboration between educators. The selection of participants is essential for acquiring a comprehensive perspective on the instructional methods and challenges that shape students' writing skills. This section provides a summary of the teachers' profiles, encompassing their qualifications, teaching backgrounds, and their roles in fostering students' academic success.

Writing Teachers

The primary participant of this research are the two writing instructors tasked with teaching writing to first-year EFL students at Naama University. These instructors

were chosen because of their direct engagement in writing education, positioning them as key figures in exploring the research questions related to SBWI and the difficulties faced by students. Their instructional methods were analysed through classroom observations and semi-structured interviews, enabling the researcher to evaluate the consistency between their stated beliefs about writing instruction and their real-world teaching practices.

One of the instructors possesses a PhD in Translation, whereas the other has a Magister in Literature. Their combined teaching experience ranges from six to fifteen years, granting them considerable expertise in EFL education. Throughout this time, they have cultivated a range of pedagogical techniques aimed at improving students' writing abilities. This extensive experience has prepared them to tackle the various challenges encountered by first-year students, particularly those concerning coherence, organization, and argumentation in their writing.

Because of shortage of teachers in the English department, both teachers are compelled to instruct additional modules, including grammar, linguistics, and literature. This obligation to teach multiple subjects can impact the time and focus they can allocate to writing instruction. Writing courses typically require more personalized feedback and consistent student engagement, which may prove challenging when the educators are also tasked with other academic areas. The multi-module responsibility is a crucial aspect of this research, as it can affect the organization and delivery of writing instruction. Time limitations and the competing requirements of other courses may hinder the quality of writing instruction provided to students. This element is vital for comprehending the possible challenges encountered by writing educators in facilitating student writing growth.

The observations carried out in this study primarily aimed to evaluate the extent to which writing instructors integrate SBWI techniques into their lessons. Furthermore, the observations intended to measure student engagement with writing assignments and analyse the effectiveness of the teaching strategies in addressing students' challenges with writing, especially at the paragraph and essay levels. These findings

are essential for comprehending the relationship between the instructional practices of teachers and their stated beliefs regarding writing instruction.

Non-Writing Teachers (EFL Teachers of Other Academic Modules)

In addition to the writing teachers, the study includes all 13 teachers, who teach other courses except writing like linguistics, civilization, literature, TTU, and other subjects. Although these instructors do not teach writing, they evaluate students' writing through different written assignments, such as essays and reports. The participation of non-writing instructors in the study is vital for comprehending the larger framework of EFL education and the collaboration across diverse teaching disciplines.

The teachers of other modules were chosen to share their views on student writing, especially concerning the writing assignments they give in their respective modules. Their insights are instrumental in pinpointing possible discrepancies between the writing instruction provided by writing educators and the standards they expect from students' writing in their courses. This feedback is crucial for investigating whether the absence of alignment between writing and non-writing instructors exacerbates the difficulties students face with written evaluations in diverse fields.

Another significant aspect of this research is to investigate the degree of collaboration between writing instructors and those who teach other subjects. Although non-writing instructors do not directly teach writing, they play a vital role in the development of students' writing skills, particularly since students must complete written assignments in multiple courses. This research aims to determine whether writing and non-writing educators work together on writing techniques or if there exists a gap in their instructional methods. The nature of this collaboration, or the absence of it, is a crucial element of the analysis, as effective teamwork could help mitigate some of the difficulties students encounter in writing tasks across various subjects. In contrast, a lack of alignment may exacerbate the challenges students face in writing across different fields (Hyland, 2003).

Through an examination of the pedagogical approaches of both writing and non-writing faculty, this study aspires to offer a detailed understanding of the challenges

associated with writing instruction at Naama University. The profiles of the instructors, which include their qualifications, teaching experience, and responsibilities across various modules, help to frame the obstacles present in writing education. The research also delves into the level of cooperation between writing and non-writing teachers, which may play a crucial role in shaping students' writing skills and overall academic achievement. By exploring these dimensions, the study aims to identify pivotal issues that affect student-writing development, providing insights that can facilitate future improvements in writing instruction at Naama University. The following table visualizes the current research's participant and their role in this study:

Table 3.10. Research Participants and Their Roles

Participants	Number	Selection Basis
Writing Teachers	2	Observed and interviewed for classroom practices
Non-Writing Teachers	13	Assessed for collaboration with writing teachers; use of writing in content assessment
First-Year EFL Students	60 (15 per group)	Insights into writing challenges and experiences

Ultimately, the thoughtful selection of research participants in this study is vital for achieving a refined understanding of the prevailing practices in EFL writing instruction at Naama University. The involvement of both writing and educators of other modules is intended to reflect the complex nature of writing development within the EFL context. Writing teachers will offer valuable insights into their direct teaching methodologies, especially regarding SBWI, while non-writing teachers contributed complementary views on the broader academic expectations that require students to demonstrate writing proficiency across multiple disciplines. This extensive sampling approach will facilitate the identification of possible gaps in collaboration and instructional coherence that could affect students' writing achievements.

Additionally, the insights of first-year EFL students are incorporated to ensure that the study accurately reflects the genuine experiences and obstacles encountered by learners during academic writing tasks. The voices of students are vital for understanding the real-world implications of teaching strategies and institutional practices on their writing development. Their contributions are anticipated to enhance

the analysis by emphasizing particular areas where instructional assistance may be required and by adding a learner-focused aspect to the results.

As a result, the careful selection of a diverse array of participants-including instructors from various academic fields and varying levels of teaching experience, in addition to first-year learners intends to provide a well-rounded and detailed examination of the instructional dynamics that influence the development of writing skills. This approach not only reinforces the validity of the research but also serves as a foundation for proposing informed strategies to improve the effectiveness of EFL writing instruction tailored to the academic and linguistic needs of students.

3.8. Research Setting: Ahmed Salhi University -Naama

Ahmed Salhi University in Naama , functions under the oversight of the Ministry of Higher Education and Scientific Research in Algeria, *(It is crucial to elucidate that, although the institution's official status at the time of this research is Naama University Centre, the term Naama University is employed throughout this study. This terminology is based on the designation specified in the official research subscription file that was submitted during the approval of the researcher's doctoral research theme. Therefore, to maintain consistency with the approved documentation and the institutional reference therein, the researcher refers to the institution as Naama University in this work).* This multidisciplinary institution includes various specialized institutes, such as the Institute of Letters and Foreign Languages, the Institute of Law, the Institute of Science, the Institute of Technology, the Institute of Human and Social Sciences, and, most recently, the Institute of Economics, Commercial, and Management Sciences.

This study is conducted at the Institute of Letters and Foreign Languages, which officially began its academic journey in 2010. The Foreign Language Section, which originally offered both French and English language courses, was established in 2011 as part of the institute's strategy to enhance linguistic education. In response to the increasing academic and pedagogical demands, a significant restructuring of the Foreign Language Section took place in early 2023. As a result, the French and English sections were transformed into two distinct departments. This reorganization

was carried out to more effectively cater to the specific pedagogical, curricular, and linguistic requirements of each language, thereby improving the quality of education and academic specialization provided to students.

The English department offers undergraduate, graduate, and postgraduate programs in English language and linguistics, emphasizing EFL teaching and linguistics. At the undergraduate level, students work towards a license degree in English Language, while at the graduate level, the department provides master's programs in either linguistics or didactics. In 2022, a doctoral program in applied linguistics was launched, enhancing research opportunities for postgraduate students.

The department consists of 16 full-time educators, including the researcher who is associated with the department and instructs at the Master's level. Due to a lack of EFL instructors, the department also employs around eight part-time teachers to fulfil teaching needs. However, this research specifically targets the permanent teaching staff, as they are mainly responsible for syllabus formulation, curriculum design, and instructional decision-making in writing courses. The exclusion of part-time instructors is justified by the study's focus and goals, which are to examine the instructional methods and educational philosophies of full-time faculty members.

This study primarily aims to investigate the teaching of writing within the department. Writing courses generally receive 1 hour and 30 minutes of instruction each week, and this research intends to analyse the utilization of this time. Observations were carried out in various EFL writing classes to understand the introduction and application of writing strategies. Additionally, the study explores the relationship between writing instruction and other EFL subjects, including grammar, linguistics, literature, and civilization.

While existing research indicates that collaboration between writing educators and teachers of other modules is frequently restricted in various EFL contexts due to institutional and curricular challenges (Hyland, 2016), this study does not presuppose such limitations. Instead, it seeks to investigate the nature of any coordination among faculty members regarding first-year EFL writing instruction. The study aims to document the instructional approaches adopted by instructors, the strategies they

employ, and the extent to which interdisciplinary collaboration informs their teaching practices, thereby affecting the writing development of students.

The decision to use Naama University as the research context stems from its accessibility and relevance. The researcher, being a faculty member, has direct access to classrooms, faculty discussions, and institutional resources, which allows for a contextually informed investigation of EFL writing instruction. This insider perspective aligns with the exploratory case study methodology, which emphasizes naturalistic observation and qualitative inquiry to understand instructional practices in their actual context (Yin, 2018).

Furthermore, the exploration of writing instruction at Naama University yields insights that may extend beyond this particular institution. The challenges and methodologies identified in this context mirror wider trends in Algerian higher education, especially in relation to writing pedagogy, curriculum development, and the incorporation of strategy-based teaching. By investigating the teaching of writing and the elements that affect instructional choices, this research contributes to a more profound comprehension of EFL writing pedagogy in Algerian universities. Additionally, the results could serve to inform best practices and potential policy reforms for writing instruction in other institutions nationwide, particularly those encountering similar issues concerning resource limitations, faculty collaboration, and curriculum enhancement. In this way, this research aims to offer insights that can not only improve practice within Naama University but also guide the development of writing instruction across Algerian higher education institutions more broadly.

3.9. Data Elicitation Methods

Research methods encompass the structured approaches that researchers utilize to gather, analyse, and interpret data, thus fulfilling the aims of their investigation (Creswell, 2009). These methods are intrinsically connected to the research questions, which dictate whether the study adopts a qualitative, quantitative, or mixed-methods framework. Selecting suitable research methods is crucial, as it significantly influences the depth, validity, and reliability of the research outcomes (Bryman, 2012). This study employs a convergent mixed-methods approach, integrating both quantitative and

qualitative techniques to explore EFL writing instruction among first-year university students at Naama University.

The convergent mixed-methods design allows for the simultaneous collection of both quantitative and qualitative data, providing a comprehensive understanding of the research problem (Creswell & Plano Clark, 2018). This approach is particularly effective in capturing the complexity of writing instruction and the pedagogical challenges faced by both teachers and students. By integrating both numerical data and descriptive insights, the research seeks to highlight the intricate dynamics that influence teaching and learning practices within Algerian higher education.

The role of data collection is pivotal in exploratory research, as it enables researchers to achieve a profound understanding of a phenomenon within its authentic context (Bernard, 2002). In the context of needs analysis, there is no universally applicable methodology; therefore, researchers must opt for various context-specific data collection tools that are in line with their research objectives (Jordan, 1997). This study utilizes a variety of data collection methods each providing unique perspectives on the research issue ensuring a thorough gathering of data. These tools, which include interviews, surveys, documents analysis and classroom observations, collectively enable a detailed investigation of EFL writing instruction practices at the university.

Each data collection tool offers valuable insights, yet they possess distinct strengths and weaknesses. For example, while questionnaires efficiently gather a wide array of responses, they may fall short in capturing the depth of participants' experiences compared to qualitative approaches (Heaton, 2004). Conversely, interviews and classroom observations facilitate a more detailed examination of participants' viewpoints and practices, though they typically involve a smaller sample size. To address these shortcomings and improve the reliability of the results, this study utilizes triangulation, which is considered as a technique that combines various data sources or methods to verify and support findings (Long, 2005). Triangulation is an effective method for ensuring that the conclusions drawn from the study are both valid and thorough, providing a comprehensive understanding of the research issue (O'Leary, 2005).

Using a convergent mixed-methods design and triangulation significantly bolsters the study's rigor through the integration of diverse data sources. This approach allows for a multifaceted examination of both teachers' instructional techniques and students' learning challenges, leading to a richer and more reliable understanding of the complexities associated with EFL writing instruction. By combining various research methodologies, this study effectively captures the range of experiences within the educational landscape, promoting a deeper investigation into the interactions among teaching strategies, student needs, and institutional contexts.

The subsequent sections will independently examine each data collection tool, including questionnaires, interviews, document analysis, and classroom observations. These tools were deliberately selected to correspond with the research questions and objectives, guaranteeing that the data gathered will offer a thorough understanding of EFL writing instruction and the difficulties encountered by students in enhancing their writing abilities.

3.9.1. Document Analysis

Document analysis is a critical qualitative research method that involves the methodical evaluation of written, visual, or electronic content to extract relevant data for the research inquiry. It acts as a key instrument for investigating the contextual and theoretical frameworks that influence practices in various sectors, including education. As defined by Bowen (2009), document analysis is “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material” (p. 27) Bowen further explains that the analytical process “requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge” (Bowen, 2009, p. 32) This dual focus on systematic analysis and interpretation emphasizes the method's crucial role in qualitative research.

Merriam (1988) emphasizes that various types of documentation can assist researchers in revealing meaning, achieving a more profound understanding, and obtaining valuable insights related to the research question (as cited in Alharbi, 2017, p. 118).

Wellington (2000) further notes that document analysis includes the particular strategies and protocols employed to scrutinize and interpret any documents considered important for a study (p. 196).

Collectively, these viewpoints illustrate how document analysis enhances qualitative research by offering flexibility and the ability to produce detailed, descriptive data.

In qualitative research, documents are viewed as significant data sources that considerably enrich the depth and quality of the analysis. They supply contextual background and function as supplementary evidence that corroborates findings obtained through alternative methods. According to Alharbi (2017), documentary materials are vital in promoting pattern recognition, enhancing the researcher's insight into the phenomenon being examined, and reinforcing the credibility of the results through triangulation with data acquired from interviews and classroom observations (p. 97). Consequently, analysing documents not only facilitates the evaluation of artifacts independently but also contributes significantly to methodological triangulation, thereby reinforcing the validity and reliability of research outcomes through the integration of diverse data sources (Denzin, 1978).

Document analysis, although primarily tied to qualitative research, displays its versatility by facilitating quantitative research via content analysis strategies, including the enumeration of particular words, phrases, or categories (Bowen, 2009). Its core strength, however, resides in its ability to investigate meanings, detect recurring patterns, and interpret the contexts that influence human actions and institutional practices. This adaptability makes document analysis a potent complementary method within mixed-method designs, especially in convergent mixed-method approaches where qualitative and quantitative data are collected and analysed independently but interpreted together, (Creswell & Plano Clark, 2018).

In the current research, which focuses on the SBWI provided by EFL teachers to first-year University students, document analysis will serve as an additional qualitative method alongside questionnaires, interviews, and classroom observations. Understanding the value of methodological triangulation, document analysis will

present another viewpoint for a thorough assessment of instructional practices (*see Appendices A, B, H, I, J and K*). The researcher intends to carefully analyse lesson handouts, writing exercises, syllabi, and lecture materials to evaluate how well writing strategies are incorporated into teaching resources.

This examination will facilitate a more thorough inquiry into the extent to which instructional materials align with research-supported pedagogical practices that advocate for SBWI. By analysing the content, organization, and theoretical foundations of writing lessons, the research aims to uncover the degree of alignment or misalignment between the practices reported by educators and the instructional resources available to students. According to Merriam (1988), as noted in Alharbi (2017), documents, no matter the format, can deliver considerable insight and context that specifically pertain to the research problem (p. 140), thus acting as an essential resource for assessing the validity of teachers' assertions regarding writing strategy instruction.

Furthermore, the analysis of documents will enhance the researcher's capability to connect stated pedagogical goals with real classroom practices. It will offer tangible textual evidence on how first-year EFL students are supported in the writing process and assess the effective implementation of strategy-based instruction within the course materials. Thus, incorporating document analysis will strengthen the empirical foundation of the study and provide a thorough representation of EFL writing instruction at the university.

In conclusion, the analysis of documents will serve as an essential methodological element in this convergent mixed-method research, providing significant insights into the instructional contexts that influence the writing development of first-year EFL students. By rigorously evaluating teaching materials, the research will reveal important facets of strategy-based writing instruction, thus improving the overall validity and comprehensiveness of the findings.

3.9.2. Classroom Observation

To investigate the use of SBI by EFL writing teachers, structured non-participant classroom observation will be utilized as a vital technique. This method grants insight

into authentic teaching practices and student participation without disrupting the inherent dynamics of the classroom. Cohen, Manion, and Morrison (2007) articulate that observation grants researchers the chance to immerse themselves directly in educational settings, enabling them to oversee classroom interactions, analyze behaviors, and methodically gather data from real teaching and learning situations (p. 305), providing immediate and contextually nuanced data that other instruments, like interviews or questionnaires, might not adequately capture.

Observation is not simply a mechanical task; it is a complex and refined endeavor. Bell (1987), referenced by El-Aswad (2002), highlights that successful observation in educational environments relies on the acute perceptiveness of clinicians or researchers, allowing them to discern significant moments within the dynamic progression of classroom activities (p. 96). El-Aswad (2002) further argues that a well-organized approach to classroom observation is essential for uncovering the fundamental processes of language skill development that may not be readily visible (p. 125), thereby rendering it especially appropriate for analysing the implementation of strategy-based instruction in writing classes.

This study will implement structured non-participant observation, meaning the researcher will systematically document classroom behaviours according to predetermined criteria, while remaining in a non-interventionist, external role (Cohen et al., 2007). The decision to favour structured observation over collaborative observation is grounded in Ourghi's (2002) assertion that individual observation provides a more detailed and focused analysis of a teacher's instructional techniques, free from external interference.

The observation plan will be carefully formulated to reflect various instructional elements, such as classroom management, the explicit teaching of writing strategies, the integration of reading into writing instruction, scaffolding techniques, and feedback mechanisms. Through organized observation, the researcher will systematically document the intricate details of classroom interactions. According to El-Aswad (2002), observation facilitates the systematic and unobtrusive collection of behavioral data by researchers, which might remain hidden if relying solely on direct

interviews or questionnaires (p. 130). This strategy is particularly advantageous for investigating implicit classroom processes and learner interactions that participants may struggle to verbalize.

In addition, observation will serve to analyse the level of collaboration between writing instructors and teachers of other modules within the same department, particularly concerning the relationship between writing instruction and the assessment methods employed in content-based courses. This broader viewpoint will contribute to a deeper understanding of the instructional landscape in which first-year EFL students enhance their academic writing competencies.

Thus, in this research, classroom observation will be utilized as the main tool for data collection, not to assess teaching effectiveness, but to offer a genuine representation of instructional methods (see Appendix G). This approach will generate vital qualitative information regarding the implementation of SBWI in the classroom and the students' reactions to these teaching methods. The observations gathered will inform the evaluation of existing instructional practices and assist in pinpointing opportunities for improving writing instruction for EFL students.

3.9.3. Interview

Interviews serve as a crucial qualitative data collection technique in educational research, providing deep insights into the viewpoints and experiences of participants. When investigating strategy-based writing instruction among EFL teachers, interviews are especially valuable as they can uncover detailed understandings and teaching practices that might remain hidden through quantitative approaches alone.

As noted by Gray (2004), interviews offer significant benefits in qualitative research, including the capacity to gather deeply personalized information, explore responses in greater detail, achieve higher response rates than alternative methods, and effectively support participants who may find written communication challenging. These characteristics make interviews particularly appropriate for studies like the current research, which aims to collect individual perspectives from EFL teachers on strategy-based writing instruction.

In the context of Teaching English as a Foreign Language (TEFL), interviews are regularly employed in needs analyses due to their flexibility and ability to extract rich, contextually relevant data from participants. Long (2005) asserts that interviews are a fundamental tool for collecting qualitative information in needs analysis, as they can be tailored to different research environments and adapted to the specific contexts of individual learners. This flexibility is particularly beneficial in applied linguistics research, where diverse educational settings and learner profiles require nuanced investigative approaches. Interviews provide researchers with the opportunity to investigate the complexities of language acquisition and teaching practices, offering in-depth insights into the experiences, challenges, and perceptions of both educators and learners (Long, 2005).

Nevertheless, in qualitative research, especially in case study methodologies, interviews are crucial for gathering comprehensive and contextually rich information. Their success, however, relies on meticulous and ethical preparation. Gillham (2000) emphasizes the necessity of ensuring that participants are adequately informed before the interview to promote transparency and trust, which are vital for the research's credibility. He explicitly notes that potential respondents should be aware of three key aspects beforehand: the interview's purpose, an approximate duration, and specific details regarding the time and location (Gillham, 2000, p. 38). Providing this information not only enriches participants' understanding and readiness to participate but also ensures that their consent is genuinely informed. Moreover, addressing these factors beforehand reinforces the ethical responsibilities of the researcher and aids in enhancing the overall validity and reliability of the data collection process. Therefore, this preparatory phase is not merely a formality but a critical step in aligning the research with ethical standards and methodological integrity.

Additionally, while the interview process can be advantageous, it also introduces certain obstacles. Researchers need to conduct thorough preparation to optimize the validity and reliability of the data collected. Beyond providing participants with vital information, it is essential to carefully select the interview type that is most appropriate for the research objectives, as each format has its own particular strengths and weaknesses.

According to Kumar (2011), interviews can be divided into three fundamental types based on their structural degree: structured, semi-structured, and unstructured interviews. Structured interviews require that all participants respond to the same predetermined questions, ensuring consistency and aiding in the comparability of their answers. On the other hand, unstructured interviews permit open discussions that are guided by the participants' responses, which can yield rich, detailed accounts but may complicate systematic evaluation. Semi-structured interviews blend these two approaches, featuring predefined questions while also allowing for the exploration of emerging topics as necessary. The features, benefits, and drawbacks of each interview type are outlined in the table below, based on Kumar (2011):

Table 3.11. Types of Interviews: Key Features and Drawbacks

Type of Interview	Characteristics	Advantages	Disadvantages
Structured	A standardized set of questions, administered uniformly to all participants.	Ensures comparability of data; increases reliability; minimizes interviewer bias.	Limits depth; inhibits exploration of unexpected themes.
Semi-structured	A mix of predetermined questions with flexibility for probing and adapting to responses.	Balances structure with flexibility; allows deeper exploration; facilitates emergence of unexpected insights.	Data analysis is more complex and time-consuming.
Unstructured	Open-ended, flexible format; guided primarily by participants' responses.	Elicits rich, detailed narratives; captures complexity of experiences.	Difficult to categorize and compare data; risk of interviewer bias.

In conclusion, interviews serve as a crucial and adaptable method for collecting data in qualitative research settings, enabling researchers to explore the lived experiences, teaching methodologies, and fundamental beliefs of participants. Unlike structured quantitative methods, interviews provide rich, nuanced, and contextually relevant data that capture the intricacies of human behaviour and educational decisions. They are especially beneficial for examining subjective experiences, such as how educators understand and implement instructional strategies in actual classroom settings. Cohen, Manion, and Morrison (2018) contend that interviews enable participants, whether they are interviewers or interviewees, to express their viewpoints regarding their lived

experiences and to convey their interpretations of different situations from their unique perspectives (p. 506).

This interpretive dimension is of great significance in educational research, as it is essential to delve into teachers' thinking, reasoning, and choices, which cannot be captured through surface-level data alone. In relation to the present study, which focuses on examining EFL teachers' SBWI, interviews are a vital means of obtaining data that reveals both what teachers assert they do and their conceptualization of effective writing pedagogy. Through the analysis of reported teaching strategies and the actual experiences of first-year EFL students in writing instruction, this methodological framework offers crucial insights into the consistency or inconsistency between theoretical perspectives and their practical application. This plays a significant role in the ongoing conversation about writing instruction in EFL environments, especially in terms of the effectiveness of strategy-oriented methodologies. The following section, titled Writing Teachers' Semi-Structured Interview, offers a comprehensive description of the suggested framework, rationale, and purpose of this data collection instrument within the context of the research

3.9.3.1. Writing Teachers' Semi-Structured Interview

In this study, semi-structured interviews serve a vital function, allowing for an extensive investigation into the perceptions and teaching practices of EFL writing teachers. This data collection technique provides the necessary flexibility for the researcher to delve into new themes and ask follow-up questions, all while adhering to the main research objectives. This format fosters a concentrated yet conversational interaction that reveals detailed insights into SBWI, thereby connecting theoretical knowledge with practical implementation in the classroom.

The study will involve interviews with first-year EFL writing teachers to delve into several significant areas: their perceptions of writing instruction, the strategies they adopt, and the challenges they face within the classroom setting. These interviews will be complemented by data from surveys and classroom observations, yielding a comprehensive understanding of the pedagogical context. By gathering insights from teachers, the study aims to clarify the execution of strategy-based instruction and

address common difficulties in writing education. As Creswell (2014) emphasizes that interviews allow researchers to delve into the intricate nature of human experience, providing participants the opportunity to express their detailed perceptions, emotions, and interpretations thoroughly (p. 190), thus serving as an essential tool for analyzing the multifaceted nature of writing instruction.

The interview questions are structured to investigate multiple key facets of writing instruction, encompassing teachers' educational experiences, their teaching philosophies, assessment approaches, feedback practices, student challenges, and opportunities for professional advancement. By systematically analyzing these aspects, the study aims to highlight the strengths and limitations of prevailing practices. Emphasis will be placed on how educators utilize SBI, their perceptions of students' writing difficulties, and the collaborative efforts among EFL teachers within the same department to enhance writing skills (*see Appendix F*).

In addition, the semi-structured format offers a chance for teachers to assess their educational approaches and recommend improvements in writing pedagogy. Given the constraints of instructional time for writing courses, the interviews will delve into how teachers address these challenges and what adjustments they feel could elevate students' writing competence. The insights derived will enhance the understanding of the effectiveness of strategy-based writing instruction and provide useful recommendations for refining teaching practices.

Adopting a semi-structured interview format allows the study to collect data that is rich, adaptable, and reflective of the complexities inherent in writing instruction within the EFL context. The findings will serve to complement quantitative data and provide a foundation for evidence-based recommendations aimed at enhancing writing pedagogy. The flexibility of this interview approach will ensure that the study remains responsive to the evolving practices of educators and contributes meaningful insights to the domain of EFL education.

In summary, the implementation of semi-structured interviews in this research signifies a purposeful methodological decision aimed at revealing the complexities of EFL writing instruction from the viewpoint of first-year writing instructors. This

adaptable interview format is particularly appropriate for qualitative studies, as it facilitates a thorough investigation of participants' beliefs, teaching choices, and instructional realities (Cohen et al., 2018). It also permits the exploration of emerging themes and the customization of discussions based on the participant's experiences, thus enhancing the data (Merriam, 2009). As Patton (2015) emphasizes that interviews serve as a means for researchers to gather the participants' own expressions, thus enabling access to detailed, first-person narratives of their viewpoints and experiences (p. 14), a crucial aspect for comprehending how strategy-based instruction is understood and implemented across diverse classroom settings. Moreover, this investigation aims to identify how theoretical knowledge concerning writing strategies is either utilized or ignored in actual teaching practices, thus contributing to a more profound understanding of the pedagogical dynamics present in EFL contexts (Hyland, 2003; Kumaravadivelu, 2006). According to Patton (2015), interviews are essential in qualitative research as they permit participants to convey their perspectives and experiences in their own voices, thus delivering direct and meaningful insights into their comprehension of the world (p. 14), which makes them invaluable in the nuanced exploration of writing instruction. The perspectives gathered through this methodology are anticipated to enhance the analysis of classroom realities and to produce actionable recommendations for educational improvement. This will aid in forming a grounded perspective on how contextual obstacles shape pedagogical decisions. The insights gained will not only improve writing pedagogy in EFL environments but also yield practical guidance for teacher training.

In addition to the rich insights provided by the semi-structured interviews, the subsequent section presents the questionnaire as a quantitative tool designed to identify wider trends and viewpoints among EFL teachers and learners, thus broadening the scope and validity of the study's results.

3.9.4. Questionnaire

Data collection through questionnaires is widely accepted as one of the most effective and commonly employed techniques in the realms of social sciences and applied linguistics. They furnish researchers with both empirical and attitudinal

information, contributing to a holistic understanding of participants' perceptions. Whether applied in small or large research projects, questionnaires support the analysis of a wide spectrum of opinions, establishing them as a crucial asset in research.

In the field of applied linguistics, questionnaires serve as an effective tool for systematically gathering insights into participants' viewpoints and experiences. As stated by Brown (2001), a questionnaire is defined as a written instrument consisting of a series of questions or statements, which participants respond to either in their own words or by selecting from pre-established options (p. 6). This tool allows researchers to collect data in a systematic and effective way. A significant benefit of this tool is its adaptability, enabling participants to respond at their convenience, which may improve the precision and genuineness of their responses (Cohen et al., 2007).

In this research, which examines the SBI of EFL teachers in writing, the utilization of questionnaires proves to be particularly advantageous. They allow the researcher to obtain a thorough insight into teachers' views on the writing challenges encountered by first-year university students and the teaching strategies implemented to tackle these issues. The choice to include questionnaires in the research framework is founded on several significant benefits:

-  **Time Efficiency:** Questionnaires enable participants to submit their responses within a specified timeframe, rendering them a practical resource for educators with busy schedules.
-  **Scalability:** The capacity to gather data from a significant number of teachers and learners guarantees a wider representation and improves the applicability of the results.
-  **Anonymity:** The ability for participants to respond without revealing their identities fosters an environment where they can express genuine opinions about their experiences and instructional strategies without fear of bias or external impact.

To facilitate a thorough analysis, this study will implement three unique questionnaires. The first two will be given to first-year EFL students: one designed to collect biodata for demographic and contextual insights, and the other aimed at

understanding the difficulties learners face and the type of instruction they are receiving. These questionnaires will yield important insights into students' experiences, the challenges they encounter in writing, and their perceptions of SBWI. The following sections will elaborate on these two questionnaires. The third questionnaire will be directed at instructors of other modules within the same department. It will seek to gather their views on pedagogical practices, their perceptions regarding students' writing challenges, and the extent of collaboration between them and writing teachers. This survey will also be covered in a specific section in the following chapters.

By employing these instruments, this study's aim is to deliver in-depth understanding of the educational practices that are shaping EFL writing instruction in higher education institutions in Algeria

3.9.4.1. The Learners' Biodata Questionnaire

The Learners' Biodata Questionnaire is a vital resource for obtaining significant background and contextual information regarding participants, facilitating the researcher's ability to interpret results within a specific context. Mackey and Gass (2005) highlight that biodata comprises important demographic and educational aspects, including age, gender, primary language, length of prior EFL study, and previous learning experiences. This information is indispensable for developing a thorough profile of the participants, which is necessary for investigating patterns in their language learning and writing development.

Biodata questionnaires are highly regarded in applied linguistics research for their role in contextualizing the experiences of learners, which provides insights into the influence of these experiences on language acquisition (Dörnyei & Taguchi, 2010). This research highlights the importance of the biodata questionnaire in investigating how previous exposure to English instruction affects students' writing proficiency at the university level. The collection of demographic and background information through the questionnaire helps to uncover links between students' earlier educational experiences and their current writing skills.

Additionally, the biodata questionnaire plays a significant role in bolstering the reliability and validity of the research by offering vital information about participants, enabling future replication and comparative studies (Mackey & Gass, 2005). This essential data underpins the analysis of students' writing challenges and perceptions, which will be further investigated through additional questionnaires that focus on writing obstacles and instructional strategies.

The survey comprises both closed and open-ended questions, enabling the gathering of quantitative and qualitative data. Closed-ended questions support a comprehensive analysis of demographic patterns, whereas open-ended questions allow students to contemplate their individual learning experiences and share more profound insights regarding their perspectives on writing and previous teaching methods (Dörnyei, 2003). These reflective questions facilitate the collection of more nuanced data concerning students' views on writing instruction and their self-evaluated writing skills (*see Appendix C*).

In conclusion, the Learners' Biodata Questionnaire is vital for gathering important background information that contextualizes the writing challenges and educational experiences of students. By obtaining data on learners' demographics and previous educational backgrounds, the questionnaire facilitates a thorough understanding of the elements affecting writing skills. This essential information will be crucial for analyzing the results from other questionnaires in the research, especially those that address students' writing challenges and their views on writing instruction

3.9.4.2. The Learners' Questionnaire on Writing Difficulties and Perceptions of their Teacher's SBI

A questionnaire is a well-established tool for gathering data in the fields of social sciences and applied linguistics, as it effectively captures both factual and attitudinal responses from participants (Dörnyei & Taguchi, 2010). As stated by Brown (2001), a questionnaire is defined as a systematically organized written instrument that comprises a series of prompts, either in the form of questions or statements, where participants provide their responses by either composing their own answers or choosing from pre-established options (p. 6). Its organized structure guarantees

uniformity in responses, thereby enabling systematic comparison and analysis (Mackey & Gass, 2005). This study involved the creation of a quantitative questionnaire aimed at examining the perceptions of first-year EFL learners concerning their writing difficulties and their experiences with teachers' SBI (*see Appendix D*). This instrument facilitates the collection of learners' perspectives on the writing instruction they are receiving and helps identify the challenges they face in developing their academic writing skills. The structured design of the questionnaire provides a trustworthy framework for the consistent and replicable analysis of learner responses.

Recognizing learners' perceptions is fundamental for identifying gaps in instruction and assessing the level of SBI's implementation in writing pedagogy. Cohen et al. (2007) emphasize that numerical data derived from questionnaires can illustrate patterns in participants' feedback, providing valuable insights into critical trends. This questionnaire employs both closed-ended and scaled-response formats, which facilitate the gathering of quantifiable data while ensuring clarity and reliability in measuring students' experiences.

This study utilizes the Learners' Writing Perceptions & Difficulties Questionnaire in combination with the Learners' Biodata Questionnaire, collectively providing a comprehensive insight into the multiple factors that influence students' writing growth. The biodata questionnaire gathers important demographic and educational information, while the writing perceptions and difficulties questionnaire assesses learners' views on the writing challenges they encounter and their experiences with the teaching strategies implemented in their classes. The structured nature of the questionnaire minimizes researcher bias and enhances the consistency of responses, thereby ensuring a clearer depiction of learners' perceptions (Oppenheim, 1992). Crucially, this instrument is designed not for testing or evaluation, but to delve into the nature of students' writing experiences and their perception of SBI as a component of their educational process. Thus, it plays a vital role in fulfilling the exploratory goals of this study.

Focusing on students' perceptions of writing challenges and the effectiveness of SBI, this questionnaire is vital for identifying shortcomings in the present educational approach and emphasizing areas that require improvement. Its results will contribute to future proposals aimed at refining SBWI in EFL classrooms.

Following the presentations of the two instruments utilized with first-year EFL learners, the following section focuses on elaborating the questionnaire created for EFL instructors of other modules. This questionnaire seeks to investigate their views on students' writing challenges, their teaching methodologies, and the degree of interdisciplinary cooperation.

3.9.4.3. Questionnaire for EFL Teachers of other Academic Modules

This questionnaire is a vital part of the data collection process and will be distributed to EFL instructors from other modules within the English department. It acts as a supplementary instrument to the Learners' questionnaires including the Biodata Questionnaire and Questionnaire on Writing Difficulties and Perceptions of Their Teacher's SBI. The main aim of this questionnaire is to explore the views of EFL teachers from non-writing modules on students' writing challenges, the significance of writing in their subjects, and the extent to which their teaching methods incorporate writing pedagogy (see *Appendix E*). Given that writing is a key assessment method across various modules, it is essential to comprehend how non-writing educators perceive and integrate writing into their instruction for a comprehensive evaluation of writing education within the curriculum.

This survey targets 13 EFL teachers who are responsible for instructing modules apart from writing. The goal is to gather insights on the following aspects:

-  **Perceptions of Students' Writing Challenges:** Instructors' insights into the distinct writing obstacles their students experience, particularly concerning their proficiency in conveying content, structuring arguments, and implementing academic writing norms in diverse academic fields.
-  **Role of Writing in Evaluation:** An exploration of the methods employed by educators to utilize writing as a means of evaluating students' comprehension of

the subject matter taught. This includes the use of essays, reports, or written exams as a form of evaluation.

 **Connection between Writing Instruction and Teaching Practices:** Exploring teachers' interpretations of the relationship between writing instruction in writing-oriented modules and their own pedagogical approaches, particularly in relation to how they foster or assist writing skills within subject-specific contexts.

These goals are based on the recognition that writing extends beyond dedicated writing courses and is a fundamental skill applicable to all fields of study. Consequently, it is crucial to investigate how instructors of other modular courses approach writing skills in order to evaluate the comprehensive strategy for writing development at the university level.

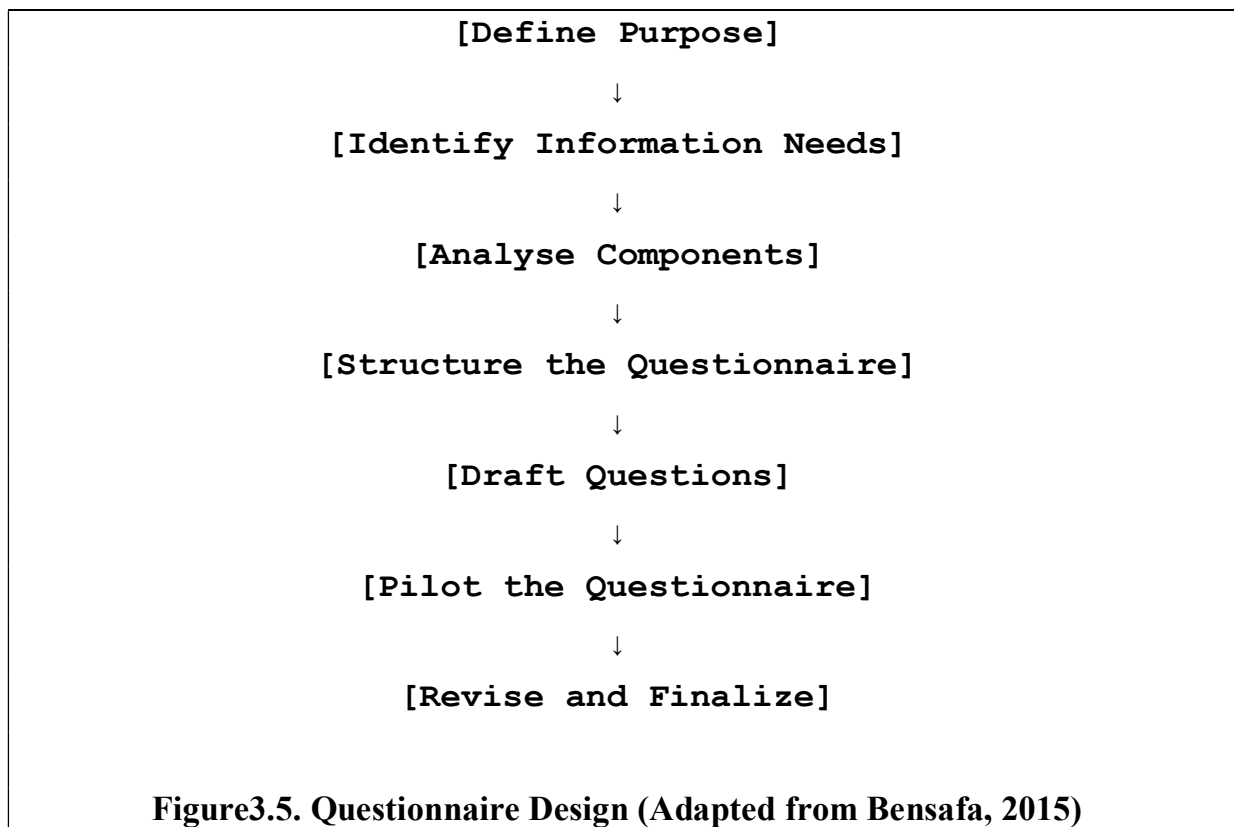
The questionnaire will consist of both closed-ended and open-ended questions to obtain a comprehensive range of responses. As stated by Brown (2009), the integration of various question formats enhances the richness and depth of the data, yielding both measurable trends and detailed qualitative insights. Moreover, Dörnyei (2007) points out that teachers' perceptions play a vital role in shaping instructional strategies, making this instrument crucial for understanding the perception and application of writing instruction in different modules.

The implementation of structured response formats is intended to enhance the efficiency of data collection and analysis. The questionnaire will be arranged to encompass the following:

- **Closed-Ended Questions:** These will feature Likert-scale items and yes/no questions, intended to quantify teachers' perspectives and attitudes towards writing instruction, the challenges encountered by students, and the function of writing in evaluation.
- **Open-Ended Questions:** These questions will stimulate respondents to articulate their opinions more fully and share detailed accounts of their experiences and expectations related to writing instruction.

Incorporating these two question types will allow the questionnaire to produce quantitative data suitable for statistical trend evaluation, alongside qualitative data that delivers more profound insights into the personal views and teaching practices of instructors.

To maintain the integrity and validity of the collected data, significant consideration will be given to the questionnaire's design and structure. The design process will involve various important steps, as represented in Figure 3.5 below, which outlines a detailed approach to the questionnaire design process, derived from Bensafa (2015).



The questionnaire design process involves several key steps, including establishing the purpose, identifying the information requirements, analysing the various components, structuring the questionnaire, drafting the questions, piloting the questionnaire, and revising it for final approval. These steps will be carried out in a systematic manner to ensure that the questionnaire effectively collects the necessary data while preserving clarity and relevance. The process will initiate with:

1. **Defining the Purpose:** The initial phase of the design process will focus on explicitly defining the goals of the questionnaire, ensuring they are in harmony with the broader research questions.
2. **Identifying Information Needs:** At this point, the precise data necessary to address the research inquiries will be determined, thereby refining the focus of the questions.
3. **Analysing Components:** The next phase will require breaking the questions into smaller, manageable sections, ensuring that they include all relevant dimensions of the research objectives.
4. **Structuring the Questionnaire:** The questionnaire will be structured into well-defined sections. Each section will concentrate on specific themes relevant to the research, such as the profiles of teachers, their perceptions regarding the importance of writing in their subjects, and the difficulties they experience in writing instruction.

An essential aspect of designing a questionnaire is to ensure a clear and well-structured layout, which promotes participant involvement and enhances comprehension. The questionnaire will be organized in the following manner:

-  **Introduction:** A short passage detailing the objectives of the study, assurances regarding confidentiality, and directions for completing the survey.
-  **Instructions:** Detailed directions on how to answer the questions, along with guidance on filling out checkboxes and rating scales.
-  **Questionnaire Sections:** The sections will be systematically organized, addressing topics such as demographic data, perspectives on writing education, and particular instructional challenges.

This questionnaire will be structured to gather the following categories of information:

-  **Attitudes:** Instructors' opinions regarding the relevance of writing skills in their respective disciplines and their belief in writing as an essential factor for students' academic success.

🎨 **Experiences:** Teachers' insights regarding their experiences in incorporating writing into their instruction, along with the challenges they encounter in assisting students to enhance their writing abilities.

🎨 **Expectations:** Teachers' beliefs about the scope of writing instruction relevant to their subject areas and the necessary improvements they identify to bolster students' writing capabilities.

The questionnaire will employ a range of question formats to collect this data, including:

- **Closed-Ended Questions:** These will generate quantifiable information, simplifying the process of recognizing broad patterns in teachers' beliefs and practices.
- **Multiple-Choice Questions:** These will provide a collection of predetermined responses, enabling educators to choose the most suitable answer based on their experiences.
- **Rating Scale Questions:** Instructors will be invited to rate the relevance of several components of writing, including clarity, structure, argumentation, and grammar.
- **Open-Ended Questions:** These will enable educators to offer comprehensive insights into their experiences, challenges, and recommendations for enhancing writing instruction

The clarity of expression in these queries will be essential, ensuring that every question is easily interpretable and free from specialized terminology.

❖ **Developing and Piloting the Questionnaire**

Conducting a pilot study is crucial for the success of the research project. This initial phase conserves time, effort, and resources while reducing the likelihood of failure. It enables the researcher to evaluate the suitability of the proposed methods and tools. As örnei (2007) emphasizes that the design and refinement of a questionnaire should adhere to a systematic and intentional methodology to guarantee its efficacy. A vital stage in this procedure is piloting, or field testing, which plays a significant role in confirming the reliability, practicality, and validity of the tool. In

this context, Sudman and Bradburn (1983) highlight the necessity of performing a pilot study, warning that commencing research without the ability to pre-test the questionnaire could endanger the integrity and success of the overall study.

A properly organized pilot study entails distributing the questionnaire to a limited number of participants to uncover possible challenges concerning item understanding and the overall process of administration. Oppenheim (1992) emphasizes the significance of a recursive process in the development of questionnaires, wherein items are created, evaluated, improved, and re-evaluated multiple times to guarantee their suitability for the intended research objectives. This iterative method is especially crucial for novice researchers, who may discover that implementing theoretical models in real-world research settings poses unexpected difficulties (Welman & Kruger, 1999)

Referring back to the current research, prior to distributing the questionnaire to the complete sample of 13 educators of other modular courses, a preliminary version will be evaluated with a select group of comparable participants. This pilot assessment will assist in pinpointing any potential problems related to the phrasing, organization, or clarity of the inquiries. Insights gathered from the pilot group will inform the revisions and finalization of the questionnaire. This iterative approach guarantees that the ultimate version is optimally designed to obtain the most precise and significant data.

The pilot study fulfils multiple significant roles:

- **Identifying Measurement Flaws:** It facilitates the detection of likely defects in measurement procedures.
- **Clarifying Ambiguities:** It is essential for identifying vague or ambiguous elements within the questionnaire.

The pilot phase is essential for confirming that the questionnaire thoroughly addresses the research inquiries. This stage facilitates the assessment of the clarity, readability, and understanding of the questions, enabling the researcher to rectify any mistakes or unclear elements. Additionally, it offers a chance to gauge the duration needed for participants to finish the questionnaire.

While developing the initial draft, the researcher utilized insights from multiple published needs analysis (NA) and course evaluation questionnaires, including those by Hutchinson and Waters (1987), Nunan (1992), and Brown (2001), among others. The researcher also reviewed guidelines on questionnaire design suggested by several scholars (Robson, 1993; Dörnyei, 2003; Cohen et al., 2007).

In January 2021, the researcher developed an initial questionnaire intended for the study's participants. This draft was first tested with two colleagues who have changed the university : one specializing in language studies and the other in sociolinguistics . Their feedback addressed various elements including design, appropriateness of items for NA purposes, phrasing, format, layout, length, and the estimated time for completion. The objective of this feedback was to enhance clarity and create a comfortable environment that encourages participants to share their thoughts openly. Utilizing their suggestions, the researcher made revisions to the questions, resulting in several changes. Certain items were identified as irrelevant and eliminated, while others were rephrased, clarified, and simplified, culminating in the nearly finalized versions of the questionnaires prepared for distribution.

From a methodological and scholarly perspective, the pilot study is essential to the research planning process. It aids in recognizing and resolving any ambiguities in the questions prior to administering the questionnaire in the main study.

In summary, despite the questionnaire being an effective and practical instrument for large-scale data collection, its inherent shortcomings such as the potential for bias in item creation and the danger of eliciting superficial answers highlight the need for integrating complementary qualitative methods (Mackey & Gass, 2005; Dörnyei, 2007). To address these limitations and enhance the validity of the results, this research adopts a convergent mixed-methods design. For that reason, data will be gathered through a combination of *classroom observations*, *document analysis*, and *semi-structured interviews with EFL writing instructors*. These qualitative techniques are supplemented by three structured questionnaires: (1) *the Learners' Biodata Questionnaire*, (2) *the Learners' Writing Perceptions and Difficulties Questionnaire*, and (3) *the Teachers of Other Modules' Questionnaire*. Each of these tools aims to

provide a thorough understanding of EFL writing instruction and the challenges faced by both students and educators. This multi-faceted approach is anticipated to enable a more detailed and triangulated investigation of the research issue within the context of Algerian universities.

❖ Selection of Research Instruments and Sources

The research instruments chosen for this study have been shaped by the need to investigate and reveal the realities of EFL writing instruction for first-year university students at Naama University. This exploratory study does not aim to test hypotheses or evaluate the effectiveness of any particular instructional method. Instead, it seeks to deliver a comprehensive insight into how EFL teachers utilize SBI in their writing classes, while also examining students' experiences, challenges, and engagement in the writing process.

To achieve a comprehensive examination of writing instruction, a blend of qualitative and descriptive methodologies has been utilized. These methodologies facilitate the observation of naturally occurring practices instead of enforcing predetermined assessment criteria. The research incorporates diverse data sources, including EFL writing instructors, non-writing educators, students, classroom observations, document analysis, and a review of pertinent literature. As Dörnyei (2007) elucidates that exploratory research aims to investigate and clarify topics that have been minimally examined, offering essential insights into phenomena prior to more systematic study (p. 164), and thus rendering it a suitable method for exploring the intricacies of writing instruction in this context.

Triangulation is facilitated by the integration of multiple data collection instruments, which ensures that the study reflects different aspects of EFL writing instruction. This methodological framework increases the trustworthiness and depth of the findings, allowing the researcher to scrutinize teaching practices from various perspectives without depending on a single data source. The rationale for each instrument is thoroughly discussed in the subsequent sections, while the table below summarizes the sources and instruments applied in this research.

Table 3.12. Summary of Data Sources and Research Instruments Used in the Study

Sources	Instruments Used
EFL Students	- Biodata Questionnaire - Learners' Questionnaire on Writing Difficulties and Perceptions of Their Teacher's SBI
Non-Writing Teachers	- Questionnaire aimed at exploring their views on the writing difficulties faced by students and the collaborative efforts with writing instructors.
Writing Teachers	Utilizing semi-structured interviews to examine their views and self-reported practices associated with SBWI
Document Analysis	- An analysis of educational resources such as lesson handouts, activities, syllabi, and lectures to determine their alignment with research-supported writing pedagogy and to highlight writing strategies.
Classroom Observations	- An analysis of writing instruction designed to capture the authentic classroom practices of educators, the utilization of writing strategies, and the engagement of students.
Relevant Literature	- Review of ELT, ESP, and Applied Linguistics literature to provide a theoretical foundation for the study

This study seeks to revealuncover, rather than assess, the current methods of EFL writing instruction utilized in first-year classrooms at Naama University through the use of these research tools. The gathered data will provide a basis for identifying gaps, challenges, and opportunities for enhancing instruction, thereby offering insights into the integration of writing strategies within EFL teaching.

As already stated, this research utilizes a convergent mixed-methods design, combining both quantitative and qualitative approaches to investigatethoroughly EFL writing instruction for first-year students at Naama University. The exploratory nature of this study aims not to evaluate a specific instructional model but to identify current teaching practices, challenges, and gaps in WSBI. By employing a mixed-methods approach, the research achieves a comprehensive understanding of the issue at hand, providing measurable insights through quantitative data while also delving into the realities of classroom practices and instructional materials via qualitative data. According to Tashakkori and Teddlie (2010), the mixed-methods approach enriches research findings by merging numerical analysis with qualitative insights, thereby enhancing the study's validity and reliability.

The study is directed by essential inquiries aimed at exploring the SBWI of EFL educators, recognizing the obstacles faced in the teaching and learning of writing skills, and assessing student views on writing instruction. Furthermore, the research aims to evaluate how well instructional materials align with evidence-based writing pedagogy and whether they prioritize writing strategies. To achieve these goals, a convergent mixed-methods approach has been employed, allowing for the separate collection of quantitative and qualitative data, which are then analysed concurrently to yield a thorough insight into EFL writing instruction.

The quantitative phase involves two distinct questionnaires. The first is distributed to 60 first-year EFL students to analyse their perceptions regarding writing challenges and the instructional methods they receive. The second questionnaire is aimed at 13 non-writing EFL teachers to evaluate their perspectives on students' writing competencies and the level of cooperation with writing educators. These instruments generate quantifiable data that enable the detection of trends and patterns in perceptions across both groups of participants.

The qualitative phase enhances the quantitative data by providing a more profound understanding of instructional practices. It includes semi-structured interviews with two writing instructors to investigate their views on SBI and their self-reported application of writing strategies. Furthermore, classroom observations are carried out to record actual teaching methods and confirm the alignment between teachers' reports (beliefs) and their implementations (practical use). Additionally, document analysis contributes to the research by reviewing instructional resources such as handouts, activities, and syllabi to evaluate their conformity with research-supported pedagogy and focus on writing strategies.

A collection of tools is employed to ensure a comprehensive methodological framework. Questionnaires produce structured numerical data from both students and non-writing teachers. Semi-structured interviews with writing teachers provide an opportunity to gather rich qualitative data. Observations are structured around checklists, which support systematic data collection of classroom practices. Document analysis critically evaluates the content and pedagogical direction of teaching

materials, offering further insights into how SBI is either facilitated or overlooked in these resources.

Quantitative responses will be analysed through descriptive statistics to uncover general trends in the perceptions of students and teachers. Qualitative data gathered from interviews, classroom observations, and document reviews will undergo thematic analysis, facilitating the discovery of common themes associated with teaching methods, obstacles, and writing strategies. The integration of findings from various sources will bolster the study's validity through triangulation, thereby improving the research's credibility and depth.

The anticipated results will provide a detailed insight into the existing practices of EFL writing instruction and the difficulties faced by educators and learners alike. It is expected that the outcomes will lead to actionable suggestions for improving writing instruction by utilizing strategy-based teaching methods. By amalgamating various data sources, the research intends to reflect both quantitative trends and the real-life experiences of those in the classroom, thereby delivering a well-rounded and contextually relevant analysis.

In summary, the comprehensive research design incorporates the study's research questions, methodology, data collection tools, and anticipated results into a well-organized framework. This strategy guarantees that the study methodically fulfils its objectives via a logical and thorough methodological approach. The diagram below depicts this design, outlining the instruments, techniques, and expected contributions from each data source.

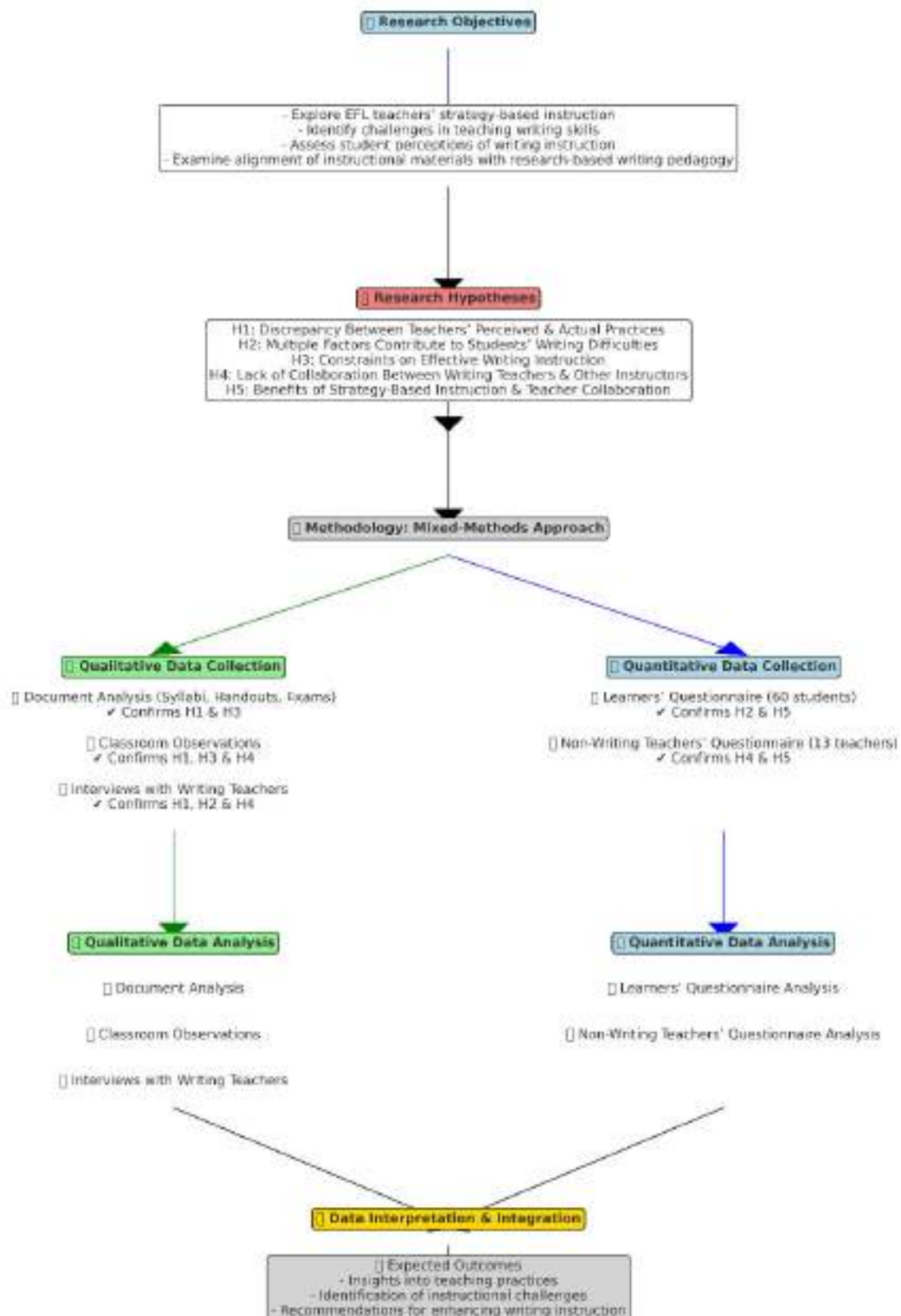


Figure 3.6. Convergent Mixed-Methods Design for Exploring EFL Teachers' SBWI

3.10. Ethical Considerations

In the course of this research, the investigator adhered to ethical standards to maintain the validity, reliability, and integrity of the results. As a faculty member in the English department at Naama University, where she instructs Master's students, the researcher had direct access to the research environment, enabling interaction with both students and EFL educators within the same department. This position provided a more profound insight into the institutional framework and teaching methodologies, while also requiring a cautious strategy to mitigate possible bias. To improve credibility, a lengthy engagement with the university and classroom settings was adopted, featuring numerous visits during the academic year to secure accurate and thorough data collection. According to Creswell and Poth (2018), prolonged engagement bolsters the credibility of qualitative research by cultivating trust, ensuring accurate data collection, and decreasing the likelihood of misinterpretation. The researcher's affiliation with the English department at Naama University provided access to classroom settings, allowing for direct observation of teaching methods and a more profound understanding of the realities of EFL writing instruction.

To enhance the credibility of the study, a collaborative methodology was implemented. The researcher worked closely with fellow educators to establish a supportive atmosphere for data collection, thereby promoting transparency and encouraging mutual respect among all participants. Ethical research requires a focus on the rights of participants, which includes informed consent, confidentiality, and the option for voluntary participation (Mackey & Gass, 2021). Consequently, participants were thoroughly informed on the study's objectives, the intended use of data, and their right to withdraw at any point without facing any negative consequences. Engaging in open dialogues with educators and students allowed for clarification of the research aims, thereby reinforcing ethical obligations and the autonomy of participants.

A fundamental methodological approach utilized in this research was triangulation, which contributed to the enhancement of the findings' validity. By employing a combination of data collection methods such as questionnaires, semi-structured interviews, classroom observations, and document analysis, the research ensured a

thorough investigation of EFL writing instruction. Denzin (2012) emphasizes that methodological triangulation reduces researcher bias, improves data reliability, and offers a more comprehensive view by incorporating various perspectives. For example, while teacher perceptions regarding writing strategy instruction were quantitatively evaluated through questionnaires, these findings were further examined qualitatively through interviews, allowing for a deeper understanding of the differences between reported practices and actual classroom instruction. Observational data added another layer of confirmation, capturing instructional behaviors that may not have been explicitly articulated in teachers' responses.

Moreover, the study's design featured a pilot study to enhance the data collection instruments, guaranteeing their clarity and pertinence. The process of piloting the questionnaires and interview queries played a vital role in uncovering ambiguities and evaluating the clarity of the survey items. According to Cohen et al. (2018), piloting contributes to the reliability of research tools by allowing researchers to identify and rectify issues before engaging in extensive data collection. A significant conclusion drawn from the pilot study highlighted the necessity for linguistic adjustments, especially the translation of particular items into Arabic to cater to the diverse language proficiencies of participants. Considering that language skills can greatly affect students' understanding and written outputs (Hyland, 2019), this modification was essential for gathering precise and relevant data. Insights gained from the pilot study prompted the revision, inclusion, or elimination of specific questions, thereby ensuring that the research tools accurately reflected the desired data while being accessible to every participant.

By following ethical and methodological guidelines, this research aimed to preserve integrity while acknowledging the rights and views of participants. These aspects were vital for producing trustworthy and valid findings, which in turn contributed to a more profound understanding of EFL writing instruction and its implications for teaching.

3.11. Conclusion

This chapter presents a detailed and organized overview of the research context and methodological framework. It starts by exploring the status and implementation of ELT in Algeria, with an emphasis on its development from the post-independence period to the present. This section provides vital insights into the growing role of English in the Algerian educational system and its current alignment with national language policy. By analyzing English instruction at all educational levels from primary education to higher education, the chapter establishes the broader context for the current study, thereby underscoring the relevance and urgency of addressing the specific challenges related to EFL writing instruction in Algeria.

Following this, focus was shifted to the instruction of writing skills within the Algerian educational framework. Significant insights were gathered concerning the methodologies employed at various educational levels, highlighting several systemic and pedagogical obstacles. A major issue identified is the noticeable disparity between the national curriculum policies and the practices observed in classrooms, particularly in relation to the implementation of strategy-based teaching. Although such approaches are acknowledged for their effectiveness in enhancing students' writing abilities, they are often either missing or applied inconsistently. This discrepancy is central to the current research, which aims to explore not only the formal conceptualization of writing instruction but also its practical application in actual classroom environments.

In order to investigate these matters, the researcher employs a convergent mixed-methods design that integrates both qualitative and quantitative methodologies. A case study approach has been selected to facilitate a thorough analysis of teaching practices at Naama University. The instruments for data collection were meticulously selected to enable triangulation and to provide a solid and comprehensive insight into EFL writing instruction. At this preliminary stage of the research, document analysis specifically of syllabi and official curricular documents has been prioritized to examine the positioning of writing instruction at both institutional and policy levels. This

foundational step is essential for recognizing the alignment or misalignment between educational policy and actual classroom practices.

In preparation for the upcoming stages of the research, a range of complementary data collection instruments have been outlined. These tools encompass classroom observations, which will offer insights into the real-time instructional methods employed by teachers; semi-structured interviews with writing instructors, designed to reveal their beliefs, perceptions, and teaching strategies; and structured questionnaires for first-year EFL university students and instructors of other subjects. The students' questionnaire includes a Biodata Questionnaire and an additional Questionnaire regarding their Perceptions of Writing Challenges and Teachers' Utilization of SBWI, while the teacher questionnaire will investigate how non-writing educators view the role of writing within their respective courses and the existence of interdisciplinary collaboration.

In conclusion, the chapter examined the sampling strategy along with the ethical considerations that support this research. The selection of participants was driven by the requirement for a diverse and representative array of perspectives, and ethical guidelines including informed consent, anonymity, and respect for the autonomy of participants were consistently upheld. These practices illustrate a commitment to conducting research with academic excellence and integrity.

The upcoming chapter marks a transition to the phase of data exploration and analysis in this research. It will commence with a thorough examination of official curricular documents, such as syllabi, handouts, and assessment tools pertinent to first-year EFL writing instruction. This analysis will concentrate on evaluating the theoretical foundations and practical organization of writing instruction within the institutional context. Special emphasis will be placed on determining whether strategy-based instruction is incorporated into these documents and if there is coherence with formal policy expectations. This phase is essential for shedding light on the ongoing disparity between formal policy directives and actual classroom practices, particularly in relation to the integration of strategy-based instruction. This disparity has

consistently been identified as a significant challenge in the literature concerning EFL writing instruction.

Following the analysis of the document, the chapter will proceed to evaluate data gathered from various research methods, such as classroom observations, interviews with writing instructors, and surveys conducted with both students and non-writing EFL educators. By integrating these varied data sources, the chapter will present a thorough understanding of the instructional dynamics, stakeholder perspectives, and contextual elements influencing EFL writing instruction at the university level. The insights obtained from these analyses will establish a solid basis for interpreting the study's findings in relation to the research questions and hypotheses. Ultimately, this chapter will aid in developing pedagogical recommendations designed to improve writing instruction through a more strategy-focused approach.

CHAPTER FOUR
Data Analysis, Discussion
And Interpretation

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION, AND INTERPRETATION

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4.4. Discussion of the Main Results in Relation to Research Questions and Hypotheses

4.5. Implications and Recommendations

4.6. Conclusion

4.1. Introduction

This chapter presents an in-depth analysis and interpretation of the data obtained during the study, which seeks to evaluate the effectiveness of SBWI in first-year EFL classroom at Naama University. The research adopts a convergent mixed-methods approach, drawing on data collected from diverse sources such as questionnaires, semi-structured interviews, classroom observations, and document analysis. By integrating both quantitative and qualitative data, the study provides a comprehensive examination of the research questions, delivering a multifaceted view of instructional practices, teachers' perspectives, and students' experiences regarding writing instruction.

This chapter begins by delineating the methodologies employed for data analysis, highlighting the processing of both quantitative and qualitative data. The initial section elaborates on the focus shifts to the qualitative data gathered from semi-structured interviews with writing instructors, which facilitates a more profound comprehension of their opinions regarding SBI and their real classroom practices. Furthermore, the analysis of documents and classroom observation data aims to identify the instructional strategies utilized in practice and to assess the degree of alignment (or misalignment) between the teachers' stated beliefs and their actual teaching methods. Subsequently, the examination of questionnaire responses from EFL teachers and first-year students, offering valuable insights into their perspectives on writing instruction, the effectiveness of teaching methods, and the challenges encountered.

By employing a blend of quantitative and qualitative approaches, this chapter provides a detailed interpretation of the findings. The quantitative data offers concrete evidence of observable trends, while the qualitative data deepens the understanding by investigating the fundamental reasons and experiences that influence these trends. This comprehensive methodology highlights the present condition of writing instruction at Naama University, the level of SBI implementation, and the difficulties faced by both instructors and students.

The concluding section presents a synthesis of the findings, which are examined in the context of the research questions and hypotheses. This analysis aims to assess the

consistency between the instructional strategies articulated by the teachers and their actual applications, in addition to evaluating how these instructional methods influence students' writing abilities. The outcomes are subsequently utilized to formulate conclusions about the efficacy of SBWI and to pinpoint critical areas for enhancement, thereby laying the groundwork for the recommendations that will be detailed in the subsequent chapter.

4.2. Data Analysis Methods

Within the context of research methodology, data analysis is defined as the organized process of transforming collected data into significant findings. Different strategies can be applied for needs analysis, as indicated by West (1994), Dudley-Evans, T., & St John, M. J. (1998). After the data collection stage is finalized, it is imperative for researchers to become well versed in relevant data analysis methods to ensure a thorough and critical evaluation of the information gathered.

In this research, an exploratory case study approach is utilized within a convergent mixed-methods design to investigate the SBWI of EFL teachers for first-year university students. The exploratory nature of the study permits an in-depth exploration of teaching practices without the constraints of a predetermined model or hypothesis. The research seeks to understand the structure, perception, and implementation of writing instruction by examining various data sources.

Therefore, a convergent mixed-methods design is utilized, which involves the simultaneous collection of qualitative and quantitative data, followed by separate analysis and subsequent integration during the interpretation stage. This methodology enhances the research by facilitating the emergence of diverse perspectives, thereby providing a thorough examination of the phenomenon (Creswell & Plano Clark, 2018). Dörnyei (2007, p.164) emphasizes that mixed-methods research can deepen understanding by depicting, clarifying, and expanding on particular elements of a phenomenon, aligning with the exploratory goals of this study.

Due to the unique features of qualitative and quantitative data, their analyses are performed separately prior to integration. The framework of the study includes the following analytical elements:

Qualitative Data Analysis: It investigates findings that are represented thematically from:

-  **Document Analysis:** Investigating the syllabus, educational handouts, and examinations for their alignment with SBWI. (See Appendices A, B, H, I, J and K).
-  **Classroom Observations:** Investigating the practical application of writing strategies by writing teachers in their classroom (see Appendix G)
-  **Interviews with Writing Teachers:** Exploring the perceptions of writing teachers 'concerning writing instruction and the application of SBWI (see appendix (see appendix F)

Quantitative Data Analysis: it assesses numerical data gathered from the following research tools:

-  **Questionnaire for EFL Teachers of other academic modules (Non-Writing teachers):** it aims to identify trends in the writing challenges that students face in their courses and to evaluate their collaboration with writing instructors. It collects insights into the writing difficulties encountered by students across various modules and investigates teachers' awareness of writing instruction, aiming to enhance interdisciplinary collaboration and overall writing support. (*see appendix E*)
-  **Questionnaire for First-Year EFL Learners:** it seeks to understand students' perceptions of their writing experiences and the writing instruction they receive. It emphasizes identifying the challenges they encounter in writing tasks, the strategies they adopt, and their views on the effectiveness of the writing instruction they have received. (*see appendices C and D*)

By incorporating these findings into the discussion phase, the study presents a thorough overview of writing instruction, highlighting any disparities found between teaching perceptions, instructional practices, and student experiences. Since the research is exploratory, its purpose is not to establish causal relationships but to generate insights that can contribute to future pedagogical enhancements.

4.2.1. Qualitative Data Analysis

Qualitative data analysis provides a detailed insight into the experiences of writing teachers, their instructional practices, and the nuanced aspects of SBWI. This section summarizes the analysis carried out on interview data from writing educators, along with observational data from their writing instruction sessions.

4.2.1.1. Document Analysis

The analysis of documents is conducted to enhance the information obtained from the questionnaires, concentrating on syllabi, instructional materials, and evaluation documents pertinent to writing instruction. The objective of this analysis is to uncover patterns in teaching methodologies, instructional emphases, and the significance of writing instruction within the overall curriculum. The results derived from this document analysis will be systematically categorized, offering a basis for evaluating the coherence between instructional documents and the self-reported practices of educators.

4.2.1.2. Classroom Observation

Classroom Observations were performed to compare teachers' actual teaching with the instructional practices described by writing teachers in interviews immediately. The data collected from these observations will be analysed qualitatively to identify various teaching strategies, levels of student engagement, and the implementation of writing strategies in practice. A coding system will be utilized to classify the observed behaviours, which will then be analysed for consistency with the instructional methods reported by the teachers.

4.2.1.3. Writing Teachers Interview

The semi-structured interviews carried out with writing instructors sought to investigate their views on SBI, the difficulties they face in applying writing strategies, and their genuine classroom experiences. These interviews are crucial for analysing both the theoretical insights and practical applications of EFL writing educators, offering significant understanding of the gap between stated teaching strategies and actual classroom practices (Braun & Clarke, 2006).

The thematic analysis of the interview data utilizes the six-phase framework outlined by Braun and Clarke (2006). This approach was selected for its flexibility and its effectiveness in capturing detailed accounts of participants' experiences and educational beliefs. The analysis began with familiarization, during which the interview transcripts were read multiple times to ensure a comprehensive understanding of the data. Key units of meaning were then manually coded, resulting in themes such as "sentence-level focus," 'lecturing as the primary instructional method,' 'lack of clarity in the syllabus,' and 'inconsistency between theory and practice' identified across the two interviews. These codes were then organized into broader themes to reveal recurring patterns.

After identifying the themes, each was assessed for internal consistency and external differentiation, guaranteeing clarity in their definitions and titles. The ultimate thematic outcomes were structured to highlight both similarities and differences among the instructors. This analytical approach facilitated an exploration of the alignment (or lack thereof) between the educators' expressed pedagogical beliefs and their actual teaching practices.

The analysis focuses on the gap between theoretical knowledge and practical application, addressing a key issue of the study: the inconsistency between the strategies that writing instructors report and their implementation in the classroom. This gap is a prominent concern in educational literature (Graham & Perin, 2007), and understanding it is essential for assessing the effectiveness of SBI in EFL environments. Thus, the study contributes to a deeper understanding of how theoretical concepts of SBI are integrated into teaching practices and the challenges that limit their successful implementation.

4.2.2. Quantitative Data Analysis

Dörnyei (2007) outlines quantitative research as a systematic approach that relies on quantifiable data to create and assess hypotheses. This method involves the establishment of well-defined variables and models at the beginning of the research, which is essential for achieving objective measurement and analysis. Quantitative data analysis focuses on the scrutiny of numerical data obtained from questionnaires given

to students and non-writing instructors. The primary goal is to quantify the frequency and distribution of the responses, which yields statistical insights into the views and experiences of both learners and teachers related to SBWI.

4.2.2.1. Learners Questionnaire

The focus of the learners' questionnaire was to assess students' perceptions of their writing skills, the effectiveness of the instructional approaches, and the challenges they encounter in writing tasks. The data gathered from this questionnaire will undergo analysis through descriptive statistics, including percentages, to provide an overview of the learners' perspectives on their writing instruction. The findings will pinpoint significant areas of difficulty; particularly those associated with SBWI. Therefore, they will offer insights into students' perceptions of the effectiveness of the current teaching practices.

4.2.2.2. EFL Teachers of other Academic Modules Questionnaire

This questionnaire was distributed to instructors of various modules (EFL Teachers of other Academic Modules) excluding writing, to obtain information about their understanding of EFL writing instruction and their perceptions of students' writing abilities. The data will be analysed through descriptive statistics, including percentages, to examine any correlations between the views of non-writing teachers and their perceptions of students' writing challenges. It will also offer insights into the extent of collaboration, or the absence of such collaboration, between writing teachers and instructors of other modules.

4.2.3. Qualitative and Quantitative Data Integration

The investigator adopts a convergent mixed-methods approach to examine SBWI for first-year EFL students at Naama University. By merging quantitative and qualitative data, the research aspires to offer an in-depth understanding of instructional methods, reflecting both statistical trends and contextual details.

Multiple sources are utilized to triangulate data, including questionnaires from learners and non-writing educators, document analysis, teacher interviews, and classroom observations, which ensures a thorough and credible analysis. In accordance with Creswell and Plano Clark (2018), the convergent design involves the

simultaneous gathering of data, independent analysis, and later integration to identify either converging or diverging findings.

Although quantitative data sheds light on the patterns of writing difficulties among students and the instructional strategies applied, qualitative data facilitates a more comprehensive understanding of the underlying factors that shape these trends, particularly regarding teachers' instructional approaches, their perceptions, and the practical application of writing strategies in the classroom.

By connecting statistical data to actual classroom practices, this methodological approach enriches the study's conclusions, presenting a well-rounded view of the complexities associated with SBWI. The fusion of numerical analysis with in-depth descriptive insights enables a more sophisticated interpretation of how writing instruction is perceived, implemented, and experienced in the context of higher education.

4.3. Data Analysis and Interpretation

This section describes the procedure for analysing and interpreting the data collected to investigate the instructional strategies employed in EFL writing classrooms for first-year EFL students. The analysis is conducted in a systematic manner, starting with the review of qualitative evaluations of interview responses, classroom observations, and document analyses, which aim to offer a more nuanced understanding of teaching practices and curriculum design. This qualitative analysis is supplemented by quantitative data obtained from questionnaires filled out by learners and non-writing teachers to identify common patterns and trends in writing challenges. The study employs data coding and thematic analysis to organize qualitative findings, ensuring they are consistent with the research objectives. By integrating diverse data sources, the analysis provides a thorough understanding of instructional practices, teacher viewpoints, and student experiences, ultimately resulting in evidence-based recommendations for the improvement of writing instruction at Naama University.

4.3.1. Document Analysis: The Syllabus, Handouts, and Exams in First-Year EFL Writing Instruction

Writing instruction in EFL settings is designed to equip students with the skills necessary for producing coherent, structured, and clearly articulated texts. However, many instructional practices tend to focus on sentence-level accuracy, grammatical correctness, and the mechanical components of writing, rather than on developing writing fluency and a process-oriented approach to composition (Hyland, 2003). In this context, the analysis of documents is essential for evaluating the instructional materials utilized in EFL writing courses. It provides important insights into the methods of teaching writing skills and assesses their alignment with the theoretical foundations of effective writing instruction. By scrutinizing course syllabi, lesson plans, and various teaching resources, document analysis uncovers whether the course structure and content prioritize the cultivation of essential writing strategies, the incorporation of reading comprehension, and a comprehensive approach to writing instruction. This method aids in identifying the discrepancies between the curriculum's intentions and the actual teaching practices carried out in the classroom.

4.3.1.1. Analysis

To evaluate the extent to which WSBI is utilized in first-year EFL writing classes, this document analysis scrutinizes the following materials:

-  **The first-year WCE syllabus (see Appendix B)**
-  **Teacher A's instructional handouts(see Appendix H)**
-  **Teacher B's instructional handouts (see Appendix I)**
-  **Teacher A and Teacher B's exams (Appendix J)**
-  **Exam questions in other Academic Modules (see appendix K)**

The analysis investigates the extent to which these instructional materials facilitate or hinder the enhancement of students' writing abilities, followed by a discussion of the wider implications and an assessment of whether the results correspond with ***H1: The Discrepancy between Teachers' Perceived and Actual Writing Instruction.***

1. The Syllabus: Stated Goals vs. Actual Instructional Approach

A syllabus functions as a comprehensive guide that organizes the content of teaching, the methods of instruction, and the means of assessment. Richards (1992), Nunan (1998), and Harmer (2001) assert that a successful syllabus must create a harmonious relationship between educational aims, classroom practices, and evaluation criteria. It provides a structure for lesson organization, ensuring that the sequence of instruction is logical and that the various components of the course such as methodologies, strategies, and tasks are tailored to the learners' requirements and proficiency levels (Yalden, 1987). Furthermore, Hutchinson and Waters (1987) describe the syllabus as “a statement of what is to be learned,” underlining its significance in establishing linguistic and performance goals.

The determination of suitable teaching methods is significantly affected by teachers' cognition, beliefs, and knowledge, which can differ widely among educators (Richards & Lockhart, 1995, p. 98). Similarly, Richards (1990, p. 13) emphasizes that the roles of teachers directly influence their decisions regarding instructional strategies, materials, tasks, techniques, and assessment methods. In the Algerian university setting, EFL teachers in general and writing instructors in particular are tasked with designing their own courses, selecting the most effective approaches for the academic modules they are in charge of for their instruction, classroom interaction, and instructional materials. However, their choices are often limited by various institutional and pedagogical constraints, such as large class sizes, restricted instructional time, and varying levels of student readiness. Moreover, teachers' perceptions of writing instruction whether being consciously acknowledged or implicitly guided their practices are crucial in shaping their instructional approaches.

The syllabus for Written Comprehension and Expression in the first year level (*Appendix F*) is designed to enhance students' reading and writing abilities while equipping them with fundamental writing skills necessary for producing accurate written language. Its primary components consist of the following:

 **Word Classes (Parts of Speech)**

 **Sentence Patterns and Types**

 Levels of Sentence Structure
 Punctuation Rules
 Paragraph Writing (Types of Paragraphs)
 Writing a CV and a Dialogue

Initially, the syllabus gives the impression of addressing crucial writing elements. However, a thorough analysis indicates that it lacks a coherent framework for writing instruction beyond the sentence level and does not incorporate SBW techniques.

❖ **Divergences between the Stated Goals and Actual Application**

While the syllabus defines broad objectives for the advancement of writing skills, it does not offer a comprehensive methodology to support students in the writing process. Critical elements such as pre-writing strategies, organization, drafting, revising, and self-editing are absent. The syllabus instead emphasizes sentence structure and grammatical accuracy, which aligns more with traditional product-oriented writing practices rather than a process-based instructional approach (Hyland, 2003).

The subsequent table depicts the relationship between the goals specified in the writing syllabus and how these goals are effectively integrated into the teaching materials.

Table 4.1. Alignment of Syllabus Goals and Teaching Materials

Syllabus Stated Goals	Actual Implementation in Teaching Materials
Improve proficiency in reading and writing.	There is an absence of explicit integration between reading and writing , as the writing instruction is centered around grammar .
Support students in crafting precise written language.	The emphasis is placed on grammatical accuracy instead of the advancement of idea development
Writing cover paragraphs and examining different categories of text	The introduction to paragraph writing, but it lacks instruction on how to approach it as a process.
Equip students with the skills necessary for academic writing.	The importance of essay structure, coherence, and organization is not being highlighted.

The preceding table demonstrates that while the syllabus outlines a general framework for writing instruction, it does not offer a consistent methodology for enhancing students' writing skills through process-oriented teaching. Additionally,

within the Algerian university setting, there is no cohesive syllabus among writing instructors, resulting in diverse instructional methods. This inconsistency affects the development and evaluation of writing proficiency, as each educator tailors their courses according to their own pedagogical beliefs, the resources at their disposal, and the limitations imposed by their institutions.

In the subsequent section, an analysis of the handouts from Teacher “A” and Teacher “B” will be conducted, focusing on their instructional priorities and how effectively they contribute to the development of students' writing skills.

2. Teachers A & B’s Handouts: Stress on Grammar over Writing Strategies

❖ Shared Features in Teacher A and Teacher B’s Handouts

The use of handouts is crucial for supporting the learning process in the classroom. However, a review of the handouts from Teacher A and Teacher B shows that they largely concentrate on sentence-level mechanics rather than on strategies for writing instruction.

✓Instruction Emphasizing Grammar: The provided materials highlight sentence classification, clause recognition, punctuation exercises, and word-level tasks, while offering scant attention to the development of paragraphs or the fluency of writing.

✓Lack of Writing Process Instruction: Structured guidance on brainstorming, outlining, drafting, and revising is absent, despite these being critical aspects of process-oriented writing instruction (Flower & Hayes, 1981).

✓No Integration of Reading and Writing: Studies indicate that reading comprehension plays a crucial role in developing writing skills (Carson, 1993); however, the handouts fail to include writing assignments that are based on reading, such as summarization, synthesis, or comprehension questions related to a reading text.

❖ Differences between Teacher A and Teacher B’s Handouts

The instructional materials from Teacher A and Teacher B reveal clear differences in their strategies for teaching writing, particularly in their focus on sentence structure, paragraph development, and the application of writing techniques. While both

instructors place a strong emphasis on grammar and sentence-level practice, their handouts differ in the depth of coverage regarding paragraph writing and techniques for sentence expansion. The subsequent table presents a comparative summary of the essential differences between the handouts of Teacher A and Teacher B, highlighting their individual strengths and limitations in enhancing students' writing abilities.

Table 4.2. Comparative Analysis of the Handouts Provided by Teacher A and Teacher B

Aspect	Teacher A's Handouts	Teacher B's Handouts
Sentence-Level Focus	A significant focus is placed on classifying sentences, identifying clauses, and conducting grammar exercises	The emphasis remains similar, yet it also incorporates the expansion of sentences and the use of subordination.
Paragraph Writing	Missing: There is an absence of systematic instructions for creating well-structured paragraphs..	It presents the concept of paragraph structure; however, it does not provide clear guidance on the processes of drafting and revising.
Writing Strategy Instruction	Missing: There are no strategies for brainstorming, outlining, or revising provided.	Students are not provided with support in the areas of pre-writing and revision.

The preceding table highlights the contrasting methods employed by Teacher A and Teacher B in their writing instruction, although both strategies exhibit similar shortcomings. This disparity in instructional design is similarly reflected in their assessment methods. The subsequent section will explore how the exams administered by Teacher A and Teacher B measure students' writing skills, particularly focusing on the relationship between grammar assessment and the development of writing.

3. Exam Analysis: Assessment of Grammar and Writing at Sentence Level rather Than Writing Development

❖ Nature of the Exam Questions

The analysis of **Teacher A and Teacher B's exams (refer to Appendix I)** shows that the assessment is predominantly centered on grammatical correctness and writing at sentence level, rather than on assessing students' proficiency in producing coherent and well-structured written pieces. The questions are mainly structured as multiple-choice and identification tasks, which evaluate students' abilities to categorize sentences and recognize grammatical elements, rather than encouraging them to

develop comprehensive, structured responses. Additionally, the sentence transformation exercises focus on sentence-level adjustments by testing students' skills in altering grammatical structures, but they do not require the creation of meaningful, cohesive texts. Significantly, the absence of extended writing tasks means that students are not provided with opportunities to engage in pre-writing activities, organize their ideas, enhance coherence, or revise their work. The following table highlights the main features of the exam design and its limitations in supporting writing development.

Table 4.3. Exam Structure and Limitations in Assessing Writing Development

Assessment Focus	Teacher A's Exam	Teacher B's Exam
Grammar Knowledge	Recognizing verbs, adverbs, conjunctions, sentence structures, and providing appropriate punctuation.	Recognizing sentence structure, identifying clauses, and providing appropriate punctuation.
Sentence Classification	Identification of simple, compound, complex, and compound-complex sentences.	Similar focus, with additional sentence expansion activities.
Paragraph Writing	It is Absent.	Mentioned but not further developed into writing strategy-oriented tasks.
Process Writing	No drafting, revising, or editing tasks.	No process-oriented writing tasks.

As shown in the previous table, the exams prioritize instruction at the sentence level, focusing on grammatical correctness and structural identification instead of assessing students' capabilities to produce coherent and well-organized written works. This concentration on the mechanical aspects of writing limits students' opportunities for idea development, organization, and revision, thereby reinforcing a fragmented approach to writing instruction.

4.3.1.2. Discussion of Findings from Documents Analysis

The analysis of the document supports **H1: The Discrepancy between Teachers' Perceived and Actual Writing Instruction.** It reveals that although the syllabus, handouts, and exams recognize the significance of writing proficiency, they do not effectively incorporate SBWI. The teaching approach predominantly emphasizes sentence-level accuracy, grammatical correctness, and mechanical exercises, while offering minimal focus on pre-writing, organization, drafting, revising, or self-editing.

This disconnect between the intended instructional goals and the actual materials used indicates that writing is treated more as a final product than as a developmental process, potentially impeding students' growth as independent writers (Hyland, 2003).

The table below presents a summary of the essential findings derived from the document analysis and their significance to H1:

Table 4.4. Key Findings from Document Analysis Relevant to Hypothesis 1 (H1)

Key Finding	How It Confirms H1
The syllabus lacks structured writing strategies.	Teachers may recognize the importance of writing strategies but do not implement them effectively.
Handouts emphasize grammar, sentence level writing rather than process writing.	Writing strategies are not applied in practice despite their recognized importance.
Exams assess use of writing conventions, sentence types identification rather than extended writing skills.	Reinforces sentence-based assessment over holistic writing competence.

The lack of a standardized syllabus among university instructors leads to a variety of teaching styles, resulting in inconsistencies in writing instruction and assessment criteria. This disparity, as indicated by the document analysis, may encourage students to focus more on memorization instead of applying writing techniques, which further complicates their ability to transfer writing skills to different academic contexts.

The examination of the document shows also that the instructional materials and assessments place a greater emphasis on grammatical precision, sentence level writing rather than on process-oriented writing strategies. This tendency supports a product-driven instructional model instead of encouraging writing as a recursive process. The syllabus does outline general aims for writing development; however, without a defined methodology, the instruction remains focused on form rather than on the writing process. Although paragraph writing is addressed in certain instructional resources, it is not paired with clear SBI, resulting in limited opportunities for students to engage in guided writing practice, self-monitoring, and revision techniques.

Moreover, the omission of process-based writing instruction in the syllabus, handouts, and exams reflects broader issues identified in H2 (Factors Contributing to Students' Writing Difficulties) and H3 (Constraints on Effective Writing Instruction).

The focus on lecture-centric grammar instruction and sentence-level tasks, as demonstrated in the examined materials, diminishes students' opportunities for significant writing practice and constructive feedback, thereby affecting their development of effective writing skills.

Overall, document analysis reveals that the EFL writing instruction at Naama University is not in accordance with SBWI as recommended by research on effective writing pedagogy (Byrne, 1988; Hedge, 2005). The focus of the instructional documents is primarily on linguistic accuracy, rather than fostering a process-oriented approach to writing, which may hinder students' performance in academic writing tasks. To address these deficiencies, a comprehensive review of the syllabus, instructional materials, and assessment methods is necessary to promote a more integrated approach to SBWI in first-year University writing courses.

4.3.2. Analysis of the Classroom Observations

Following established best practices in mixed-method exploratory research, each research instrument is strategically employed to affirm particular research questions or hypotheses. This investigation employs classroom observation to explore the authentic instructional behaviours of first-year EFL writing instructors within their natural teaching settings, thus allowing for the validation of a range of hypotheses and research questions concerning the instructors' true instructional strategies instead of their self-reported perceptions.

Observation plays a crucial role in identifying teaching behaviours that may not be fully revealed through self-reported methods such as interviews or questionnaires. As highlighted by Ary et al. (2019), observational data provides rich, contextual, and direct evidence regarding classroom dynamics and teacher-student interactions, which aids in validating or scrutinizing assumptions about teaching practices. This study utilizes classroom observation to verify the consistency or discrepancies between teachers' stated practices (as expressed in their interviews) and their actual behaviours in the writing classroom, especially concerning SBWI.

Classroom observations took place over two semesters during the academic year 2021-2022, covering a total of eight sessions: three in the first semester and five in the

second. Observations were conducted on two first-year writing instructors classes at Salhi Ahmed University Centre in Naama (referred to as Teacher A and Teacher B), each teaching two groups. The objective was to record the actual teaching methods employed and evaluate the degree of implementation of SBWI (*see Appendix G*).

One of the key hypotheses explored via classroom observation is:

- H1: It is hypothesized that EFL writing teachers recognize the importance of SBWI, but they may not effectively incorporate it into their actual teaching practices.

Observation sessions play a crucial role in determining the validity of this hypothesis. They involve the direct documentation of teachers' methods during writing lessons, including the types of activities employed, the degree of interaction, the use of scaffolding, the implementation of modelling strategies, and the application of process-oriented approaches. These observable practices will later be compared with the beliefs expressed by teachers in interviews and the responses from learners' questionnaires in the discussion of the main results section. This method allows the researcher to record the degree to which EFL writing instructors apply SBI and follow the process approach to writing. This type of observational data is crucial for investigating the possible discrepancy between the theoretical orientations expressed by teachers and their actual teaching practices in the classroom (Graham & Perin, 2007).

4.3.2.1. Comparative Analysis of the Instructional Practices

While both educators exhibited a common focus on instruction at the sentence level, notable differences emerged in their methods of delivery and theoretical perspectives. The subsequent subsections provide a comparative analysis of the instructional strategies employed by each teacher.

Instructional Practices of Teacher A

Teacher A's teaching approach was predominantly mechanical, emphasizing aspects such as sentence structure, various sentence types, punctuation, and capitalization (*see Appendix H*). Classroom activities were restricted to exercises aimed at expanding sentences, lacking opportunities for students to create complete

paragraphs or participate in more extensive writing assignments. There was an absence of direct instruction in crucial stages of the writing process, including pre-writing, planning, drafting, and revising. The instruction mainly consisted of:

- Drilling sentence structures (subject-verb agreement, tenses, and clause types).
- Identifying and classifying sentence types (simple, compound, complex, and compound-complex).
- Expanding sentences using conjunctions, modifiers, and embedded clauses.
- Teaching punctuation and mechanics with a primary focus on correctness rather than meaning making.

A notable deficiency in Teacher A's methodology was the lack of reading comprehension activities to serve as a foundation for writing. The incorporation of reading into writing instruction is well-established as a beneficial strategy for enhancing text cohesion, organization, and vocabulary (Hirvela, 2004). Nevertheless, reading resources were entirely absent, which perpetuated a disjointed and isolated approach to writing instruction.

Furthermore, Teacher A's instructional approach was predominantly centered around the teacher, resulting in students taking on a passive role. There was an absence of collaborative activities, brainstorming sessions, or organized opportunities for students to engage actively in the writing process. This observation is consistent with earlier research indicating that EFL writing instruction frequently prioritizes grammar, overlooking the necessity for a structured development of writing as a skill. According to Hyland (2003), EFL writing instruction tends to focus heavily on grammatical correctness and sentence structure, which may impede learners' development in organizing and articulating their ideas effectively. While this method reinforced grammatical precision, it did not involve students in meaningful writing beyond the sentence level. The emphasis on drills and sentence expansion exercises failed to prepare students to create coherent, extended texts. This approach is problematic, as writing competence involves more than just grammatical correctness. Studies by Raimes (1983) and Badger & White (2000) indicate that concentrating solely on sentence-level instruction hinders students' ability to create structured and coherent

written discourse. Moreover, Graham & Harris (2018) highlight that effective writing instruction should include explicit strategy training and promote active engagement from students, rather than a passive reception of grammatical concepts.

Instructional Practices of Teacher B

Unlike Teacher A, Teacher B offered a somewhat more extensive instructional framework by including theoretical discussions on writing process (*see Appendix I*). Lessons covered concepts such as paragraph organization, coherence, and the significance of revision. However, these discussions remained largely abstract, as students were not given structured opportunities to apply these principles. Although Teacher B acknowledged the importance of viewing writing as a process, this awareness did not translate into actionable practices. Although writing strategies such as outlining, drafting, and revising were mentioned, they were not actively practiced, resulting in a lack of practical support for students to enhance their writing abilities.

Teacher B, much like Teacher A, neglected to integrate reading comprehension within writing instruction. This oversight resulted in students lacking the opportunity to analyse, deconstruct, and replicate high-quality written texts due to insufficient exposure to model examples. Moreover, Teacher B's instructional strategy was primarily lecture-based, which limited student interaction and engagement in writing tasks. As a result, students were positioned to passively receive information instead of actively participating in the writing process.

Key Similarities Between Teacher A and Teacher B

The subsequent table presents a summary of the instructional practices that were shared and observed in each of teacher's classrooms.

Table 4.5. Similarities in Instructional Practices of Teacher A and Teacher B

Instructional Aspect	Teacher A	Teacher B
Sentence-Level Focus	Yes	Yes
Explicit Writing Strategy Instruction	No	No (only theoretical)
Teaching of Writing as a Process (Pre-Writing, Drafting, Revising)	No	No
Integration of Reading into Writing Instruction	No	No
Student-Centered Activities	No	No
Peer Collaboration and Feedback	No	No
Teacher-Centered Approach	Yes	Yes

Key Differences Between Teacher A and Teacher B

Despite both teachers adopting a sentence-focused, teacher-centered strategy, there were clear variations in how each one presented their instructional framework.

Table 4.6. Comparative Instructional Practices of Teacher A and Teacher B

Instructional Aspect	Teacher A	Teacher B
Theoretical Explanation of Writing Strategies	No	Yes
Lecture-Based Instruction on Writing Process	No	Yes
Explicit Teaching of Paragraph Organization	No	Yes (but not applied)

To conclude, Teacher A's instructional methods were largely mechanical, whereas Teacher B presented theoretical concepts without successfully applying them in a practical context. In both instances, students were not given the organized guidance needed to advance their writing skills beyond the sentence level or to engage in writing processes.

The results of classroom observations reveal significant deficiencies in the writing instruction provided to first-year EFL students. Teacher A focused solely on sentence-level exercises, while Teacher B offered a more extensive but still largely theoretical and passive approach. Additionally, neither teacher incorporated reading into their

writing lessons, which deprived students of essential exposure to well-structured texts that could improve their writing abilities. To address these shortcomings, it is crucial to adopt a student-centered, strategy-based approach to writing instruction. This method should include process-writing techniques, foster active participation from students, integrate reading with writing lessons, and encourage collaboration among teachers across different modules. By tackling these educational shortcomings, writing instruction can transform into a more effective, engaging, and meaningful experience, equipping EFL learners with the skills necessary for success in both academic and professional contexts.

4.3.2.2. Classroom Observations: Pedagogical Implications

Effective writing instruction in EFL settings should not be limited to achieving sentence-level accuracy; rather, it should incorporate a strategy-based instructional framework that encourages students to produce structured, coherent, and contextually suitable written discourse (Graham & Perin, 2007; Hyland, 2003). However, classroom observations of two first-year EFL writing educators reveal a significant concentration on sentence-level instruction, with insufficient attention given to process-oriented or strategic writing techniques. This finding is consistent with prior research that indicates EFL writing instruction often emphasizes grammatical accuracy and mechanical correctness, while neglecting vital components such as idea development, organization, and revision (Rao, 2007; Raimes, 1983; Badger & White, 2000; Hedge, 2003; Fulwiler & Gaber, 2003; El Baghdadi, 2022).

A striking observation was the lack of integration between reading and writing in the writing classes. Although the course was titled "Written Comprehension and Expression (WCE)", neither of the instructors observed included reading comprehension activities in their writing lessons. This gap is particularly important, as numerous studies have highlighted the importance of reading in fostering writing skills, especially in improving text cohesion, structure, and vocabulary development (Grabe & Kaplan, 1996; Hirvela, 2004). The absence of reading-writing integration signifies a lost opportunity for students to interact with well-organized texts that could act as examples for their own writing growth.

Additionally, the instructional methods employed by both teachers were primarily teacher-centered, marked by a significant dependence on lecturing. They placed considerable importance on instruction at the sentence level. Writing lessons were mainly confined to aspects of grammatical accuracy, sentence expansion, and mechanics, with little attention given to the development of paragraphs or more extensive written discourse. There was a lack of direct instruction in writing strategies such as planning, drafting, revising, or self-monitoring, which reinforced a focus on the final product rather than the writing process. This approach is consistent with the product-oriented model described by Badger and White (2000), where writing is viewed as a final product rather than a recursive process.

In order to systematically assess these teaching methods, observations were carried out utilizing a structured checklist (*refer to Appendix D*) that measured the degree to which writing strategies were integrated into the instruction. This checklist included cognitive, metacognitive, social, and affective strategies, as well as patterns of classroom interaction, instructional techniques, and levels of student engagement. The subsequent section offers a comparative analysis of the instructional strategies employed by the two teachers observed.

The classroom observations identified several pedagogical challenges that adversely affect the writing development of first-year EFL students. These challenges consist of:

- The absence of SBWI ,
- A lack of integration between reading and writing, and
- An emphasis on teacher-centered instructional methods.

Each of these limitations significantly obstructs students' ability to develop autonomous writing skills and to engage in meaningful writing experiences. Research has established that effective writing instruction must encompass more than just grammatical accuracy; it should actively involve students in a structured writing process that includes pre-writing, drafting, and revision in its recursive nature (Graham & Perin, 2007; Hyland, 2003). Nevertheless, the instructional practices of Teachers **A** and **B** reveal a shortfall in process-oriented teaching, an overemphasis on grammatical correctness, and a scarcity of reading-related activities. These issues highlight the need

for a pedagogical shift towards SBI that enhances student engagement, encourages interdisciplinary collaboration, and facilitates effective skill transfer.

The Need for a Process-Oriented Approach

A significant observation from classroom evaluations revealed a preference for a product-oriented approach instead of a process-focused model. Teacher **A** concentrated mainly on drills at the sentence level, while Teacher **B** introduced the concept of paragraph structure but failed to offer guided practice in drafting and revising. This approach stands in contrast to research that supports process writing, which emphasizes the importance of pre-writing, drafting, revising, and editing as critical components of writing development (Flower & Hayes, 1981; Graham & Harris, 2018). The lack of these stages limits students' chances to cultivate their ideas, enhance coherence, and participate in iterative writing practices. To remedy this situation, educators should incorporate structured process writing activities, including:

- Multiple drafting to enable students to improve their writing progressively,
- Peer feedback sessions to foster collaborative learning and critical thinking,
- and Self-reflection exercises to assist students in evaluating their writing development.

These methods have been proven to enhance students' writing fluency, coherence, and overall quality of text (Seow, 2002; Hyland, 2019).

Bridging the Gap Between Theoretical Awareness and Practical Implementation

Although Teacher **B** exhibited an understanding of writing strategies, this knowledge was not effectively incorporated into explicit teaching methods within the classroom. In the absence of direct instruction on these strategies and guided practice, students tend to be passive learners instead of engaging actively in the writing process (Chamot & O'Malley, 1994; Oxford, 2017). Research indicates that instruction focused on strategies significantly improves students' abilities to organize their thoughts, manage their writing processes, and foster independence (Graham & Perin, 2007). To address this issue, writing instructors should:

- Clearly demonstrate writing strategies before prompting students to use them,
- Offer structured practice through scaffolded writing tasks,
- In addition, promote independent application in actual writing assignments.

These modifications would enable students to transition from passive recipients of information to active, strategic writers who can effectively navigate their own learning processes.

The Role of Reading-Writing Integration in Skill Development

Although there is substantial evidence connecting the development of reading and writing (Grabe & Kaplan, 1996; Hirvela, 2004), neither of the observed teachers included reading-related activities in their lessons. This lack of integration prevents students from engaging with well-organized texts that could serve as valuable linguistic and structural examples for their writing. Research indicates that reading exposure significantly contributes to vocabulary growth, discourse organization, and syntactic complexity, all of which are essential for effective academic writing (Krashen, 1982; Nation, 2009). Similarly, Grabe and Stoller (2011) highlight that reading acts as a crucial source of language input, fostering vocabulary development, improving syntactic awareness, and enriching comprehension of text structures elements that are essential for proficient academic writing (p. 267). Therefore, to incorporate reading effectively into writing instruction, the following strategies can be employed:

- **Text analysis:** guiding students to explore how authors construct arguments and maintain coherence,
- **Reading-to-writing tasks:** motivating students to emulate successful writing techniques found in model texts,
- Moreover **Source-based writing:** teaching students to summarize, paraphrase, and synthesize information from their readings.

By adopting these methods, educators can equip students with the linguistic and structural frameworks necessary to improve their writing skills.

Increasing Student Engagement Through Active Learning

A notable challenge identified in both classrooms was the lack of student engagement stemming from teacher-centered instructional methods. Teacher A utilized drills and mechanical exercises, whereas Teacher B employed lecture-based explanations that offered few chances for students to engage in interactive writing practice. These methods stand in marked contrast to constructivist theories, which assert that active involvement is crucial for effective language acquisition (Vygotsky, 1978; Lantolf, 2000). To enhance student engagement, educators should integrate:

- **Collaborative writing tasks** such as peer reviews, group brainstorming sessions, and collaboratively developed writing projects,
- **Scaffolded writing assignments** that progressively encourage independence,
- And - **Reflective activities** that enable students to evaluate their strengths and areas needing improvement.

Implementing these strategies would boost motivation, enhance students' metacognitive awareness, and create a more student-centered learning atmosphere.

Addressing the Limited Focus on Writing Beyond the Sentence Level

The classroom observations revealed that writing instruction was mainly restricted to ensuring accuracy at the sentence level, with little focus on coherence at the discourse level and the development of ideas. This limited focus restricts students' ability to learn how to formulate logical arguments, synthesize information, and create comprehensive texts. Research emphasizes that effective writing instruction should encompass more than just grammatical accuracy, highlighting the importance of coherence, audience consideration, and writing with a clear purpose (Hyland, 2003; Graham & Harris, 2018). To improve higher-order writing skills, teachers ought to:

- Inspire students to write extended, coherent paragraphs rather than isolated sentences,
- Assign projects that necessitate the development and support of arguments,
- And Employ scaffolded instruction that transitions from controlled sentence-level practice to more open-ended writing tasks.

These changes would assist students in evolving from basic sentence construction to the advanced writing tasks required in academic contexts.

Overall, the various classroom observations provided valuable insights into the instructional practices of first-year EFL writing teachers. They underscored a primary emphasis on sentence-level instruction, minimal student engagement, and a lack of SBWI. Although the teachers demonstrated a theoretical understanding of effective writing pedagogy, they did not actively incorporate writing strategies, process-oriented teaching, or the integration of reading and writing in their lessons. These findings raise significant pedagogical questions:

- Are teachers aware of these instructional shortcomings?
- How do they view their own teaching methodologies?
- What challenges do they face in adopting a more strategy-oriented approach to writing instruction?

The next section will further examine these issues by analysing the perceptions of writing teachers as articulated in semi-structured interviews. This phase of the research will assist in identifying whether instructional challenges arise from pedagogical beliefs, institutional restrictions, or other contextual factors. Recognizing these factors is critical for developing practical recommendations that effectively bridge the gap between theory and practice in writing instruction.

4.3.3. Analysis of Writing Teachers' Interview

The purpose of the interviews with writing educators is to gain insights into their views regarding various elements of writing pedagogy. This encompasses their specializations, years of teaching experience, the effectiveness of the syllabus, typical difficulties encountered by students, and their suggestions for improving writing instruction. Furthermore, the interviews explore the collaboration between writing teachers and instructors of other Academic modules including grammar instructors, as well as the integration of writing courses with other content modular courses (see Appendix F).

4.3.3.1. Writing Teachers' Interview Procedures

This semi-structured interview is designed to delve into the teaching practices, perceptions, and challenges experienced by two EFL writing instructors at Naama University. It encompasses critical factors such as their teaching backgrounds, syllabus details, pedagogical methods, assessment practices, and the difficulties students face in writing. In addition, it assesses the effectiveness of their instructional strategies and their collaboration with other faculty members, providing a thorough understanding of writing instruction and highlighting potential possibilities for improvement. The following set of questions examines specific dimensions of writing instruction, each designed to fulfil a particular aim regarding teachers' experiences, instructional approaches, assessment methods, and their insights into the challenges that students face.

- **Question 1:** Seeks information regarding the respondents' postgraduate specialization and their background in teaching writing.
- **Question 2:** Investigates the number of years the instructor has dedicated to teaching writing.
- **Question 3:** Asks for the respondent's assessment of the significance of the four skills (speaking, writing, listening, and reading) in the context of the English curriculum.
- **Question 4:** Looks into the main objectives that guide teachers in preparing students for writing tasks (including exams, research papers, career readiness, or creative writing).
- **Question 5:** Aims to identify the essential components of the syllabus that the teacher is currently utilizing.
- **Question 6:** Inquires about the teacher's level of satisfaction with the provided syllabus and seeks to understand any factors contributing to dissatisfaction.
- **Question 7:** Examines the writing instruction methodology that the teacher implements during lessons.

- **Question 8:** addresses the methods the teacher employs to evaluate the writing proficiency of first-year students.
- **Question 9:** considers the teacher's perspective on the allocated time for writing instruction (1 hour and 30 minutes weekly) and its effect on student development, as well as the teacher's opinion on what constitutes an adequate duration.
- **Question 10:** highlights the prevalent writing challenges encountered by students.
- **Question 11:** delves into the teacher's insights regarding the primary reasons for students' writing challenges.
- **Question 12:** Analyses, which phase of the writing process: pre-writing, writing, or re-writing presents the greatest obstacles for students.
- **Question 13:** Investigates the writing competencies that the teacher emphasizes in their instructional sessions.
- **Question 14:** Asks whether the teacher introduces specific writing strategies, such as brainstorming, planning and examines which of these techniques are deemed most effective.
- **Question 15:** Looks into how the teacher incorporates pre-writing exercises and the positive outcomes of these exercises within the classroom environment.
- **Question 16:** Questions whether the teacher advocates for collaborative writing and, if so, how this approach is implemented and its benefits.
- **Question 17:** Examines how the teacher oversees students' writing activities during class and the nature of the support provided.
- **Question 18:** Inquires about the primary factors the teacher considers when reviewing and grading students' written assignments, such as the frequency of errors, overall organization, content relevance, and coherence.

- **Question 19:** Examines the various forms of feedback that the educator offers to students, along with the reasoning that supports the chosen feedback approach.
- **Question 20:** Analyses the effectiveness of divergent correction techniques (individual, pair, and group) utilized in writing instruction.
- **Question 21:** Investigates the educator's perspective on the necessity for collaboration between writing instructors and educators from other disciplines.
- **Question 22:** Inquires whether there should be enhanced alignment between writing courses and other language skills classes.
- **Question 23:** Probes into the teacher's views on the deficiencies students exhibit that prevent them from being considered proficient writers.
- **Question 24:** Assesses the methods employed by the teacher to assist students in overcoming their writing challenges.
- **Question 25:** Investigates whether the teacher promotes the revision of student drafts, detailing the revision process and the obstacles students encounter during this phase.
- **Question 26:** focuses on the professional development opportunities that the teacher has pursued regarding SBWI.
- **Question 27:** looks into whether the teacher incorporates any particular resources or tools to support the teaching of writing strategies.
- **Question 28:** asks for insights on possible adjustments to the writing instruction approach based on the teacher's experiences.

The insights derived from this semi-structured interview will be scrutinized in the following section, where the outcomes and discussion will yield a more in-depth analysis of educators' perspectives, teaching practices, and the implications for WSI.

4.3.3.2. Writing Teachers' Interview Results

This section details the significant conclusions drawn from the interviews conducted with teachers. The findings highlight their perspectives on writing

instruction, the challenges that students face, and the factors that influence the writing competence of first-year EFL learners.

❖ **Question 1: What is your post-graduate field of specialization?**

The interviewed instructors have different specializations: Interviewee A has a foundation in Sociolinguistics, while Interviewee B is an expert in Translation. Their experience in teaching ranges from six to fifteen years. Besides writing, they also cover additional subjects such as linguistics, civilization, literature, and translation.

❖ **Question 2: For how many years have you taught WCE?**

Interviewee A has two years of experience in teaching WCE, whereas Interviewee B has six years of experience in the same field. This disparity in their backgrounds contributes to a diverse viewpoint regarding their teaching strategies for writing.

❖ **Question 3: Prioritization of Language Skills in the Curriculum**

This question examined the perspectives of teachers regarding the significance of the four primary language skills: listening, speaking, reading, and writing. Interviewee A placed speaking at the forefront, particularly for those students who aim to become teachers, as it is crucial for effective classroom management and interaction. Reading was deemed the second most important skill, as it enhances vocabulary and comprehension, thereby supporting speaking abilities. Conversely, Interviewee B highlighted listening as the essential skill for language acquisition, asserting that comprehension of spoken language is a prerequisite for the development of speaking and writing skills. Writing was regarded as a subsequent skill, reliant on the foundations of listening and reading. In summary, Interviewee A prioritized speaking and reading, while Interviewee B identified listening as the fundamental starting point for language learning.

❖ **Question 4: Purpose of Writing Instruction**

The examination of the interviews conducted with Writing Teachers A and B revealed contrasting viewpoints regarding writing instruction. Interviewer A placed significant emphasis on writing as a vehicle for self-expression and creativity. This educator encouraged students to perceive writing as a pleasurable and engaging

endeavour, rather than simply an academic requirement. By promoting a more imaginative approach, Interviewer A sought to cultivate a greater appreciation for writing that goes beyond the limits of examinations and research assignments. Conversely, Interviewer B concentrated on academic writing, prioritizing the preparation of students for research related tasks and assessments based on examinations. This instructor highlighted the necessity of equipping students, particularly those aiming for postgraduate education, with the essential skills to formulate research papers while also ensuring their readiness for writing in exam contexts. In conclusion, although both educators recognized the importance of writing instruction, their emphases diverged; Interviewer A aimed to cultivate creativity and personal expression, while Interviewer B focused on the development of academic and research writing competencies.

❖ Question 5: Key Components of the Current Syllabi

The insights gained from the interviews with Interviewee A and Interviewee B underscore both similarities and differences in their writing instruction methodologies. Both instructors prioritized essential writing skills in the first-year curriculum, focusing on sentence structure, grammar, vocabulary, and the composing of paragraphs and essays. Interviewee A particularly underscored the significance of punctuation as a fundamental element of teaching.

As they progressed into the second year, their instructional strategies began to diverge. Interviewee A dedicated efforts to reinforcing the foundational knowledge from the first year, revisiting grammar topics such as verbs, tenses, and sentence structure, while placing a strong emphasis on argument composition and its practical applications. In contrast, Interviewee B shifted focus towards enhancing students' discourse skills by introducing elements of narration, description, and argumentation to foster improved communication and thematic development.

Their approaches to syllabus design also reflected their differing philosophies. Interviewee A adhered closely to the institutional syllabus to maintain consistency, whereas Interviewee B adopted a more flexible, learner-centered approach to meet the specific needs of students. Despite these distinctions, both educators made adjustments

by incorporating a variety of composition tasks, expanding students' vocabulary, and reinforcing techniques for paragraph and essay writing, all of which they regarded as crucial for academic success.

In summary, while both interviewees recognized the critical nature of fundamental writing skills, their teaching strategies demonstrated divergent educational philosophies—one emphasizing a methodical reinforcement of prior knowledge, and the other focusing on the diversification of discourse forms to enhance effective communication.

❖ **Question 6: Perspectives on the Current First-Year EFL Writing Syllabus**

The two interviewees articulated differing perspectives on the existing first-year EFL writing syllabus. Interviewee **A** found the syllabus to be appropriate, noting its effectiveness in reinforcing essential linguistic, syntactic, and lexical skills that students have previously acquired, thus preparing them for more complex writing activities. She stressed the importance of continuity in these areas for the advancement of students. In contrast, Interviewee **B** expressed concerns regarding the syllabus, arguing that it does not sufficiently address the particular needs of first-year students, particularly in providing adequate support for those who are new to academic writing at the university level. This contrast emphasizes the necessity for the syllabus to be more closely aligned with the specific challenges that first-year students face in developing their writing skills.

❖ **Question 7: Writing Teaching Approaches**

The interviewees expressed a clear understanding of the necessity of utilizing a variety of writing teaching methodologies, each with its own set of strengths. Interviewee **A** employs a blended methodology that integrates both the process and product approaches. She noted that the product approach, which concentrates on the final output, is vital for providing students with essential foundational skills, while the process approach offers a more systematic, step-by-step framework for engaging with the writing process. Interviewee **B**, while also recommending a mixed-method approach, particularly emphasizes the process approach. She pointed out its significance for first-year students, who often require extra support in developing their

writing competencies. Both educators recognize the importance of incorporating multiple approaches to cater to the diverse needs of their students, ensuring they are equipped with the strategies necessary for writing success.

❖ Question 8: Assessing First-Year Students' Writing Proficiency

Both interviewees raised concerns regarding the range of writing proficiency in their first-year students, which generally spans from weak to average, attributing these challenges to several significant factors. Interviewee A pointed out the detrimental impact of poor reading habits, noting that limited exposure to various writing styles and vocabulary hampers students' development of critical thinking and effective writing abilities. She emphasized the importance of regular reading in comprehending structure, argumentation, and language usage. Interviewee B concurred but also highlighted shortcomings in previous writing instruction, indicating that many students arrive at university lacking a solid foundation, which complicates their academic writing endeavours. Furthermore, both interviewees recognized the lack of a well-organized syllabus as a critical barrier. Interviewee A contended that a chaotic curriculum leads to confusion regarding course expectations and learning objectives, further impeding students' capacity to utilize their writing skills effectively. In conclusion, the discussion underscores the necessity of enhancing students' reading habits, reinforcing early writing instruction, and implementing a clear syllabus to improve first-year students' writing proficiency and overall academic performance.

❖ Question 9: Time Allocation for Writing Instruction

Both interviewees expressed agreement that the current allocation of 1 hour and 30 minutes per week for writing instruction is insufficient for the development of students' writing skills. Interviewee A stressed that this limited duration restricts the ability to address essential writing components, advocating for an increase to four hours per week to provide more opportunities for practice, feedback, and revision representing the key elements in enhancing writing proficiency. Interviewee B also recognized the need for additional time but acknowledged the practical limitations of the university environment, suggesting a more feasible increase to three hours per week. Despite their differing views on the optimal time extension, both educators supported the idea of longer writing sessions to improve student learning, reflecting

their shared commitment to enhancing writing instruction within the existing institutional framework.

❖ **Question 10: Common Difficulties Faced by Students in writing**

The interviewees identified various significant challenges that first-year students face in their writing tasks. Interviewee A pointed out difficulties with sentence structure, mentioning that many students struggle to create grammatically accurate sentences, which impedes their ability to articulate ideas clearly. She also noted recurring grammatical mistakes, especially regarding tenses, auxiliaries, and subject-verb agreement. In contrast, Interviewee B highlighted vocabulary selection as a primary challenge, explaining that students often find it hard to choose the right words, which can lead to vague or imprecise writing. Both educators recognized issues with coherence and cohesion, with Interviewee A emphasizing that the lack of these components makes students' writing challenging to comprehend. Overall, weaknesses in sentence structure, grammar, vocabulary, and organization significantly hinder the clarity of students' writing and their academic performance, indicating a pressing need for targeted instructional strategies to address these difficulties.

❖ **Question 11: Main Causes of Writing Difficulties Faced by First-Year Students**

The interviews revealed several critical factors that contribute to the writing challenges encountered by first-year students. Interviewee A pointed out that language transfer is a significant problem, as students often apply the grammatical structures of their native language to English, resulting in frequent mistakes. Both interviewees agreed that a lack of sufficient writing practice poses a considerable obstacle, with Interviewee B emphasizing that without regular writing opportunities and constructive feedback, students find it difficult to enhance their writing abilities.

Another pressing issue identified was the limited time dedicated to writing instruction. Interviewee A noted that the current allocation of 1 hour and 30 minutes per week is insufficient to tackle the complexities involved in writing. Furthermore, the inherently challenging nature of writing, which necessitates the mastery of various skills, was recognized as an additional barrier for students. Interviewee B also highlighted the absence of suitable resources as a significant impediment, explaining that the lack of relevant materials hinders students' engagement with writing tasks.

Lastly, both educators acknowledged that students' negative perceptions of writing, as pointed out by Interviewee A, adversely affect their motivation and progress.

In conclusion, the primary factors contributing to students' writing difficulties encompass language transfer, inadequate practice, limited instructional time, insufficient resources, and negative attitudes toward writing, underscoring the necessity for a more organized and supportive framework for writing instruction.

❖ Question 12: Stages of Greatest Difficulty in Writing

The interviews underscored that first-year students experience difficulties at different stages of the writing process, notably in the pre-writing, writing, and revision phases. Interviewee A remarked that the writing stage is especially challenging, as students often find it hard to convey their ideas clearly and coherently. Meanwhile, Interviewee B pointed out that students also encounter obstacles when transitioning from drafting to revising, struggling to enhance and polish their work. These findings imply that writing challenges are widespread across the entire process, indicating a pressing need for instructional support at all levels to improve students' writing proficiency.

❖ Question 13: Skills emphasized in the Writing Course

The interviews uncovered distinct instructional focuses in writing courses. Interviewee A placed a strong emphasis on grammar and sentence structure in addition to writing stages, asserting that a strong grammatical foundation is vital for effective communication. They maintained that without a thorough understanding of grammar, students would struggle to convey their ideas with clarity. On the other hand, Interviewee B embraced a broader perspective, highlighting the importance of grammar and sentence structure alongside text organization and coherence. They emphasized that writing transcends grammatical accuracy, requiring a clear and logical articulation of ideas. While both instructors acknowledged the significance of grammar, their differing views illustrate the importance of a balanced approach that integrates both linguistic accuracy and organizational skills to enhance students' writing proficiency.

❖ Question 14: Teaching Specific Writing Strategies

The discussions revealed the application of particular writing strategies designed to aid students in structuring and refining their writing. Interviewee A pointed out the effectiveness of graphic organizers, stating that they provide a clear structure for students to organize their thoughts ahead of writing, thus rendering the process more orderly and less daunting. On the other hand, Interviewee B concentrated on brainstorming strategies, encouraging students to generate ideas without limit prior to drafting, which serves to diminish anxiety and enhance creativity. Both teachers acknowledged the essential role of these strategies in empowering students to navigate the writing process with greater assurance and clarity, thereby supporting a student-focused approach to writing training.

❖ Question 15: Incorporating Pre-Writing Activities

The interviews emphasized the critical role of pre-writing activities in preparing students for writing tasks. Both instructors engage students in discussions and brainstorming sessions to facilitate the organization of their thoughts and alleviate anxiety. These activities establish a solid foundation for writing, encouraging creativity and originality in the students' completed works. By guiding students through these initial steps, the instructors aim to boost their confidence and equip them with the skills necessary for successful writing.

❖ Question 16: Encouraging Cooperative Writing

The interviews underscored the significance of cooperative writing in improving students' writing abilities. Interviewee A advocates for peer review sessions, which enable students to work together, exchange feedback, and learn collaboratively. Interviewee B focuses on group writing tasks for intricate assignments, encouraging the sharing of varied viewpoints. Furthermore, both educators offer written feedback on students' submissions, utilizing comments to facilitate enhancement and bolster the overall educational experience.

❖ Question 17: Supervising Students' Writing and Providing Support

The interviews brought to light the essential nature of active supervision and targeted assistance in the writing process. Both instructors keep a close watch on

students' writing activities and provide constructive feedback on their assignments. Interviewee A advocates for the use of abbreviations to deliver concise feedback, while Interviewee B employs abbreviated phrases to give more elaborate comments. Regardless of their distinct methods, both teachers prioritize engagement and feedback, recognizing its fundamental importance in fostering students' writing proficiency.

❖ Question 18: Key Features in Grading Students' Papers

The findings from the interviews suggest that both teachers prioritize organization and coherence over content and the number of errors in their assessment of students' papers. Interviewee A pointed out that while content is relevant, the paper's overall structure is of greater importance to its effectiveness. In a similar vein, Interviewee B highlighted that the logical flow and organization are more vital than the prevalence of grammatical errors. This shared viewpoint emphasizes their focus on structural aspects as fundamental to effective written communication.

❖ Question 19: Types of Feedback and Balancing Content and Grammar

The interviews revealed that both teachers provide extensive feedback, addressing both the content and grammatical aspects of student work. Interviewee A focuses on clarity and organization, recognizing students' strengths to motivate them while also identifying grammatical errors for self-correction. In contrast, Interviewee B employs a rubric to assess both content and grammar, adopting a structured approach that prioritizes content in the first drafts and grammar in subsequent revisions. Both educators aim to nurture a growth mind-set, encouraging students to refine their ideas before enhancing their language skills.

❖ Question 20: Correction Methods in Writing Instruction

The interviews underscored varying opinions on correction strategies within writing instruction. Interviewee A favours individual correction, asserting its effectiveness in providing customized feedback that directly addresses the specific requirements of students. On the other hand, Interviewee B advocates for pair correction, viewing it as a collaborative method that fosters peer learning and encourages critical thinking. While Interviewee A acknowledges the benefits of group correction, they regard it as

an additional method, given the potential for confusion among students with different skill levels. In contrast, Interviewee B values both pair and group correction for their ability to promote discussion and shared learning, although they prefer to use individual correction for significant assignments that demand detailed feedback.

❖ Question 21: Cooperation between Writing Teachers and Other Subject Teachers

The participants shared diverse insights regarding the level of collaboration between writing instructors and teachers of other modules. Interviewee A emphasized a notable absence of effective collaboration, asserting that this disconnect hampers students' ability to utilize writing skills across different disciplines. In contrast, Interviewee B pointed out instances of successful collaboration, particularly in projects that merge writing instruction with other subject content. These differing viewpoints reveal both the challenges and the potential benefits of interdisciplinary collaboration, underscoring the necessity for enhanced coordination to improve students' writing proficiency and overall academic performance.

❖ Question22: Coordination between Writing Courses and Other Language Skills

The necessity of integrating writing instruction with other language skills courses to improve students' overall learning was a key point made by both interviewees. Interviewee A emphasized that the connection between writing and the skills of speaking, reading, and listening enhances both comprehension and application, suggesting that writing tasks should be related to themes from other subjects. Interviewee B brought attention to the practical advantages of this integration, promoting collaborative projects that link writing assignments with various academic disciplines. Both interviewees concurred that this approach not only strengthens writing conventions but also deepens students' understanding, making the process of language learning more cohesive and meaningful.

❖ Question 23: Areas for Improvement to become Good Writers

The interviewees articulated several pivotal areas for the improvement of students' writing skills. They stressed the importance of fostering effective reading habits to

expose students to a range of writing styles and to enhance their vocabulary. Moreover, they emphasized the drafting and revising processes as critical for refining concepts and improving clarity. They also noted the importance of a comprehensive understanding of syntax and vocabulary to facilitate a smooth writing flow, alongside a careful focus on writing mechanics such as punctuation and spelling to enhance readability. In conclusion, they agreed that reading, revision, mastery of syntax, and consideration of writing mechanics are integral to the development of skilled writers.

❖ Question 24: Assisting Learners to Overcome Writing Difficulties

Both interviewees presented various strategies aimed at assisting students in overcoming challenges related to writing. Interviewee A concentrated on pinpointing specific issues, such as grammatical errors, and offered targeted exercises focused on subject-verb agreement and tense application. They also highlighted the significance of peer review sessions to encourage the exchange of feedback and build confidence, alongside individualised conferences for tailored support. Conversely, Interviewee B underscored the necessity of a cultivating learning environment, integrating pre-writing activities to aid students in organizing their ideas, and emphasizing the writing process through drafting, revising, and editing. They also recommended the use of writing models, exemplary writing samples, and personalized feedback. In summary, both interviewees advocated for a structured and individualized approach to enhancing students' writing abilities.

❖ Question 25: Encouraging Draft Rewriting and Revision Process

Both interviewees emphasized the importance of draft rewriting and the revision process in improving students' writing. They indicated that revision extends beyond merely addressing grammar and mechanical issues, focusing instead on the refinement of ideas and the enhancement of coherence. One interviewee mentioned that students are frequently surprised by the degree of improvement in their work because of revision. However, challenges such as the difficulty in identifying weaknesses and the frustration associated with multiple drafts can hinder advancement. To overcome these obstacles, both educators offer continuous feedback and encouragement, guiding students through the revision process to promote more effective engagement and the development of superior writing skills.

❖ Question 26 Professional Development Related to SBWI

Both participants in the interview acknowledged that their professional development in SBWI has been limited. Their formal education placed greater emphasis on the final writing product rather than the strategies that facilitate the writing process. Neither had received dedicated training in SBI, instead drawing on their own experiences that focused on producing high-quality writing. They both recognized the necessity of professional development and articulated a need for workshops or training to improve their effectiveness in teaching writing strategies and to better aid students in enhancing their writing skills.

❖ Question 27: Resources and Tools for Teaching Writing Strategies

In response to inquiries regarding the resources and tools they find beneficial for teaching writing strategies, both interviewees recognized that the materials provided in their curriculum are inadequate for effectively implementing SBWI. Interviewee A indicated a reliance on traditional methods and syllabus materials, yet acknowledged that these resources fall short in adequately supporting the teaching of writing strategies. Similarly, Interviewee B articulated a desire for more specialized tools, highlighting that the existing resources tend to emphasize writing as a final product rather than focusing on the writing process itself. Despite these challenges, both interviewees expressed a willingness to seek out new instructional resources and professional development opportunities to enhance the integration of SBWI within their teaching methodologies.

❖ Question 28: Suggestions for Changes in Writing Instruction:

The interviewees provided valuable suggestions for enhancing writing instruction. Interviewee A advocated for a process-oriented approach, emphasizing the significance of pre-writing, drafting, revising, and editing stages over merely focusing on the final output. In contrast, Interviewee B highlighted the necessity of incorporating SBI, including techniques such as brainstorming and outlining, while also promoting collaborative writing exercises. Both participants concurred on the importance of dedicating additional time to in-class writing practice; Interviewee “A” proposed guided drafting sessions, whereas Interviewee “B” recommended consistent writing exercises. Furthermore, Interviewee A pointed out the need for

balanced feedback, while Interviewee B emphasized the importance of aligning writing instruction with other academic courses. Their collective insights highlight the necessity for a more organized, strategy-oriented, and cohesive approach to writing education.

4.3.3.3. Discussion of Interview Results

The interviews with the two writing teachers revealed a significant agreement on the principle that writing instruction ought to be based on strategies and centered on the writing process. Both educators conveyed a clear recognition of the importance of incorporating strategies such as brainstorming, outlining, and drafting into their teaching practices. These strategies were viewed as fundamental in aiding students to evolve into independent writers, helping them to organize their thoughts, ensure coherence, and develop strong arguments. Both teachers emphasized that writing should not be seen merely as the completion of a final product, but rather as a dynamic and iterative process that encompasses stages like prewriting, drafting, revising, and editing.

Although both interviewees had a clear perception of writing as a process-oriented activity, they recognized significant challenges in effectively implementing these strategies in their classrooms. A major obstacle was the limited instructional time available. With only 90 minutes per week dedicated to writing instruction, both educators felt they could not provide students with enough opportunities to engage with the different stages of the writing process. This limitation restricted their ability to focus on important components such as pre-writing, peer feedback, and revision, which are critical to SBI.

Additionally, both educators noted that students often prioritize the final product over the writing process itself. This emphasis on the final product, rather than on cultivating essential skills like drafting and revising, frequently obstructs students' growth in writing, as they fail to appreciate the iterative aspects of composing process. One teacher highlighted that students commonly perceive writing as a singular event instead of a continuous process, which restricts their potential for improvement.

Furthermore, the interviewees recognized that insufficient interdisciplinary collaboration posed another challenge. They noted that there was little coordination between writing instruction and other subjects, resulting in students not receiving uniform writing expectations across various disciplines. Consequently, students found it difficult to apply the writing skills acquired in dedicated writing classes to their assignments in other subjects, which further impeded their progress. **These observations support Hypothesis 1**, which suggested a disconnect between teachers' views on SBWI and their actual classroom implementations. Although both educators acknowledged the benefits of a strategy-focused, process-oriented methodology, the constraints of their teaching environments especially time limitations and the absence of interdisciplinary collaboration restricted their ability to effectively apply these strategies. This indicates a misalignment between the teachers' instructional methods and their stated beliefs regarding optimal writing instruction practices. Thus, the obtained results seem, therefore, to confirm some points of the research hypotheses. Tackling these challenges would enhance students' readiness for academic writing assignments.

To conclude this section, the findings derived from the interviews will be examined in greater detail in a following section titled discussion of the main results got from the various research tools. Future analyses will juxtapose the teachers' real classroom practices, as evidenced by teaching materials and classroom observations, with their expressed perceptions and instructional approaches. Furthermore, data collected from questionnaires completed by students and instructors from other modules will be included to evaluate the wider context and possible obstacles to effective writing instruction at Naama University.

4.3.4. Analysis of Learners Questionnaire

In this section, the focus is on the analysis of two questionnaires tailored for first-year EFL learners: The Learners' Biodata Questionnaire and the Learners' Difficulties and their Writing Teachers' SBI Questionnaire. The first questionnaire was designed to collect demographic details about the students, including their educational background and previous writing experiences, thereby providing essential context for

the research. The second questionnaire aimed to uncover the specific writing difficulties faced by students and to evaluate their perceptions regarding the effectiveness of the SBI utilized by their writing teachers. Together, these questionnaires yield important insights into the writing challenges students encounter, their perspectives on instructional methods, and the degree of alignment between their needs and the strategies adopted by their educators. This data is instrumental in assessing the effectiveness of SBWI and in addressing the research questions outlined in the study.

4.3.4.1. Biodata Learners Questionnaire Design

The Learners' Biodata Questionnaire was formulated to collect essential background information on first-year EFL students, which aids in contextualizing their writing challenges and instructional requirements (see Appendix C). Mackey and Gass (2005) indicate that biodata usually includes critical details such as age, gender, first language, duration of previous EFL education, and prior learning experiences. This information is vital for ensuring that the data collected aligns with the objectives of the study, thereby providing a holistic view of the participants. Moreover, Mackey and Gass (2005) stress that documenting comprehensive information about the sample population enhances the clarity of the research and allows for the potential replication of the findings in subsequent studies.

The questionnaire consisted of fourteen items designed to gather both factual and attitudinal information. The initial section concentrated on demographic details, such as the age and gender of the students, which served as a foundation for more extensive analysis. The subsequent questions delved into the students' educational backgrounds, examining the duration of their English studies and the nature of their secondary school education. These elements were deemed crucial for assessing their readiness for university-level writing and their previous experiences with writing instruction.

Apart from collecting background information, the questionnaire focused on understanding the motivations that drive students to learn English. It sought to ascertain whether personal interests shaped their choices, encouragement from parents, or orientation from the university. Additionally, students were invited to assess their

own proficiency in English, particularly regarding their writing skills, and to reflect on their earlier experiences with writing instruction in both middle and secondary education. This data was vital for pinpointing any potential shortcomings in their training that could influence their writing capabilities in a university setting.

Another part of the questionnaire was designed to determine which language skills students felt were most prioritized in their university instruction. This understanding of instructional emphasis provided clarity on the place of writing within the overall EFL curriculum. Moreover, the research delved into students' views on the purpose of writing, assessing whether they considered it primarily as a way to demonstrate language proficiency or as a communication tool. These insights were instrumental in evaluating students' conceptualization of writing and their participation in writing tasks.

The questionnaire also comprised items aimed at examining students' preferences concerning writing feedback and supervision. It assessed whether students favoured receiving guidance during class or feedback following the completion of their writing tasks. Furthermore, the concluding section of the questionnaire concentrated on students' attitudes towards writing in English, investigating whether they viewed writing as a pleasurable or difficult endeavour. The purpose of these inquiries was to collect information regarding students' involvement in the writing process and their general views on writing instruction.

The questionnaire was meticulously designed to facilitate a balanced approach to data collection, incorporating a variety of question types to elicit detailed insights. The initial two questions were open-ended, enabling students to share specific information. Questions five and six were structured as dichotomous, compelling students to select between two options. Multiple-choice questions were present in items three, four, nine, twelve, and 8.1, which allowed for organized responses. Item seven employed a rating scale to assess students' preferences, while item 10.1 served as a clarification question. This diverse array of question formats ensured that the data gathered was both thorough and analytically significant.

In summary, the Learners' Biodata Questionnaire was thoughtfully organized to gather pertinent information regarding the backgrounds, experiences, and attitudes of

first-year EFL students towards writing. Comprising fourteen questions that addressed demographic details, educational backgrounds, motivation, perceptions of writing instruction, and feedback preferences, the questionnaire yielded valuable insights into the writing challenges faced by students. The data collected not only contextualized their learning experiences but also contributed to wider discussions aimed at enhancing EFL writing pedagogy.

4.3.4.2. Analysis of learners' Biodata Questionnaire

Section one: Demographic Information (2 questions):

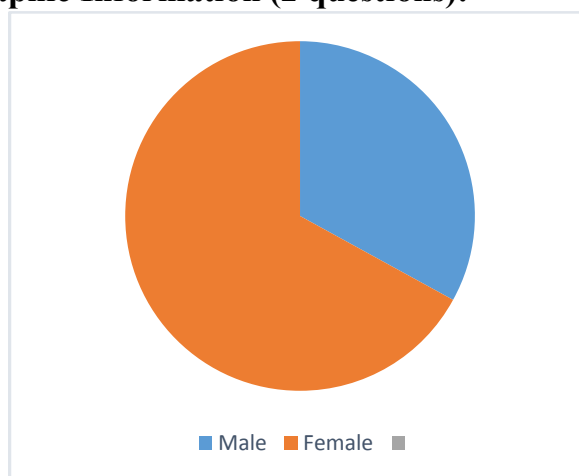


Figure 4.1. Learners' Gender Distribution

The analysis reveals that a significant portion of first-year EFL students is female, constituting 67% (40 out of 60) of the sample. This high percentage of female students corresponds with a common stereotype that foreign language studies are predominantly aligned with women, while men are frequently associated with scientific and technical fields. This stereotype is mirrored in the demographic characteristics of the cohort. The students' ages range from 18 to 21 years, with a small fraction aged between 21 and 48 years, accounting for 11.67% of the population. These older students possess prior diplomas in other areas and have chosen to study English for reasons such as career progression or further education. The presence of these mature students highlights the varied motivations for learning English, which extend beyond the usual age range of university students.

Section Two: Educational Background (2 questions):

- **Question 1: How long have you been studying English?**

 **Aim:** The purpose of this inquiry is to ascertain the length of time students have been exposed to English as a foreign language. By evaluating the duration of their English studies, educators can assess the students' experience and familiarity with the language. This data is crucial for analysing students' proficiency in writing and other competencies, as well as for recognizing any potential deficiencies in their learning. Furthermore, it aids in contextualizing their challenges and advancements in relation to the time dedicated to learning the language.

The findings demonstrate that a considerable number of students have around seven years of experience in ELL , with a noteworthy exception of those who have accumulated nine to twelve years of experience as a result of repeating some academic courses. This experience level reflects a foundational command of the English language, although it may also indicate varying degrees of proficiency among the students. Recognizing these demographic factors is crucial for accurately interpreting the questionnaire responses and the students' insights regarding their writing instruction.

➤ **Question 2: Under which stream did you study English in the secondary school?**

 **Aim:** The objective of this question is to explore the educational backgrounds of students in relation to their secondary school streams. By examining whether students studied English in streams such as Letters and Foreign Languages, Literary and Philosophy, or Scientific Stream, we can gain insights into their earlier experiences with language-focused education compared to other academic disciplines. This data is significant for understanding how students' prior educational experiences may shape their current performance and views on English language learning. It also plays a crucial role in determining how well their secondary school education prepares them for the challenges of university-level English studies.

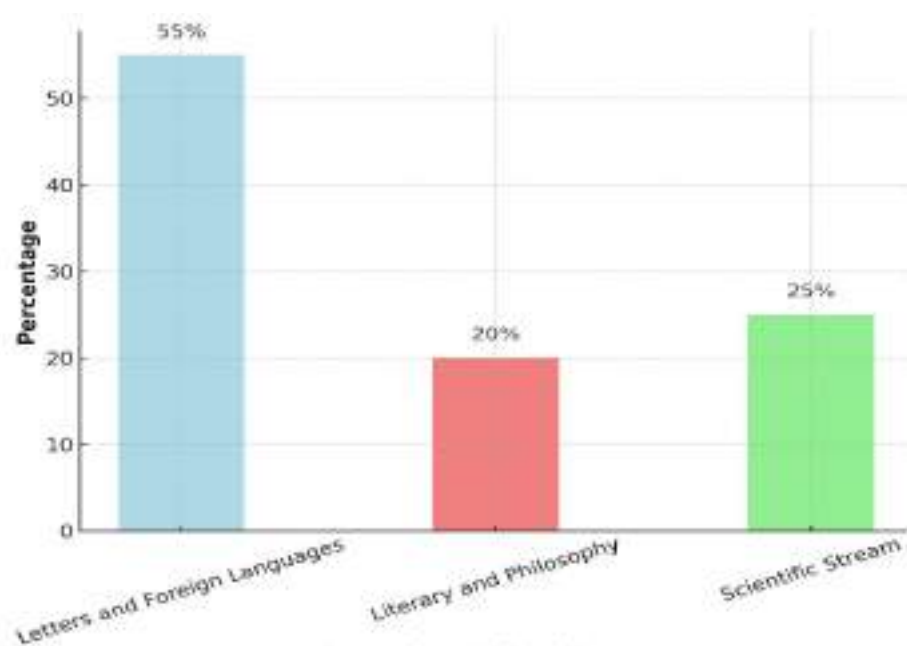


Figure 4.2. Students Educational Background in Secondary School

The findings illustrate the diverse educational experiences of EFL students, which play a crucial role in shaping their writing competencies and instructional needs. A significant portion, 55% (33 out of 60), originates from the "Letters and Foreign Languages" stream, which offers a solid grounding in language studies. Furthermore, 20% (12 out of 60) have pursued studies in the "Literary and Philosophy" stream, likely fostering their analytical and critical thinking skills. In contrast, 25% (15 out of 60) have followed the "Scientific Stream," which prioritizes structured reasoning but may limit their exposure to extensive writing tasks. These discrepancies suggest varying degrees of preparedness for academic writing, emphasizing the importance of developing tailored instructional strategies to address the specific challenges and expectations faced by students.

Section three: Motivation and Choice (3 questions):

➤ Question 3: Why did you select to study English?

Aim: This inquiry delves into the primary motivations that lead students to pursue English studies at the university level, classifying them into three principal categories: personal interest, parental influence, and administrative imposition. Personal interest signifies intrinsic motivation, powered by a genuine passion or professional goals. Parental influence encompasses the expectations set by family members that shape academic decisions. Administrative imposition pertains to situations where

institutional mandates or recommendations dictate students' enrollment choices. Analyzing these motivations provides a clearer understanding of the interplay between external pressures and personal interests, thereby shedding light on students' commitment to their academic pursuits.

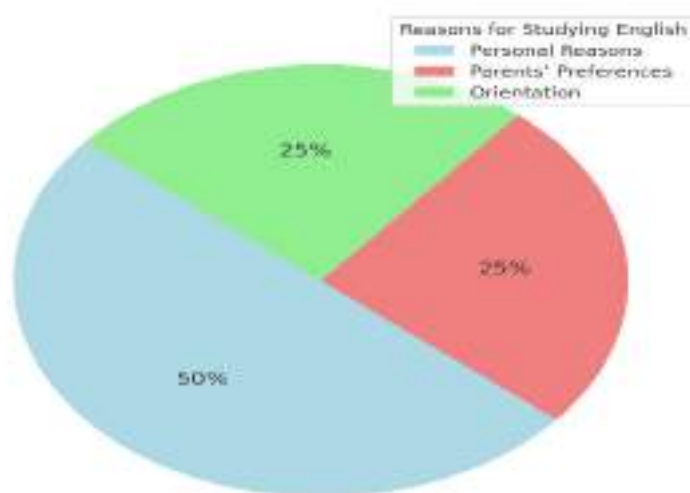


Figure 4.3. Reasons for Studying English

The data reveals that 50% of students pursued English out of personal interest, reflecting a strong intrinsic motivation that is likely to enhance their academic performance. Meanwhile, 25% were influenced by their parents' preferences, indicating external pressures that may affect their engagement with the subject. The last 25% chose English based on guidance from educational authorities, suggesting that their decision was influenced more by institutional recommendations than by personal or familial factors. These findings illustrate the diverse motivations that lead students to study English, highlighting the importance of both internal motivations and external influences in determining their academic engagement and the potential difficulties they may face in language learning.

➤ **Question 4: How do you assess your level in English**

Aim: This inquiry assesses students' self-assessed proficiency in English, presenting choices including *"Good," "Average," "Weak,"* and *"Very weak."* The responses yield valuable information regarding their confidence levels and their understanding of their own strengths and weaknesses. Furthermore, the collected data aids in recognizing possible discrepancies between self-perception and actual proficiency, thereby

informing the effectiveness of existing teaching strategies and pinpointing areas that require enhancement

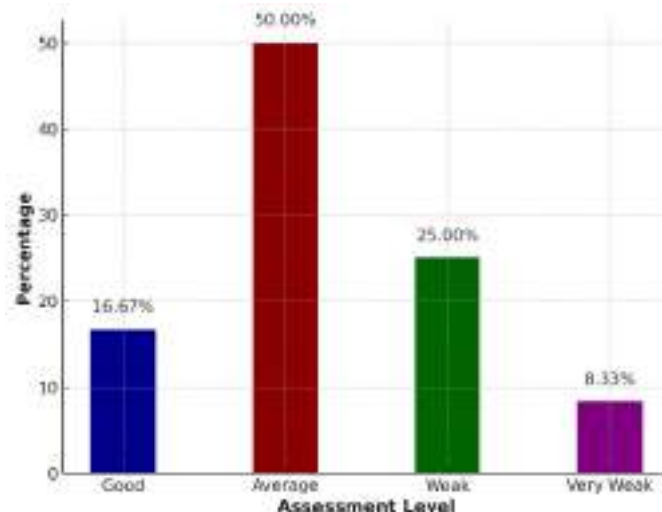


Figure 4.4. Learners' Self-Assessment of English Proficiency

The findings from the self-assessment indicate a range of perceived English proficiency levels among students. Of those surveyed, 16.67% report feeling confident in their abilities, categorizing their proficiency as "Good." In contrast, half of the students, or 50%, perceive their skills as "Average," which reflects a functional level of ability but reveals challenges with more advanced tasks. Additionally, 25% of the participants consider themselves "Weak," suggesting they face difficulties in writing and comprehension, while 8.33% classify their proficiency as "Very Weak," indicating a need for significant support. These findings highlight the importance of implementing targeted interventions to improve students' English writing skills.

Section 4: Self-Assessment and Instruction Experience (3 questions):

➤ Question 5: Were you taught written expression in the Middle school?

Aim: This inquiry investigates whether students were provided with writing instruction during their middle school years, as early exposure plays a crucial role in shaping their current writing skills. Recognizing deficiencies in foundational writing education is essential for evaluating students' readiness for more complex writing assignments and for identifying potential difficulties stemming from inadequate early instruction.

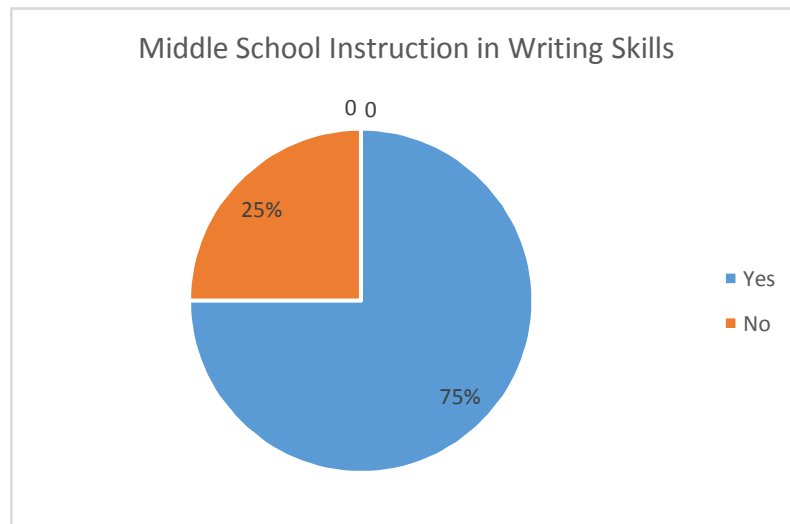


Figure 4.5. Middle School Instruction in Writing Skills

The findings show that 75% of students received instruction in written expression during their middle school education, indicating a solid foundation for their current writing skills. This early exposure is likely to provide them with an advantage in managing academic writing tasks at the university level. In contrast, 25% of students did not have such instruction, which may create obstacles in meeting university writing standards. These students may require additional support to enhance their writing capabilities and close the gap in their academic writing proficiency. Thus, while the majority of students benefit from previous writing instruction, focused interventions are necessary for those who do not possess this foundational knowledge.

➤ **Question 6: Were you taught written expression in the secondary school?**

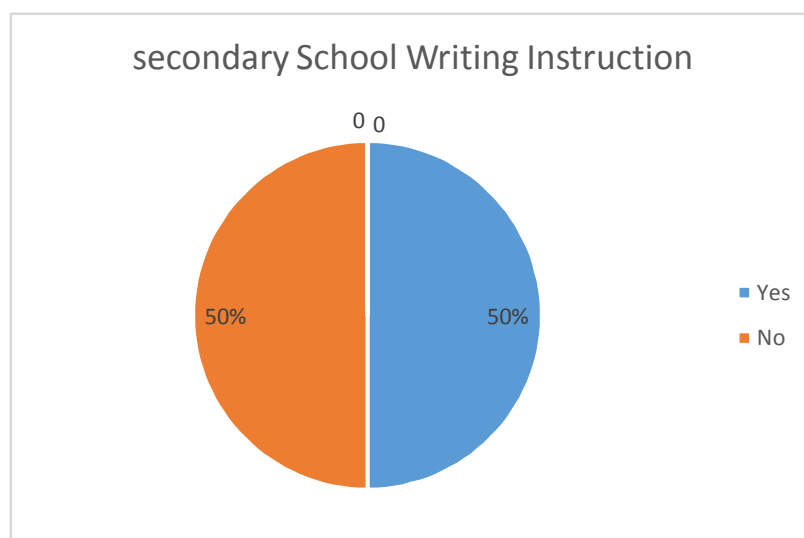


Figure 4.6. Secondary School Instruction in Written Expression

The aim: This inquiry investigates the extent to which students have undergone formal writing instruction during their secondary education, emphasizing its significance in influencing their writing capabilities at the university level. Given that secondary education frequently emphasizes exam readiness rather than the cultivation of writing skills, recognizing deficiencies in previous instruction can aid in evaluating students' preparedness and the necessity for additional writing assistance.

The obtained data indicates a fragmented opinion on whether students were provided with formal training in written expression during their secondary education. 50% of the participants reported having received writing instruction, implying that these individuals had some foundational training in writing skills, which may benefit their current writing capabilities. Nevertheless, considering the secondary education system's strong focus on preparing students for the baccalaureate examination emphasizing reading comprehension and language proficiency, it is likely that writing was not a central aspect of their curriculum. Conversely, the remaining 50% of students stated they did not receive any writing instruction, presumably due to the curriculum's prioritization of exam readiness over the development of writing skills. This absence of formal instruction may create difficulties for these students as they strive to meet the academic writing requirements at the university level. The results underscore a notable deficiency in writing education, indicating that those who lacked formal writing training in secondary school may need additional assistance to address this shortfall and enhance their writing abilities for higher education.

Section 5: Focus of University Instruction (1 question):

- **Question 7: Among the following language skills, which one do the University English language teachers focus more? (arrange them from the most important to the least one)**

Aim: This question delves into students' perceptions of the priority assigned to language skills by their University English teachers. Through the process of ranking these skills, students shed light on the extent to which writing is emphasized in comparison to other competencies. The insights gained from their responses are instrumental in assessing instructional practices and revealing any possible

imbalances, thus ensuring that writing, a vital component of academic success, is given the attention it deserves.

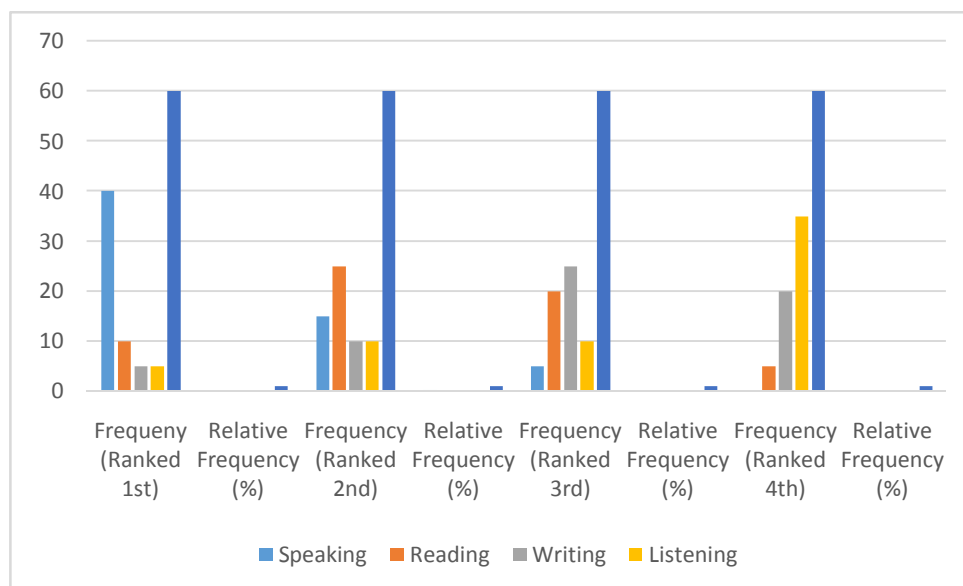


Figure 4.7. Language Skill Priorities in University English Courses

Analysis of the data reveals that university English courses predominantly emphasize speaking, which constitutes 66.67% of the curriculum, with reading following at 16.67%. Writing and listening, however, receive considerably less attention, each comprising only 8.33%. This pattern indicates a strong inclination towards oral communication, potentially neglecting the essential development of writing skills. The limited focus on writing may result in students facing challenges in their academic writing endeavours, while the minimal attention to listening underscores an imbalance in language instruction. A more integrated approach that includes all language skills could significantly bolster students' overall proficiency and academic achievements.

Section 6: Purpose of writing (1 question):

➤ Question 8: According to you, why do people write?

Aim: This question delves into students' perceptions regarding the primary function of writing, questioning whether they see it as a vehicle for demonstrating linguistic competence, expressing a message, or a blend of the two. Understanding these viewpoints allows educators to discern the motivations and obstacles students face in

their writing endeavours. The outcomes can be utilized to refine instructional approaches and curriculum design to better meet the needs of students.

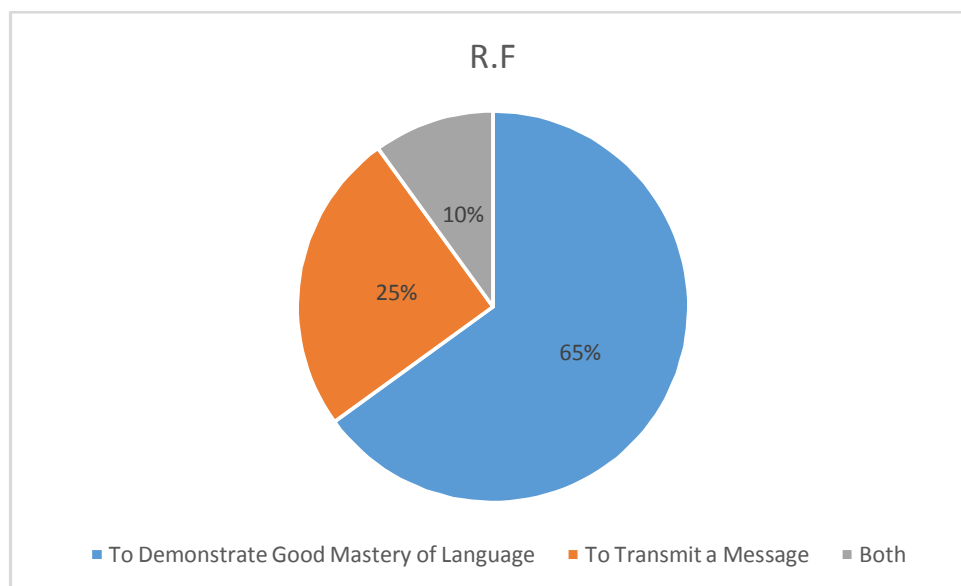


Figure 4.8. Students' Views on the Primary Purposes of Writing

The findings from the previous figure indicate that a significant proportion of students (65%) regard writing mainly as means to demonstrate language mastery, implying that they link writing with demonstrating their English proficiency. In contrast, a smaller segment, comprising 25%, perceives writing primarily as a means of conveying a message, thereby prioritizing the functional dimension of communication over linguistic intricacies. Furthermore, 10% of the students acknowledge writing as fulfilling both roles, appreciating the combination of language proficiency and message delivery. These results suggest that while the majority of students emphasize language proficiency in writing, the minority who focus on communication underscore the necessity of integrating both elements in writing education. This insight can assist educators in developing comprehensive teaching approaches that cater to both language skills and effective communication.

Section 7: Preferences in Writing Supervision (1 question):

➤ Question 9: Do you prefer:

- To have your teacher to supervise your act of writing in the classroom ☐
- Your teacher to have the final product only ☐

Aim: This question explores the preferences of students concerning the extent of teacher participation in writing activities, focusing on whether they lean towards

continuous support or prefer to engage in independent work, receiving evaluations only on their final drafts. By understanding these preferences, educators can modify their instructional approaches to achieve an optimal blend of guidance and autonomy, fostering a more effective and comfortable writing environment. Ultimately enhancing the writing experience for students.

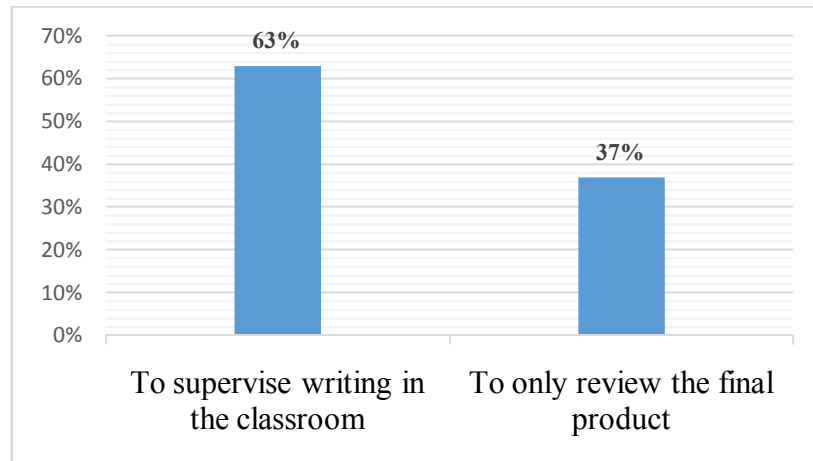


Figure 2.9. Students' Preferences for Teacher's Role in Writing

The findings reveal a distinct preference among students regarding the level of teacher involvement in the writing process. A significant majority, comprising 63%, express a preference for ongoing supervision throughout the writing activity. This suggests that they highly value immediate feedback and guidance, which can assist them in navigating various stages of writing, including drafting and revising. Such a preference indicates that these students perceive writing as a dynamic process that benefits from continuous support to enhance their skills. Conversely, 37% of students favour submitting only the final draft for assessment, reflecting a desire for greater independence and autonomy in their writing endeavours. These students may possess confidence in managing their writing process or may prefer to maintain privacy in their creative expression prior to receiving feedback. The results underscore the necessity for flexibility in writing instruction, enabling teachers to accommodate both groups by balancing process-oriented and product-oriented methodologies, thus providing guidance for those in need while allowing others to work independently.

Section 8: Students' Attitudes towards Writing (1 Question):**➤ Question 10: How do you feel about writing in English?**

Aim: This question delves into students' emotional attitudes towards writing in English, aiming to detect whether they appreciate or dislike the activity. Recognizing these feelings allows educators to pinpoint root causes and refine their teaching strategies to boost student engagement and motivation.

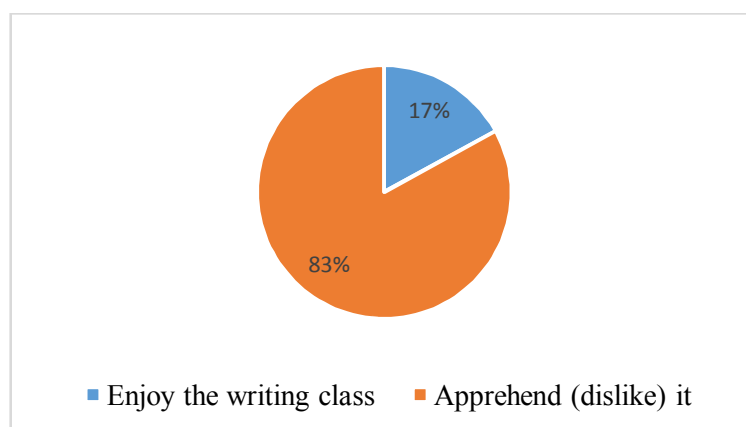


Figure 2.10. Students' Feelings about Writing in English

The data indicates that a considerable proportion of students (83%) experience anxiety or dislike regarding writing in English, with only 17% indicating enjoyment of the task. This suggests that writing is largely perceived as a difficult or stress-inducing activity for most students. Those who enjoy writing may possess greater confidence in their language proficiency, a personal interest in the subject, or have had positive experiences in the past. In contrast, the negative feelings prevalent among the majority likely stem from challenges with grammar, vocabulary, and the organising of ideas, as well as the pedagogical approaches that often prioritize error correction and final products over the writing process itself. Additionally, the high-stakes nature of writing assessments may further heighten anxiety. These insights indicate that a shift towards a more process-focused writing instruction, emphasizing feedback and revision, could alleviate writing anxiety and encourage a more favourable attitude towards writing. By establishing a cultivating learning atmosphere, educators can support students in developing both their confidence and writing skills.

4.3.4.3. Design of Learners' Questionnaire on Writing Difficulties and Perceptions of their Teacher's SBI

The questionnaire consists of 28 questions designed to investigate the writing challenges faced by learners and their views on the SBI provided by their writing teacher. Its aim is to collect information regarding the difficulties students encounter, the teaching methods they are exposed to, and the emphasis placed on writing skills within their academic curriculum. This instrument is organized into six sections, each focusing on a distinct facet of the students' writing experiences.

The initial segment emphasizes students' self-evaluation of their writing skills. It requires them to prioritize the four language competencies based on perceived difficulty and assess their own writing proficiency. Furthermore, it explores the particular challenges faced by students, including idea generation, sentence construction, content organization, grammar, vocabulary, and mechanical issues. This section also delves into possible reasons for these difficulties, such as insufficient writing practice, limited instructional time, ineffective pedagogical approaches, lack of constructive feedback, and inadequate collaboration between writing educators and other subject teachers.

The second section investigates the significance of writing skills in the academic achievements of students, as well as the feedback they obtain from educators in various subjects. It prompts students to pinpoint which courses necessitate proficient writing abilities and considers the need for collaboration between writing instructors and teachers of other disciplines. Furthermore, it assesses whether educators from other subjects return graded assignments, offer critiques on students' writing, and the particular elements they emphasize, including coherence, organization, vocabulary, and mechanics.

The third section assesses students' opinions regarding the instructional approaches of their writing teacher. It investigates whether explicit teaching of paragraph and essay writing is implemented and identifies which components of writing are given the most focus. The analysis also considers whether the instruction goes beyond sentence-level grammar, whether students are involved in the organization and development of

their ideas, and whether they are taught and practice writing techniques such as brainstorming, outlining, drafting, and editing. Moreover, it examines whether students have sufficient opportunities to practice writing at a level beyond individual sentences and whether collaborative and extracurricular writing activities are supported.

The fourth section reviews the kinds of feedback students are given and the impact of self-correction and peer feedback. It looks into whether instructors provide written comments and corrections, the focal points of the feedback, and the involvement of students in self- and peer-correction processes. Additionally, it examines whether students revise their drafts and the types of alterations they implement, which may include grammar corrections, content changes, or sentence reorganization.

The fifth section focuses on evaluating students' perspectives on the effectiveness of their current writing instruction. It poses questions regarding whether the instruction contributes to their ability to write effectively and permits them to justify their opinions. Moreover, it delves into students' preferences for additional support, such as enhanced focus on grammar, writing organization, idea development, feedback, or extra resources like workshops and online tools.

The last part offers students a chance to recommend enhancements in their writing instruction. It prompts them to propose alterations to their teacher's methods and to provide guidance to their peers on how to tackle writing obstacles.

Comprising 28 questions, the questionnaire delves into the critical factors that shape students' writing abilities and teaching practices. By assessing students' insights regarding their challenges, the feedback they receive, and the instructional strategies applied, this study aims to uncover opportunities for enhancing SBWI and elevating EFL writing education.

4.3.4.4. Results of Learners Questionnaire on Writing Difficulties and Perceptions of their Teacher's SBI

This questionnaire aims to investigate the first-year EFL students' perceptions concerning writing instruction, with a particular focus on the teaching of writing strategies and the methodologies employed by their writing instructors. It seeks to ascertain the frequency with which specific writing strategies are introduced and

practiced in the classroom, as well as the overall power of these strategies on the students' writing development. Furthermore, the questionnaire collects information regarding the students' experiences, feedback, and recommendations for enhancing writing instruction.

Part 1: Students' Assessment of their writing

- **Question 1: According to you, which of the following language skill do you find the most difficult? Please range it from the most difficult to the least difficult from 1 to 4**

The aim: The purpose of this question is to evaluate how students perceive their own difficulties in language skills by having them rank these skills from the most challenging to the least challenging. This ranking process assists in identifying the specific areas where they experience the most struggle, providing educators with important insights. By understanding these challenges, instructors can adapt their teaching methodologies and offer targeted assistance to improve the overall learning experience for students.

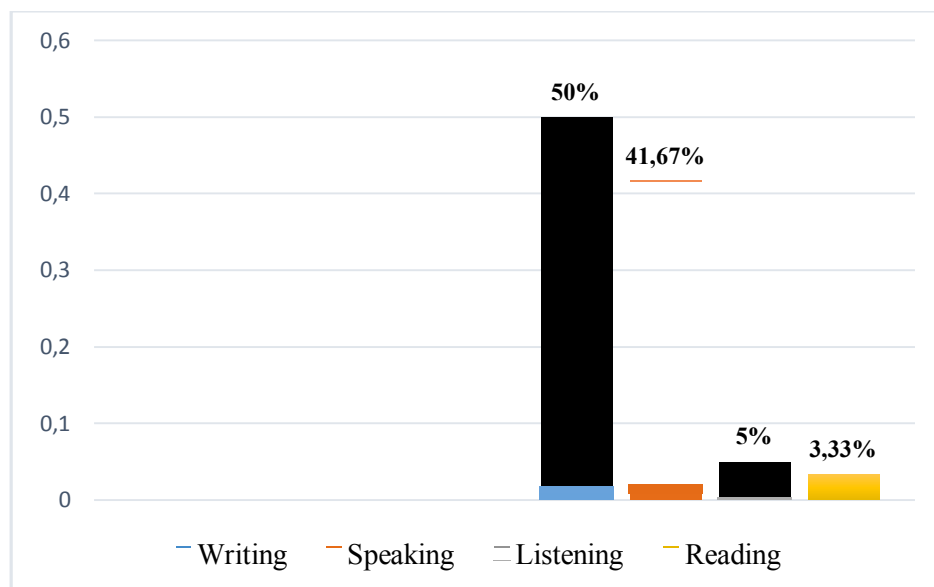


Figure 4.11. Students' Self-Perceived Difficulties in Language Skills

According to the survey results, 50% of respondents regard writing as the most challenging language skill. Speaking is not far behind, with 41.67% of participants indicating it as their greatest difficulty. In contrast, listening and reading are viewed as less challenging, with only 5% of respondents identifying listening as their primary issue and 3.33% ranking reading as the most difficult skill. These insights suggest that

students find writing and speaking to be the most difficult, while listening and reading are relatively easier for most.

➤ **Question 2: How do you assess your level to write in English?**

The aim: it assesses students' self-assurance regarding their writing abilities, providing valuable information about their perceived level of proficiency. Recognizing discrepancies between self-evaluation and actual skill level enables educators to modify their teaching approaches to address students' requirement more effectively.



Figure 4.12. Students' Self-Perceived Writing Proficiency in English

The analysis of students' self-reported writing proficiency indicates diverse levels of confidence among them. A small fraction (6.67%) rated their skills as excellent, whereas a larger segment (30%) viewed their proficiency as good. The predominant group (41.67%) considered their abilities to be average, and 21.67% felt their writing was lacking. These insights reveal that while some students possess confidence, many others encounter difficulties or doubts, underscoring the importance of specialized support in writing instruction.

➤ **Question 3: Do you face serious difficulties when writing in English?**

If yes at which level?

The aim of this question is to evaluate the level of difficulties students experience in English writing. Understanding these challenges offers critical insights into the specific hurdles they encounter, which empowers educators to modify their instructional approaches and deliver tailored support aimed at enhancing students' writing abilities.

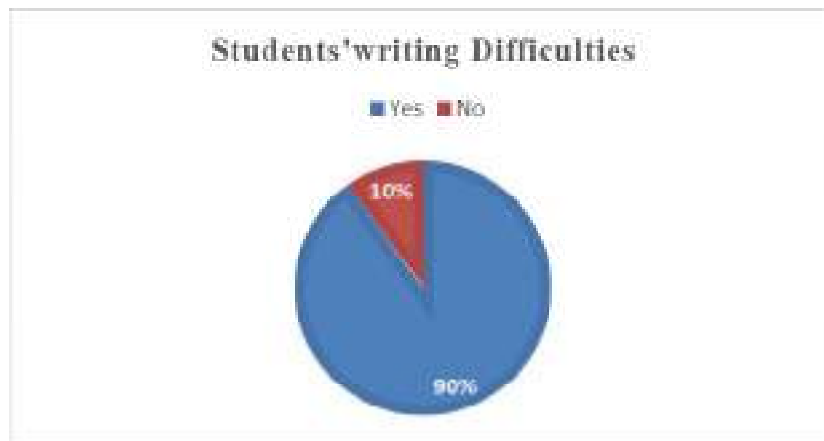


Figure 4.13. Students' Perceived Challenges in Writing in English

The findings reveal that an overwhelming majority of participants (90%) reported encountering significant challenges while writing in English, indicating a prevalent issue with writing proficiency. Conversely, a mere 10% indicated that they did not experience substantial difficulties. This notable difference highlights the perception of writing as a particularly demanding skill for the majority of students, thereby emphasizing the necessity for focused instructional assistance. The inquiry sought not only to ascertain whether students face difficulties but also to pinpoint particular barriers in their writing process, offering essential insights for enhancing teaching methodologies. The specific obstacles encountered by students are outlined in the subsequent figure.

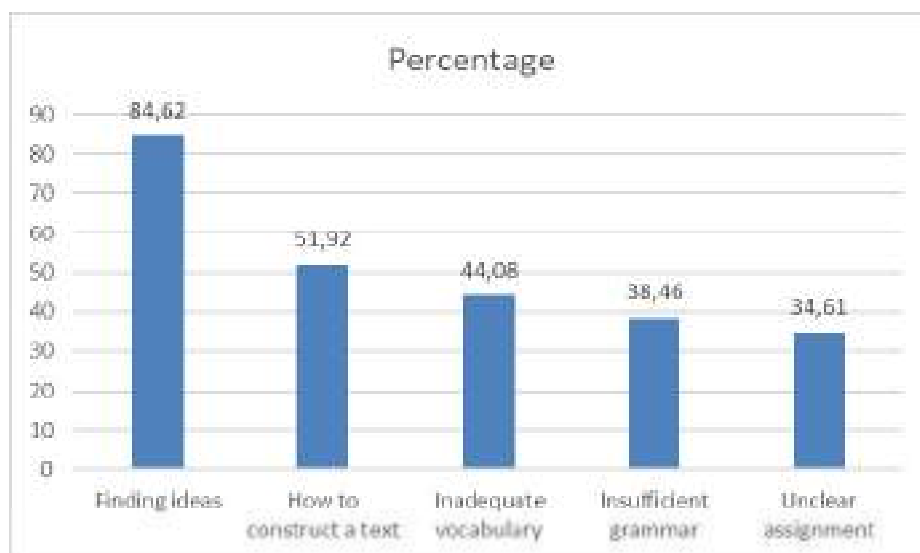


Figure 4.14. Distribution of First-Year EFL Students' Writing Difficulties

The analysis of the writing difficulties encountered by students uncovers several major challenges that considerably influence their performance. The primary issue reported is the struggle to generate ideas and begin writing, with 84.62% of students recognizing this as a substantial obstacle. This finding implies that a large portion of students has trouble starting their writing assignments. Moreover, 75% of students experience challenges in organizing their ideas and forming coherent sentences, indicating that even when they possess ideas, they find it hard to express them clearly. Sentence construction also stands out as a significant issue, affecting 51.92% of those surveyed.

The technical components of writing, such as spelling and punctuation, present challenges for 48.08% of students, underscoring the necessity for enhanced teaching in writing mechanics. Similarly, grammar issues are prevalent, with 44.23% of students experiencing difficulties in maintaining grammatical accuracy. Additionally, limitations in vocabulary impede students' capacity to articulate their thoughts effectively, as 38.46% indicate struggles in selecting appropriate words. Conversely, the clarity of assignments seems to be a minor concern, with only 13.46% of students identifying unclear instructions as a significant obstacle.

The analysis reveals that the most significant obstacles are found in the early stages of the writing process, notably in generating and organizing ideas. Furthermore, issues related to sentence structure, writing mechanics, grammar, and vocabulary intensify the challenges faced by students, while the clarity of assignments is comparatively less problematic. This underscores the importance of providing specialized instructional support in these areas to bolster students' writing capabilities.

➤ **Question 4: In your opinion, which of the following factors contribute to the difficulties you face in writing English? (Select all that apply)**

Aim: This question seeks to uncover the factors that students attribute to their writing challenges, thereby shedding light on the difficulties they experience. Gaining an understanding of these factors will enable educators to create focused interventions that enhance writing instruction and offer appropriate support.

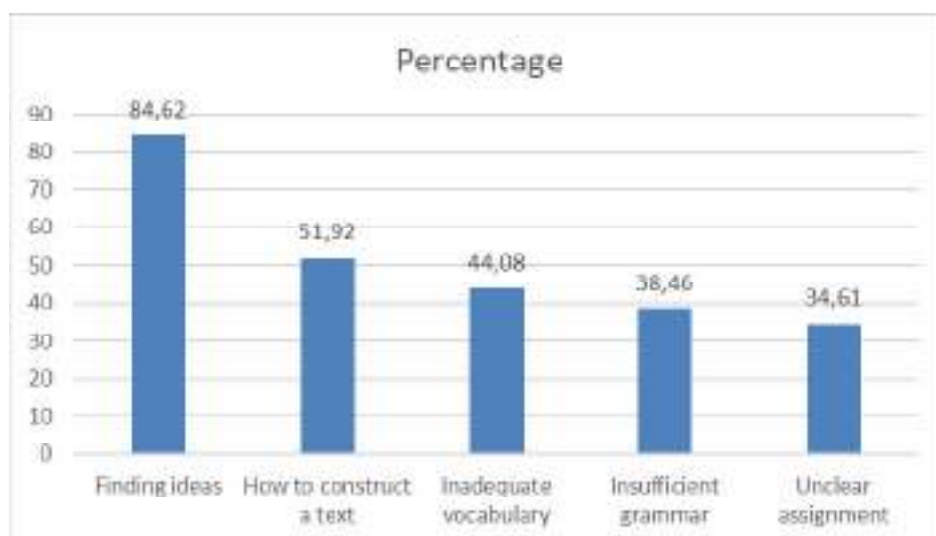


Figure 4.15. Factors Contributing to EFL Students' Writing Difficulties

The examination of the factors that contribute to students' challenges in writing uncovers several significant issues. A substantial proportion of students (83.33%) cite a lack of sufficient writing practice as their foremost obstacle, followed by inadequate teaching time (74.07%) and insufficient reading (64.81%). Furthermore, more than half of the students (55.56%) believe that the absence of peer collaboration impedes their development, while 61.11% emphasize the disconnect between their writing course and other academic subjects. Additional concerns include an excessive focus on error correction by instructors (51.85%), ineffective teaching strategies (70.37%), ambiguous assignment instructions (46.30%), insufficient feedback (50.00%), and limited exposure to various writing styles and genres (59.26%). These findings indicate specific areas, such as the need for increased writing practice, enhanced teaching approaches, and improved feedback, where focused interventions could significantly improve writing instruction and support.

Part two: Writing skills in Relation to Students' Academic Needs

- **Question 5: Which modules other than written comprehension and expression require the most writing skills in your curriculum? Please order them from the most to the least important.**

Aim: its aim is to identify curriculum modules that necessitate proficient writing skills, in addition to written comprehension and expression. Recognizing these subjects will illuminate the significance of writing in students' academic achievements and underscore the importance of writing-centered instruction across various modules.

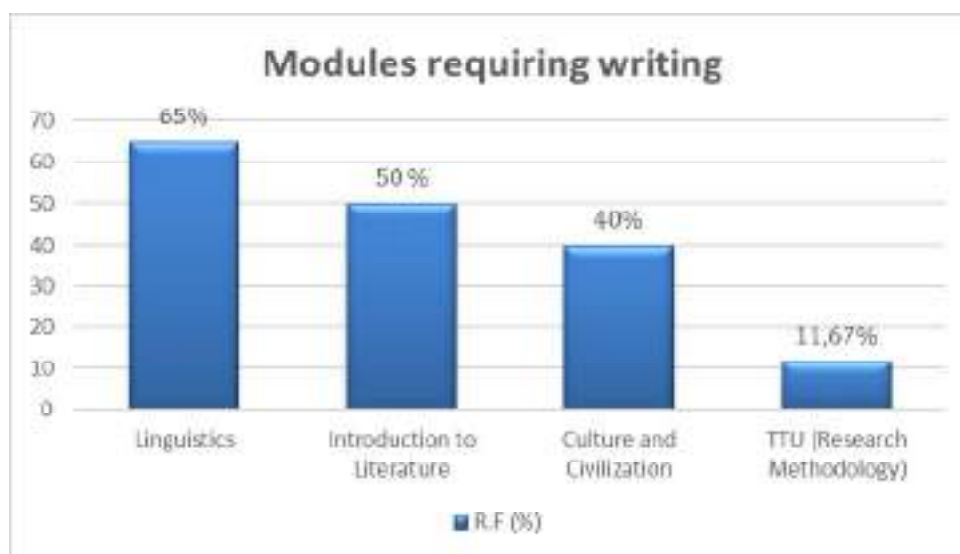


Figure 4.16. Modules requiring Writing Skills beyond WCE Module

The survey results indicate a range of importance assigned to writing skills across different academic modules. Linguistics has emerged as the module with the highest demand for writing skills, as 65% of students identified it as a crucial component of their coursework. This finding suggests a significant reliance on written analysis and extensive written assignments within this area of study. Introduction to Literature follows closely, with half of the respondents acknowledging its substantial writing requirements, likely due to the focus on critical essays and textual analysis. Furthermore, 40% of students recognized Culture and Civilization as requiring considerable writing, reflecting the need for detailed written reports on cultural topics. In contrast, Research Methodology (TTU) was noted to be less dependent on writing, with only 11.67% of students highlighting its relevance. Overall, these findings emphasize the essential role of writing in subjects such as Linguistics, Literature, and Culture and Civilization, highlighting the importance of proficient writing skills for academic success in these disciplines.

➤ **Question 6: Do you think that coordination between the teacher of the writing course and the teachers of other courses (such as grammar) is necessary?**

Aim: it seeks to understand students' perspectives on the essential nature of collaboration between writing instructors and teachers of related courses, such as grammar. It aims to evaluate whether students regard a deficiency in cooperation as a barrier to their writing development. The findings will provide significant insights into

how improved collaboration could enhance writing proficiency and overall academic success, thereby informing strategies for creating a more unified and supportive educational setting.

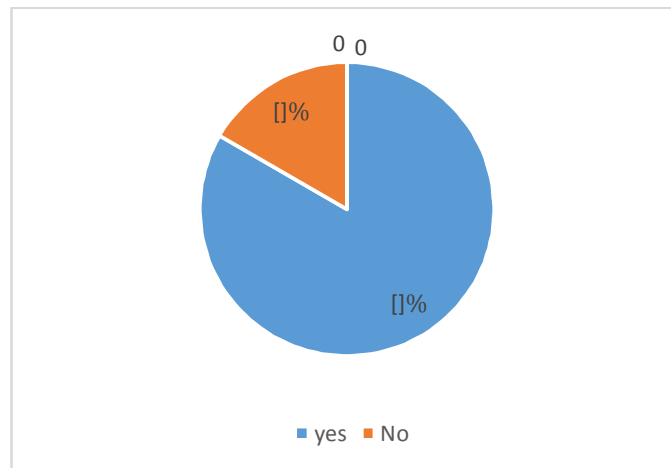


Figure 4.17. Students' Perceptions of Coordination between Writing and Related Course Instructors

The findings from the survey indicate that a significant majority of students, specifically 83.33%, advocate for increased collaboration between writing instructors and educators of other subjects, especially in grammar. This substantial confirmation suggests that students appreciate the advantages of a cohesive approach to writing instruction, which may enhance their overall writing skills by merging knowledge from various disciplines. Conversely, 16.67% of students do not perceive the need for such collaboration, implying satisfaction with the existing framework of teaching writing. In summary, these results underscore a prevalent feeling among students that interdepartmental cooperation could enrich their educational experience and improve their writing abilities.

➤ **Question 7: Do teachers of other modules give you back your exam sheet to see and correct your errors?**

Aim: its aims is to investigate if students receive their examination papers back from instructors of other modules, thus allowing them to review and correct any errors. Understanding this mechanism is important for evaluating how feedback contributes to the improvement of students' writing competencies through reflection and revision.

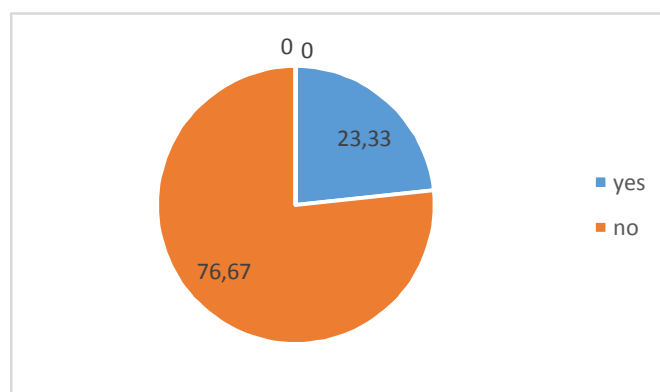


Figure 4.18. Students' Access to Exam Papers for Review and Feedback

The data reveals that a considerable number of students (76.67%) do not have access to their exam papers from teachers of different modules, thereby limiting their chances to review and learn from their errors. Conversely, merely 23.33% of students reported receiving their exam sheets for feedback, suggesting that only a minority of students can engage in this essential corrective process. This lack of feedback may hinder students' ability to refine their writing and correct mistakes, which could adversely affect their overall development in writing.

➤ **Question 8: Do teachers of other modules correct your writing errors?**

Aim: This question is designed to explore the involvement of teachers from other modules in correcting students' writing errors, thereby providing valuable information regarding the feedback mechanisms in place across different academic courses. Understanding the degree of error correction that takes place beyond specialized writing programs is vital for assessing the reinforcement of writing skills throughout the overall curriculum.

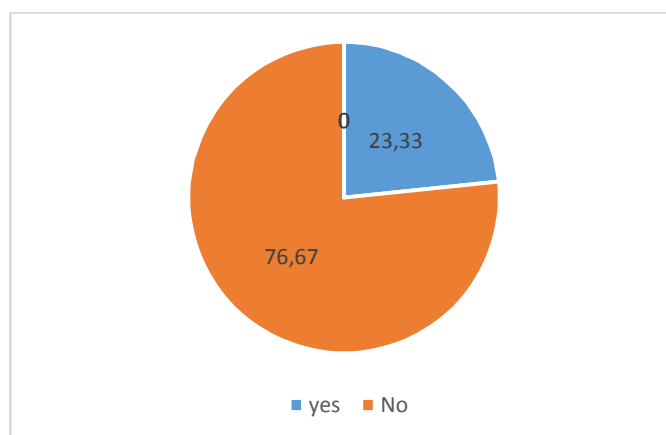


Figure 4.19. Feedback on Writing Errors from Teachers of Other Modules

The results demonstrate that a large majority of students do not receive error correction from teachers in other academic modules. Notably, 76.67% of students stated that instructors of other modules do not correct their writing errors. This reflects a lack of support for the enhancement of writing skills through feedback in other subjects. Nevertheless, 23.33% of students reported receiving error correction, indicating that some instructors may offer beneficial written feedback that could aid in the improvement of students' writing. These findings highlight the critical need for more consistent and interconnected feedback across different courses to advance students' writing abilities.

➤ **Follow-up to Question 8 : If yes, what are the aspects the teachers of other modules focus on most while correcting your writing?**

Aim: This question aims to identify the particular writing features that teachers from different subjects emphasize when providing corrections on students' work. By determining whether the feedback is concentrated on content, structure, grammar, or other elements, it facilitates an evaluation of the relevance and impact of the feedback in enhancing students' writing skills and overall academic success in various fields of study.



Figure 4.20. Focus Areas of Writing Corrections by Teachers of Other Modules

The findings reveal that the correction of writing errors by instructors from various modules primarily concentrates on essential writing mechanics, notably grammar, spelling, punctuation, and capitalization, as indicated by 98.21% of students. Additionally, language and vocabulary usage are commonly addressed, with 71.43% of students noting that teachers rectify problems related to word choice and language application. The organizational components of writing, which encompass the arrangement of ideas, are highlighted for 58.93% of students, while the presentation of ideas is acknowledged by 35.71% of students. The aspect receiving the least attention is cohesion and coherence, with merely 19.64% of students reporting corrections in these areas. In summary, the data underscores a significant emphasis on technical writing issues, such as grammar and mechanics, while broader writing elements like cohesion and coherence receive comparatively less focus.

Part three : Students perceptions towards their writing teacher's instruction

- **Question 9: Does your Written Comprehension and Expression teacher teach you how to write paragraphs and essays? If yes, how often does she/he teach you how to write paragraphs and essays?**

Aim: This question aims to ascertain whether students are taught paragraph and essay writing by their instructor in written comprehension and expression, as well as the frequency of such instruction. Understanding the extent and regularity of this teaching is crucial for evaluating its impact on the overall writing development of students.

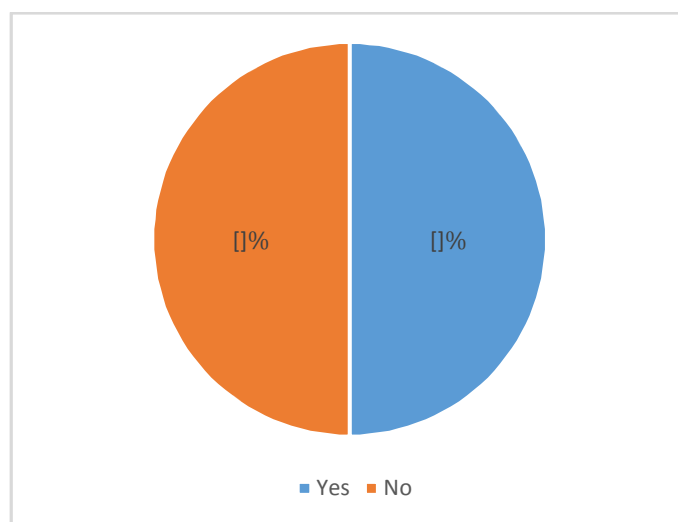


Figure 4.21. Instruction on Paragraphs and Essays writing

The data demonstrates a balanced split in the experiences of students with respect to writing instruction. Of the 60 students surveyed, half (30) indicated that they had received training in writing paragraphs and essays, while the other half reported the absence of such instruction. This situation suggests a lack of uniformity in the availability of writing education, revealing potential shortcomings in the curriculum of the WCE course.

Concerning the frequency of such instruction. Understanding the extent and regularity of this instruction as already mentioned is crucial for evaluating its impact on the overall writing development of students. The following figure will highlights the frequency of such instruction:

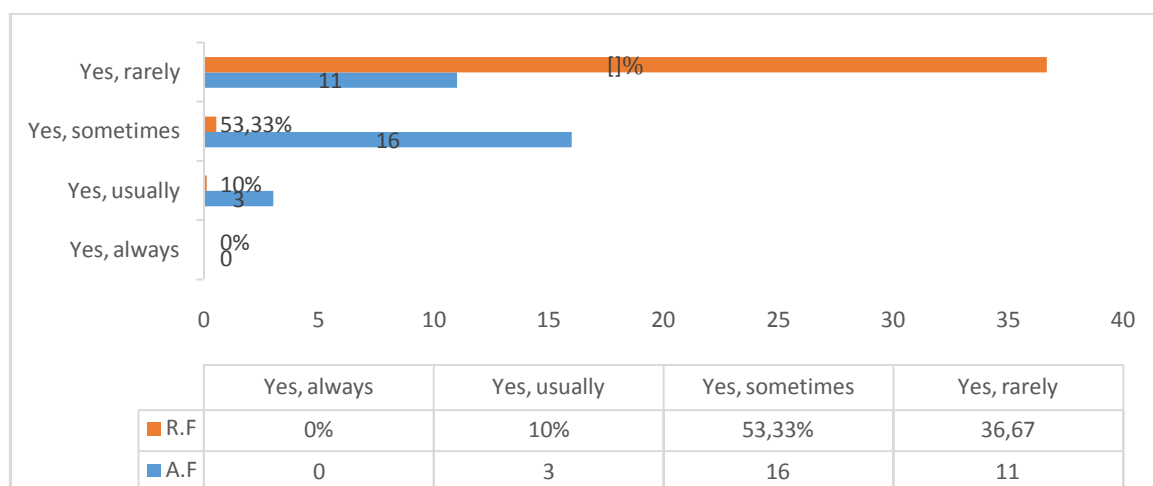


Figure 4.22. Frequency of Paragraph and Essay Writing Instruction in WCE Course

The examination of the frequency of instruction pertaining to paragraph and essay writing demonstrates significant variation among the 30 students who participated in such instruction. None of the students indicated that they received writing instruction consistently, suggesting it was not a regular aspect of their educational experience. A small subset, comprising 3 students (10.00%), reported receiving instruction on a regular basis, while the majority, totaling 16 students (53.33%), indicated that they received it sporadically, implying that writing practice was incorporated intermittently into their curriculum. Furthermore, 11 students (36.67%) stated that they experienced writing instruction infrequently. This distribution underscores that, although some students did receive writing instruction, the frequency was irregular, with a

predominant emphasis on occasional or infrequent exposure rather than a structured, systematic approach.

➤ **Question 10: When the teacher teaches writing, which part does he/she give more emphasis?**

Aim: This question aims to uncover the specific elements of writing instruction that teachers prioritize. By investigating these priorities, it assesses the comprehensiveness of the instruction, which includes critical components such as grammar, writing strategies, content, mechanics, sentence structure, and paragraph development. The outcomes will shed light on whether the emphasis placed by teachers corresponds with the needs of students in fostering well-rounded writing skills.

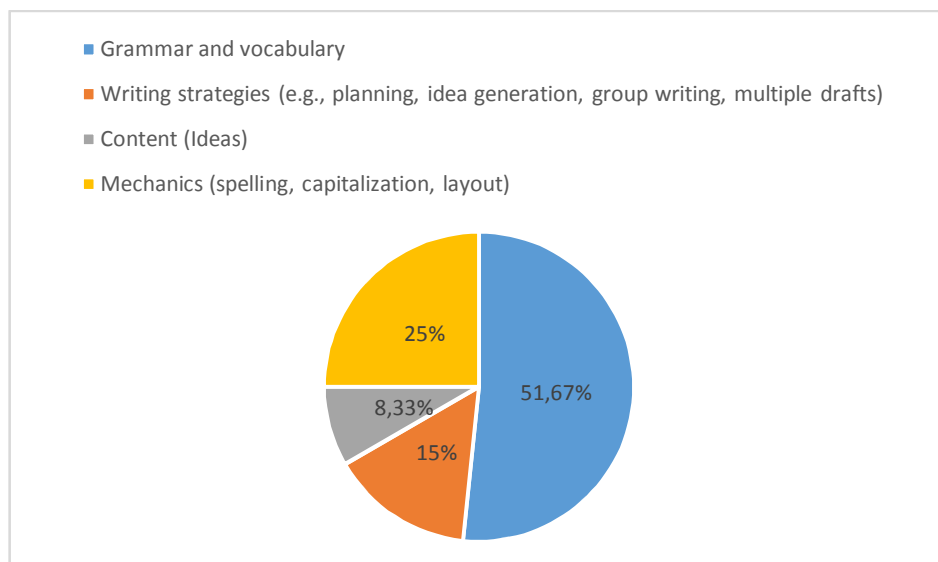


Figure 4.23. Teachers 'Prioritized Aspects of Writing Instruction

The review of the responses regarding the prioritization of writing instruction reveals distinct patterns in instructional focus. A considerable majority, totalling 45 students (51.67%), indicated that grammar and vocabulary are the primary components of their writing instruction, suggesting that foundational language skills dominate the curriculum. In contrast, writing strategies such as planning, brainstorming, and collaborative writing were mentioned by only 9 students (15%), indicating that these strategies are viewed as less critical. Content development, which relates to the generation and integration of ideas in writing, was recognized by merely 5 students (8.33%), emphasizing its relatively low importance. Mechanics, which encompass spelling, punctuation, and layout, were noted by 7 students (25%), reflecting a

moderate emphasis on these technical elements. Overall, the findings suggest that while grammar and vocabulary are prioritized, writing strategies and content development are given less focus in the current instructional setting.

➤ **Question 11: What do the writing tasks focus on?**

Aim: This question seeks to uncover the fundamental components that are prioritized in students' writing tasks. Through the examination of elements including grammatical correctness, writing mechanics, sentence structure, sentence expansion, and paragraph organization; it aims to identify the primary focus of writing assignments. The outcomes will yield important insights into which writing aspects are emphasized in educational practice and how instructors tailor their writing instruction strategies.

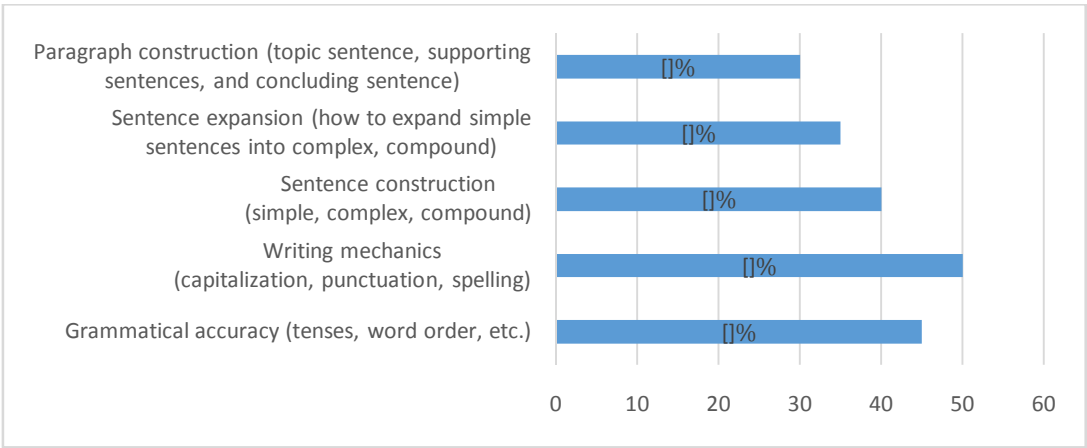


Figure 4.24. Primary Areas of Focus in Writing Tasks Assigned to Students

The previous figure indicates that the writing assignments incorporated into the curriculum primarily emphasize the technical components of writing, particularly focusing on writing mechanics and grammatical precision. A notable proportion of students (83.33%) indicated that these tasks are centered on the technical correctness of their writing, encompassing aspects such as capitalization, punctuation, and spelling. This trend underscores a significant commitment to ensuring that students' writing conforms to fundamental conventions. Grammatical precision is also of paramount importance, with 75% of students noting that the assignments prioritize correct grammar, including the use of tenses and proper word order. Additionally, sentence construction is highlighted by 66.67% of students as a key area of focus, emphasizing the necessity of effectively understanding and utilizing various sentence types. The curriculum also addresses sentence expansion to a moderate extent, with

58.33% of students acknowledging that tasks require them to elaborate on sentences to form more intricate structures. Conversely, paragraph construction appears to be the least prioritized element, as only 50% of students reported its presence in writing assignments, indicating that while it is acknowledged, it receives relatively less focus compared to grammar, mechanics, and sentence-level instruction.

➤ **Question 12: How often does your writing instruction focus on broader writing skills beyond sentence-level grammar?**

Aim: This question aim to investigate the frequency with which writing instruction encompasses more than just sentence-level grammar, incorporating skills such as paragraph development, coherence, and overall organization. It sheds light on whether students are afforded a thorough writing instruction that prepares them for complex writing assignments necessitating both structural and logical competence in addition to grammatical correctness.

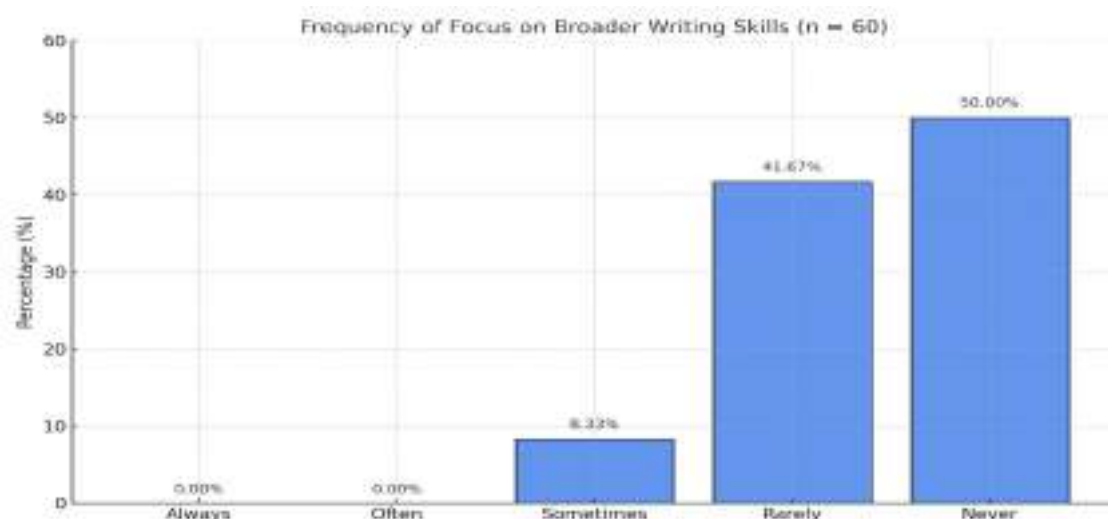


Figure 4.25. Frequency of Instruction on Writing beyond Sentence-Level Grammar

The data reveals a notable deficiency in writing instruction, primarily concentrating on sentence-level grammar while neglecting more extensive writing competencies. A significant portion of students, specifically 50%, indicated that their instruction does not encompass broader writing skills such as paragraph development, coherence, and organization. This finding points to an inadequacy in equipping students for more complex writing assignments. Furthermore, 41.67% of students reported that these broader skills are infrequently addressed, suggesting that although there may be sporadic references, they do not constitute a primary focus of their writing education.

Only a small fraction of students, at 8.33%, mentioned that they occasionally receive guidance on these broader writing skills, underscoring the limited nature of comprehensive writing instruction. The lack of responses indicating that broader writing skills are taught regularly or consistently further highlights the restricted scope of current writing pedagogy.

➤ **Question 13: How frequently do you engage in writing activities that help with organizing and developing your ideas?**

Aim: This question examines the extent to which students participate in writing activities that facilitate the organization and elaboration of ideas. Effective writing is not limited to constructing sentences; it also requires the ability to structure and articulate ideas into well-organized paragraphs and essays. Analyzing this frequency is crucial for understanding whether students are acquiring the essential competencies for comprehensive writing tasks

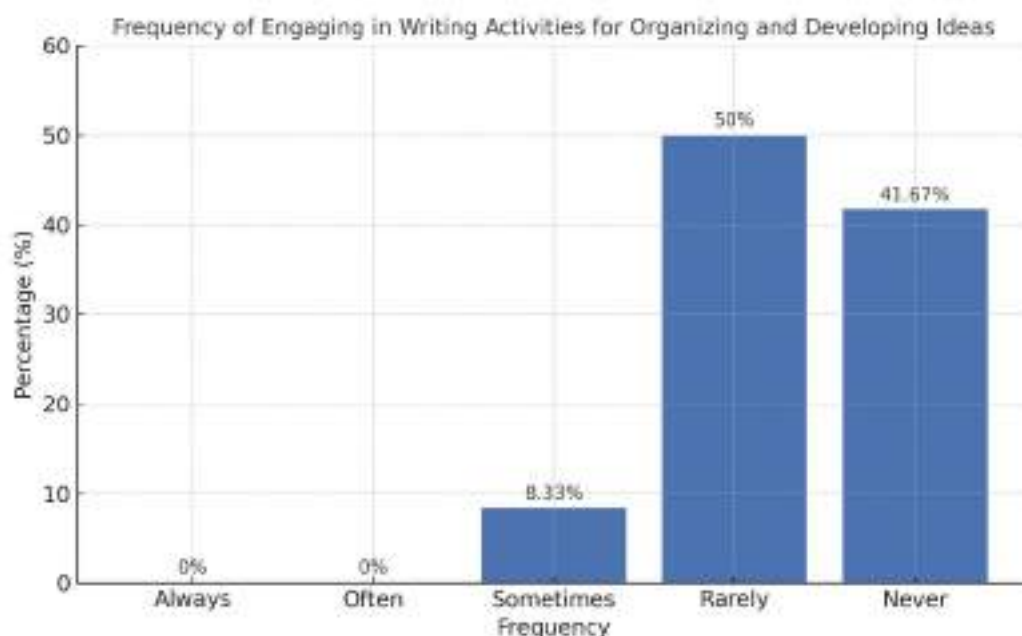


Figure 4.26. Frequency of Writing Activities Focused on Organizing and Developing Ideas

The findings points to a significant lack of writing activities aimed at the organization and development of ideas, which are critical for effective writing. A substantial majority of students (91.67%) report either minimal or no engagement in these activities. Specifically, 25 students (41.67%) indicated that they never participate, while 30 students (50%) reported infrequent involvement. This suggests

that these vital writing practices are not integrated into their regular instructional methods. Only a small number, 5 students (8.33%), noted that they participate occasionally. The absence of any students reporting frequent engagement (Often or Always) further highlights the concern that students are not being provided with sufficient opportunities to develop their skills in organizing and elaborating on ideas, which are essential for effective writing.

- **Question14: Are you taught specific writing strategies such as brainstorming, outlining, drafting, and editing in your writing classes? If yes, have you practiced their use in class?**

Aim: it aims to determine whether students are directly taught and supported in the application of writing strategies such as brainstorming, outlining, drafting, and editing in class. It aims to provide an understanding of their writing techniques and to ascertain if they are equipped with effective methods for organizing and refining their written assignments.

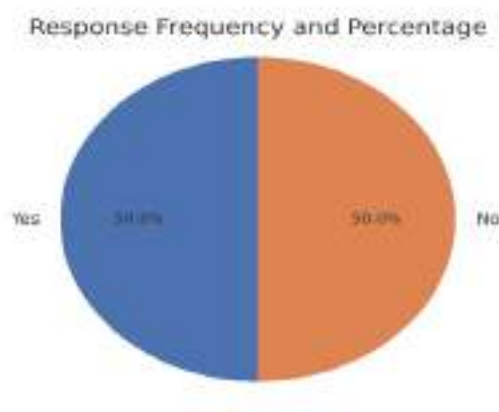


Figure 4.27. Instruction of the Specific Writing Strategies

The results demonstrate a balanced distribution in students' experiences with writing strategies, with 50% of the students having received instruction on essential writing techniques such as brainstorming, outlining, drafting, and editing. This suggests that these students are being provided with structured approaches to the writing process, which are essential for developing effective writing practices and enhancing their ability to organize and refine their work. On the other hand, the remaining 50% of students reported a lack of instruction in these strategies, indicating a significant gap in

the writing curriculum. This deficiency in structured teaching could impede students' capacity to engage in writing in a more organized and methodical manner, potentially limiting their writing development and proficiency. The division between those who receive instruction and those who do not highlights an inconsistency in the implementation of writing education, which may adversely affect students' overall writing abilities.

Table 4.7. Practice of Specific Writing Strategies during Class Time

Response	Frequency (A.F.)	Percentage (R.F.)
Practiced	0	0%
Not Practiced	30	100%
Total	30	100%

The findings from the previous table indicate a significant disparity between theoretical instruction and the practical implementation of writing strategies. While all 30 students surveyed acknowledged receiving guidance on fundamental strategies such as brainstorming, outlining, drafting, and editing, none reported actively engaging in these activities during class. This observation implies that, despite exposure to vital writing techniques, students are not afforded the opportunity to apply them in real-time.

The lack of practical engagement in the classroom prevents students from honing and internalizing these strategies, which are crucial for their writing development. In the absence of experiential learning, the instruction remains largely theoretical, thereby diminishing its potential to enhance students' writing capabilities.

In summary, the insufficient practical application of writing strategies within the classroom underscores a notable deficiency in the curriculum. By integrating structured writing practice sessions, educators could not only bolster students' writing abilities but also effectively connect theoretical knowledge with practical execution, leading to more impactful writing instruction.

➤ **Question 15: Does your written comprehension and expression teacher make you practice writing in English in class beyond sentence level?**

Aim: The purpose of this question is to determine whether students have access to practical writing experiences that go beyond basic sentence-level grammar, including the writing of paragraphs and essays. Furthermore, it investigates how well theoretical teachings on text organization and structure are woven into the curriculum to bolster students' skills in developing and organizing their ideas proficiently.

Table 4.8. Practical Opportunities for Engaging in Writing Activities beyond Sentence-Level

Practice Writing Beyond Sentence Level	A.F	R.F
Yes (Including Theoretical Instruction)	30	50%
No (No Practice or Insufficient)	30	50%
Total Number	60	100%

The analysis demonstrates a pronounced division in students' experiences with writing instruction that transcends sentence-level and grammar. Half of the students (50%) reported having received theoretical instruction on paragraph construction, yet they did not have practical opportunities to implement these concepts in their writing. In contrast, the other half (50%) indicated that they neither received theoretical instruction on paragraph construction nor engaged in any practical writing exercises beyond sentence-level skills. This division reveals a significant shortcoming in writing instruction, where students may be exposed to theoretical concepts without the essential practice needed for effective application. It also underscores the importance of incorporating more comprehensive writing activities that extend beyond basic sentence-level skills to facilitate greater advancement in paragraph and essay writing.

➤ **Question 16: Do you think you have enough practice in paragraph writing? Please justify your answer.**

Aim: This question examines students' views regarding their paragraph writing practices and delves into the motivations behind these perspectives. By comprehending their justifications, one can gain insights into the effectiveness of

writing instruction, which is essential for pinpointing areas that require improvement and support in their skill development.

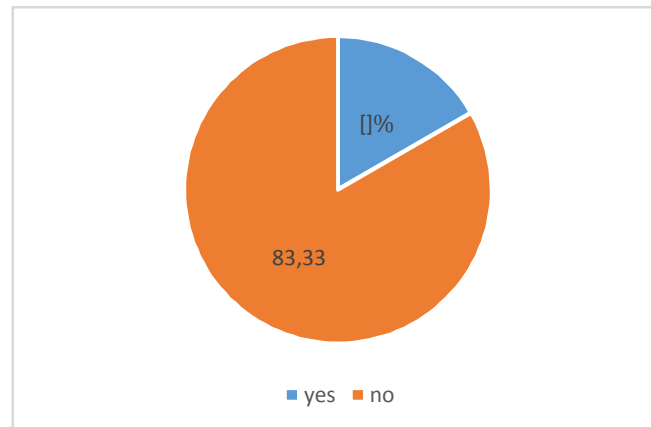


Figure 4.28. Students' Perceptions of the Adequacy of Paragraph Writing Practice

It uncovers a significant deficiency in students' experiences related to paragraph writing practice. A large majority, specifically 83.33%, feel they do not have enough practice, citing an excessive concentration on sentence-level grammar and limited chances for paragraph-level writing. In contrast, 16.67% believe they are receiving sufficient practice, attributing this to infrequent paragraph writing activities. This discrepancy highlights the critical need for a more comprehensive approach to practical writing tasks to bridge the gap between theoretical instruction and the development of writing skills.

➤ **Question 17: Does your teacher encourage you to practice writing in pairs or in groups?**

Aim: its aim is to assess the degree to which instructors support collaborative writing initiatives, including activities that involve pairs or groups. Such initiatives promote peer feedback, the sharing of ideas, and a structured approach to writing development. By examining their frequency within the classroom, the question seeks to evaluate their significance in student learning and their effectiveness in advancing writing proficiency.

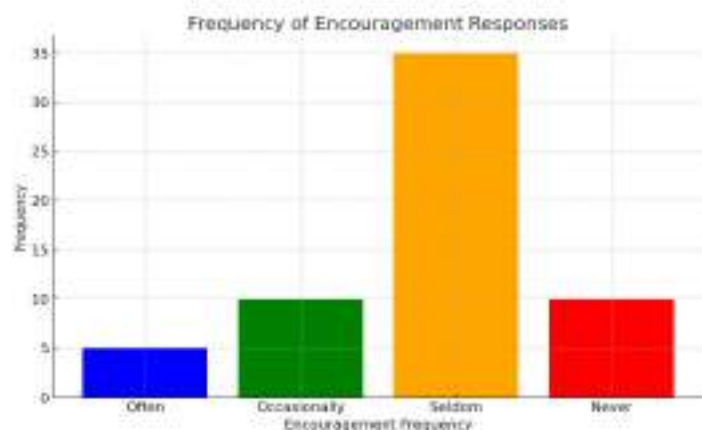


Figure 4.29. Frequency of Collaborative Writing Activities Encouraged by Teachers

The analysis reveals a minimal focus on collaborative writing within the instructional framework for students. A mere 8.33% of students indicated that they were frequently encouraged to participate in group or pair writing activities, while 16.67% reported occasional encouragement. Conversely, a significant portion, comprising 58.33%, noted that they were seldom motivated to collaborate, and 16.67% stated they had never engaged in such collaborative efforts. These results imply that collaborative writing plays a limited role in their educational experience, thereby diminishing opportunities for peer interaction and feedback, which are crucial for the enhancement of writing skills.

➤ **Question 18: Does your teacher encourage you to write paragraphs and essays outside of class?**

Aim: This inquiry aims to ascertain whether educators motivate students to compose paragraphs and essays outside of the classroom, as well as the regularity of such encouragement. Evaluating this aspect is essential for understanding the degree of supplementary writing practice that students undertake beyond formal instruction.

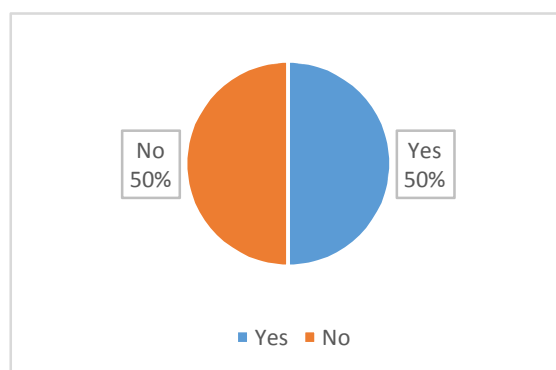


Figure 4.30. Encouragement to Write Paragraphs and Essays Outside of Class

If Yes, Frequency of Encouragement

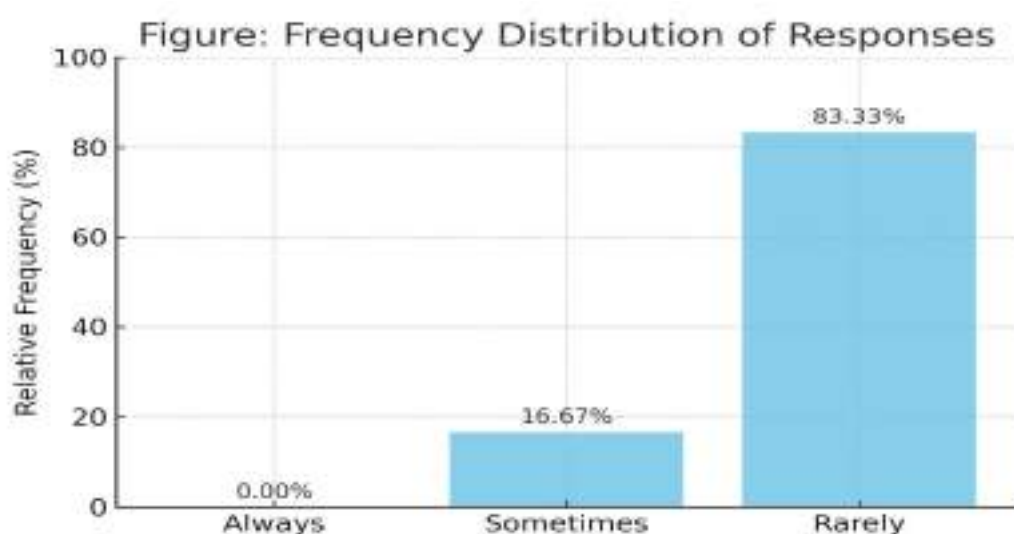


Figure 4.31. Frequency Encouragement to Write Paragraphs and Essays Outside of Class

The analysis shows that nearly fifty percent of students receive some encouragement for writing outside of class, yet this encouragement is irregular. A predominant of 16.67% students report receiving encouragement only occasionally, while 83.33% state they are seldom encouraged, with no students receiving consistent writing assignments. Consequently, out-of-class writing is not a regular element of the curriculum, highlighting the urgent requirement for a more structured and consistent writing practice to promote the development of students.

➤ **Question 19: Do you usually practice writing paragraphs or essays on your own to improve your English writing?**

Aim: This question is designed to evaluate how actively students engage in independent writing practices beyond the scope of classroom instruction. It provides an understanding of their motivation, tendencies toward self-directed learning, and

their commitment to improving their writing skills without relying exclusively on formal educational frameworks. Analyzing students' independent writing efforts can reveal whether they are taking initiative to advance their competencies or if they mainly depend on structured classroom activities for their progress.

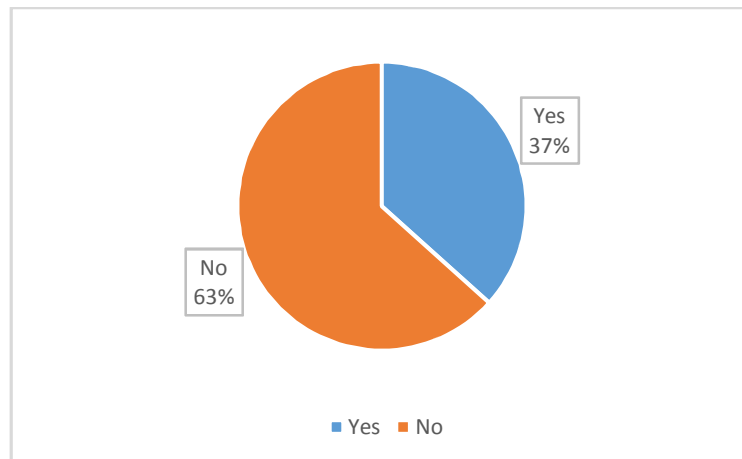


Figure 4.32. Students' Engagement in Independent Writing Practice Outside of Class

The above results indicate a significant difference in the level of student engagement with independent writing activities. Specifically, 36.67% of students participate in writing outside of the classroom to enhance their skills, whereas a substantial 63.33% depend exclusively on the instruction provided during class. This highlights the necessity for implementing strategies that promote self-directed writing practices, enabling students to take more responsibility for improving their writing abilities beyond the boundaries of formal education.

➤ **Question 20: Does your teacher support and encourage you to engage in creative writing tasks, such as writing personal journals, letters, or short stories?**

Aim: The purpose of this question is to examine how effectively EFL instructors encourage creative writing practices, such as journaling, letter writing, and storytelling, to facilitate self-expression and cultivate writing skills that extend beyond traditional academic tasks. Furthermore, it intends to emphasize the importance of creativity in advancing students' comprehensive writing proficiency.

Table 4.9. EFL Teachers Encouragement of Creative Writing Activities

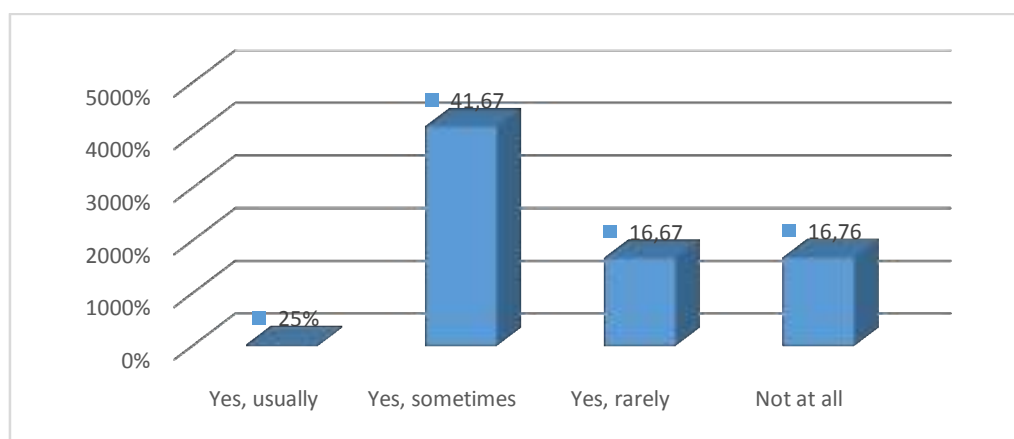
Response	Frequency (A.F.)	Relative Frequency (R.F.)
Yes	0	0%
No	60	100%
Total	60	100%

The findings indicate a complete lack of creative writing activities in EFL instruction, with all 60 students (100%) reporting no encouragement to engage in activities such as journaling, letter writing, or storytelling. This suggests a limited focus on academic writing, primarily prioritizing grammar and sentence structure. The deficiency in creative writing opportunities may restrict students' capacity for self-expression, creativity, and the development of diverse writing skills. By integrating such activities into the curriculum, it may be possible to enhance students' overall writing proficiency and facilitate more effective communication outside of academic settings.

❖ **Part four** : Teacher Feedback, Peer Feedback and Self-Correction

➤ **Question 21: Does your teacher give you comments and corrections on your writing? If yes, what type of feedback?**

Aim: This question is designed to examine the focus and frequency of teacher feedback related to students' writing, investigating whether it primarily targets grammar, mechanics, content development, or a mixture of these components. Comprehending this aspect can help identify areas where instructional feedback may require adjustment to more effectively support the development of students' writing abilities.

**Figure 4.33. Frequency of Teacher Feedback**

The findings reveal that while a significant number of students do receive some degree of teacher feedback on their writing, the regularity and focus of this feedback are inconsistent. Only 25% of students typically receive feedback, with 41.67% receiving it occasionally, and 33.34% reporting little to no feedback. The next figure will highlight frequency of teacher feedback related to students' writing:

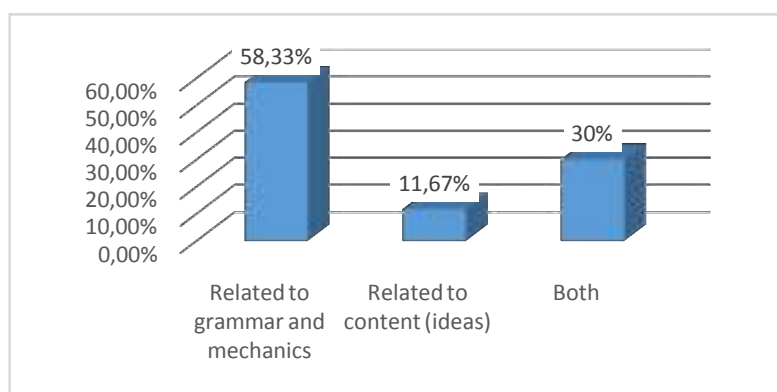


Figure 4. 34. Focus of Teacher Feedback

The majority of the feedback is concentrated on grammar and mechanics, comprising 58.33%, while only 11.67% addresses content development. A balanced approach that considers both aspects is noted by 30% of students. These observations point to a strong inclination towards surface-level corrections, which may hinder the development of content and organization, thus emphasizing sentence-level accuracy over overall writing proficiency.

➤ **Question 22: Does he/she make you correct your own writing?**

Aim: This question focuses on the extent to which students practice self-correction, a vital skill for the enhancement of writing. Regular engagement in self-correction supports autonomy, accuracy, and refinement. Assessing the frequency of this practice can help ascertain whether students are taking initiative in improving their writing or are largely reliant on teacher feedback.

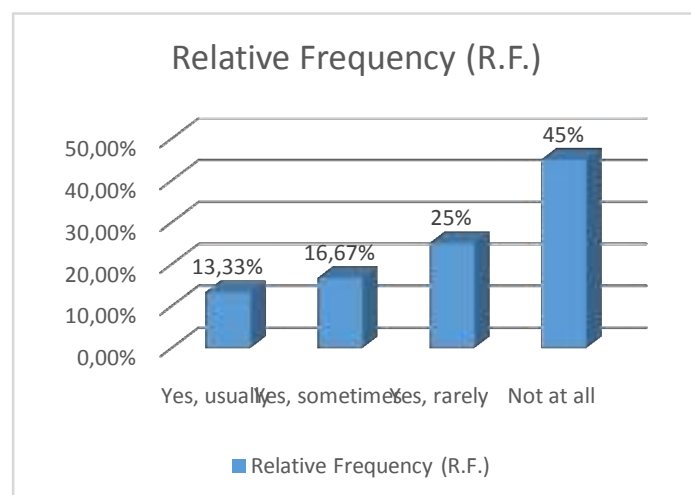


Figure 4.35. Frequency of Student Engagement in Self-Correction Activities

The analysis: it reveals that self-correction is not a significant component of writing instruction for students. A mere 13.33% of students consistently practice self-correction, while 16.67% do so on an occasional basis, indicating limited and inconsistent opportunities for this important skill. Furthermore, 25% of students seldom engage in self-correction, and a notable 45% do not engage in this practice at all. This deficiency in the focus on self-correction highlights a substantial gap in writing instruction, as self-correction is crucial for enhancing writing proficiency. By improving its incorporation into classroom activities, educators could promote greater student independence and the development of writing skills.

➤ **Question 23: Does your teacher encourage you to comment on your friends' written work?**

Aim: This question assesses the frequency with which students participate in peer feedback, a method that fosters critical thinking, collaboration, and writing proficiency by analysing and assessing the work of their peers.

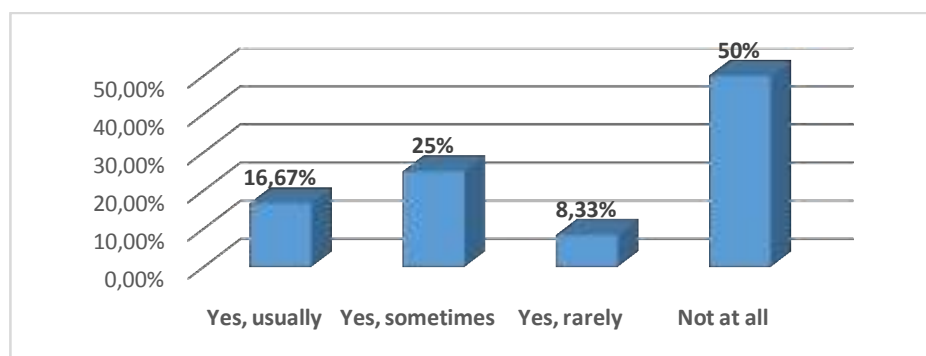


Figure 4.36. Frequency of Teacher Encouragement for Peer Feedback in Writing

The findings reveal that peer feedback is not a fundamental aspect of writing instruction, with 50% of students indicating that they have never been prompted to assess their peers' work. While 16.67% of students typically participate in peer feedback, 25% do so occasionally, and 8.33% engage in it infrequently. This insufficient focus on peer review signifies a lost opportunity for collaborative learning, as interaction with classmates' writing can improve critical thinking, self-editing abilities, and familiarity with various writing styles. A more consistent integration of peer feedback could significantly benefit students' overall writing development.

➤ **Question 24: Does your teacher ask you to write a second draft? If yes, what changes do you make when you rewrite your draft(s)?**

Aim: This question seeks to determine how often students revise and resubmit their written assignments, highlighting the critical role of revision in the enhancement of writing quality. It also considers whether students primarily focus on correcting sentences or if they engage in more extensive revisions ,that address both of content and structural elements.

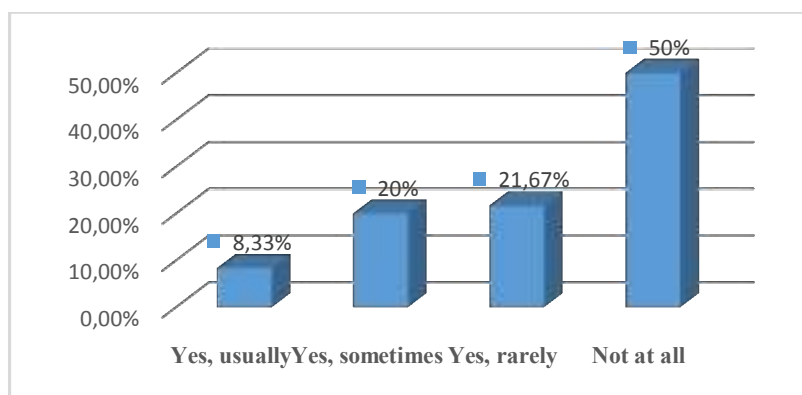


Figure 4.37. Frequency of Second Draft Submission and Revision Practices among Students

A significant portion of the respondents, specifically 50%, stated that they are not asked to submit a second draft, which suggests that the processes of revision and rewriting may not be a standard component of their writing education. Among those who do submit a second draft, most do so infrequently (21.67%) or on occasion (20%).

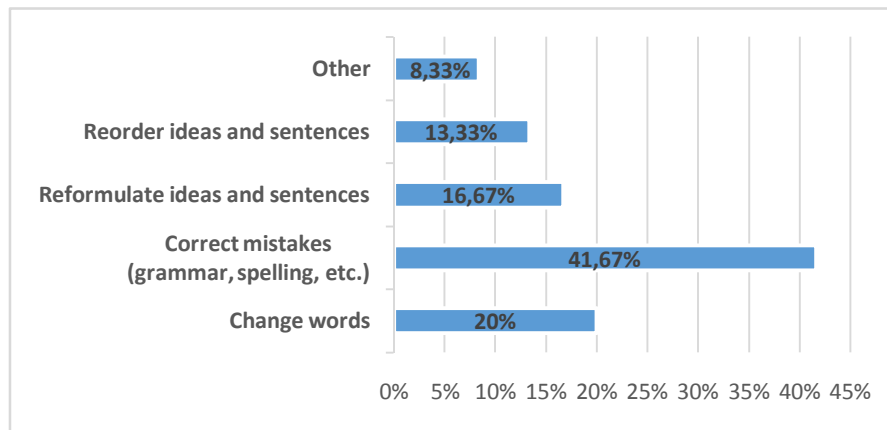


Figure 4.38. Types of Revisions Made by Students

The data indicates that a large proportion of students are inclined to concentrate on surface-level corrections during the revision stage, with 41.67% prioritizing aspects such as grammar, spelling, and mechanics. Conversely, only 16.67% of students attempt to reformulate their ideas, and a mere 13.33% focus on reordering their content. This trend points to a limited engagement with more extensive structural and conceptual enhancements. This aligns with earlier findings that suggest many students are not obligated to submit a second draft, thereby reinforcing the focus on grammatical correctness rather than on the development of content and overall coherence in their writing.

Part five: Assessment of Writing Instruction

- **Question 25: Does the current writing instruction help you to write effectively?**

Aim: To assess students' opinions on the effectiveness of the current writing instruction and to determine specific areas that necessitate improvement.

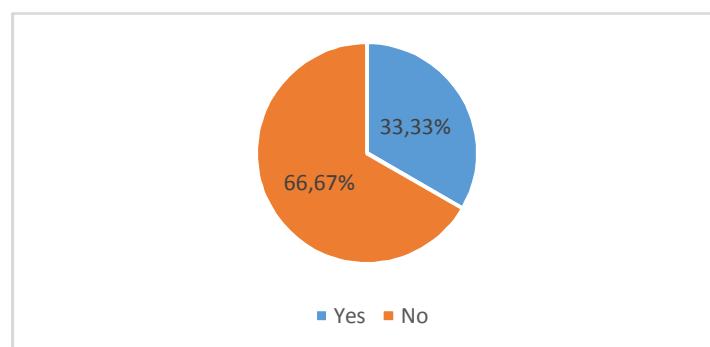


Figure 4.39. Students' Perceptions of the Effectiveness of Current Writing Instruction

The findings indicate that a majority of students, totalling 66.67%, feel that the current writing instruction is inadequate for fostering effective writing skills. This significant statistic points to a considerable gap in the perceived success of the instructional framework. On the other hand, a smaller fraction of students, at 33.33%, views the existing approach as somewhat effective, suggesting that while some benefits are acknowledged, there is a pressing need for substantial improvements to better support students' writing needs. This feedback accentuates the necessity for a thorough review and revision of teaching methodologies to ensure they are more aligned with enhancing students' writing proficiency.

➤ **Question 26: What additional support would help you improve your writing skills?**

Aim: To identify the various types of additional resources that students feel would significantly aid in the enhancement of their writing proficiency.

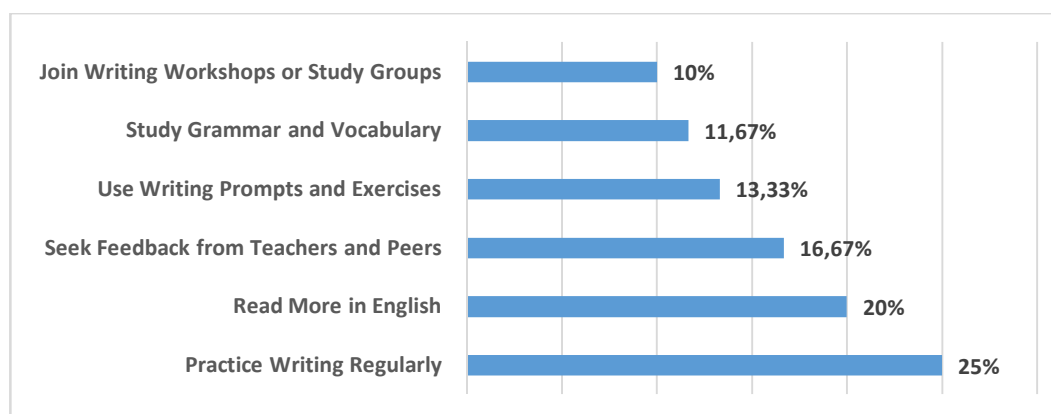


Figure 4.40. Additional Support Needed to Improve Writing Skills

The data indicates significant areas where students believe they require further assistance to enhance their writing abilities. A notable 50% of respondents highlight

the necessity for increased practice in writing structure, emphasizing the value of practical exercises to effectively organize and develop their compositions. Furthermore, 46.67% of students express a desire for more feedback on their writing, indicating a strong demand for thorough and actionable evaluations to identify and address their weaknesses. While 41.67% acknowledge the importance of grammar, they also assert that it should not be the exclusive focus of instruction. Additionally, 33.33% of students indicate a need for guidance in idea development, suggesting a demand for improved support in brainstorming and elaborating on concepts. A smaller segment, comprising 25%, has requested more resources, such as workshops or online tools, to aid in their writing progress. Lastly, the "Other" category, accounting for 8.33%, encompasses more specific needs, including the integration of reading comprehension into writing instruction, a focus on paragraph and essay writing, and the provision of collaborative writing opportunities. Collectively, these findings suggest that students are advocating for a well-rounded approach that prioritizes structured practice, comprehensive feedback, and the incorporation of additional resources to bolster their writing skills.

Part six: Suggestions and recommendation

➤ Question 27: What would you suggest for your teacher to change in his teaching methodology if he/she wants to improve writing instruction?

Aim: This question is designed to elicit student opinions on how to improve writing instruction by recognizing specific methodological changes that could contribute to their writing advancement.

Table 4.10. Suggested Changes to Teacher's Methodology for Improving Writing Instruction

Suggested Change	Frequency
More practice with writing	18
Detailed feedback on writing	12
Interactive activities	10
Integration of reading	8
Emphasis on paragraph and essay writing	7
Use of writing tools and resources	6
Increased collaboration in class	5
Other (please specify)	4

The responses reveal a strong preference among students for writing instruction that is more engaging and practice-oriented. Key recommendations include providing additional writing opportunities (18 students), offering detailed feedback (12 students), implementing interactive activities such as peer reviews (10 students), merging reading with writing (8 students), placing greater emphasis on paragraph and essay writing (7 students), employing writing tools (6 students), and encouraging collaboration in the classroom (5 students). These findings suggest a need for a well-rounded approach that integrates practice, feedback, and active participation to foster writing development.

➤ **Question 27: What do you suggest to your classmates to improve their writing and to overcome their writing difficulties?**

Aim: The purpose of this inquiry is to collect suggestions from first-year EFL students regarding strategies or practices that they consider beneficial for assisting their peers in enhancing their writing skills and addressing difficulties.

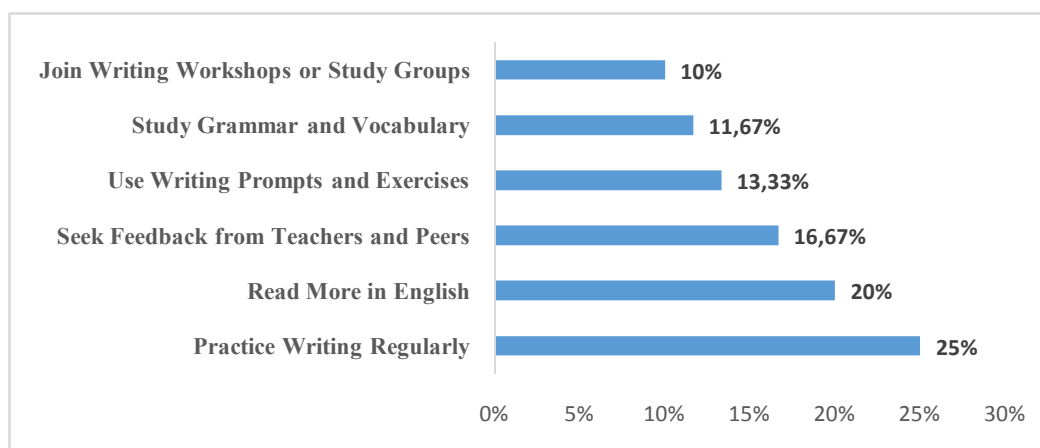


Figure 4.41. Student Suggestions for Improving Writing Skills

The analysis of the obtained results identifies significant strategies proposed by first-year EFL students to address writing challenges. The most frequently mentioned recommendation was regular writing practice, cited by 25% of students, underscoring its importance in developing skills and building confidence. Additionally, 20% of students valued increased reading in English, as it provides exposure to various writing styles and vocabulary. The necessity of obtaining feedback from teachers and peers was acknowledged by 16.67% of respondents, highlighting the role of constructive criticism in enhancing writing quality. Furthermore, 13.33% of students advocated for the use of writing prompts and exercises to facilitate structured practice, while 11.67% stressed the significance of grammar and vocabulary study. The suggestion to participate in writing workshops or study groups was made by 10% of students, promoting collaborative learning and support. These insights indicate a pressing need for a stronger focus on regular practice, reading integration, and structured feedback within writing instruction. They also imply that existing teaching methodologies may not adequately prioritize revision and writing strategies, revealing potential areas for enhancement in fostering students' writing skills.

4.3.4.5. Discussion of the Results

The examination of learners' biodata and learners' questionnaire on writing difficulties and perceptions of their teacher's SBI reveals several factors that contribute to students' poor writing performance, extending beyond the shortcomings of existing writing pedagogy. Despite having 7 years and more than 7 years of exposure to EFL, first-year university students find it challenging to produce clear and

coherent texts, indicating a pressing need to re-evaluate writing instruction methodologies.

Many students opt to study English out of personal interest; however, writing continues to be the most difficult skill for them, primarily due to a lack of practice and reliance on implicit teaching strategies. Additionally, students express dissatisfaction with the topics assigned to them and the absence of structured writing instruction. Their challenges encompass both surface-level issues, such as punctuation, spelling, and grammar, as well as discourse-level concerns, including cohesion, coherence, and logical organization. While some students recognize the significance of writing strategies, they encounter difficulties in effectively implementing them, which underscores the limitations inherent in a product-oriented approach.

The results highlight the necessity for a shift toward process-oriented writing instruction, which should include explicit teaching of strategies, ongoing practice, and systematic feedback. An interactive methodology that encompasses brainstorming, planning, peer review, and various drafting phases would effectively connect theoretical instruction with practical application. These findings validate essential components of the research hypotheses and indicate an immediate requirement for pedagogical reforms aimed at improving students' writing skills.

4.3.5. Analysis of Questionnaire for EFL Teachers of other Academic Modules

This section initially explores the design of the questionnaire distributed to EFL teachers of various modules except writing, aiming to offer a thorough insight into their perceptions of the writing challenges faced by students.

4.3.5.1. Questionnaire for EFL Teachers of other Academic Modules Design

A second structured questionnaire, including a combination of closed-ended and open-ended questions, was administered to all 13 EFL teachers from various academic modules at the English department of the same university. This tool was designed to examine their perceptions regarding students' writing challenges, the importance of writing in their respective fields, and the level of collaboration between them and writing instructors. The questionnaire is thoughtfully constructed to capture a comprehensive view of EFL teachers' perspectives and practices, systematically

divided into eight sections with a total of 22 questions, each targeting particular areas of interest.

1. **Background Information (4 questions):** This section gathers demographic and professional information, including the teacher's highest academic degree and years of teaching experience, which serve to contextualize the interpretation of the responses.
2. **Perceptions of Student Writing Skills (2 questions):** These questions gauge the opinions of teachers concerning the general writing competencies of their students, facilitating an understanding of the obstacles that students experience in writing from the viewpoint of their educators.
3. **Integration of Writing in their Module and Assessment (3 questions):** This section emphasizes the integration of writing across different modules and the methods of its evaluation, underscoring the significance of writing in achieving the overall objectives and assessments of the course.
4. **Evaluation and Feedback (2 questions):** This section explores the techniques adopted by teachers for providing feedback, considering both the frequency and the approach they take in addressing student writing.
5. **Perceptions of Writing Instruction and WSBI (4 questions):** These inquiries examine the attitudes of instructors towards their current practices in writing instruction and their knowledge and utilization of writing strategies.
6. **Coordination with Writing Instruction (3 questions):** This section explores the extent of collaboration between writing educators and instructors from other disciplines, along with the incorporation of writing instruction throughout various modules.
7. **Professional Development (2 questions):** This section examines teachers' perspectives on the significance of continuous professional development in improving their writing instruction practices.

8. **Open-Ended Questions (2 questions):** The last part permits instructors to offer qualitative feedback, serving as a space for them to communicate their apprehensions and proposals aimed at improving writing instruction.

The questionnaire consists of three distinct categories of questions aimed at gaining a thorough insight into educators' practices and beliefs concerning writing instruction.

- **Multiple-Choice Questions,** is located in the sections titled "Background Information" and "Integration of Writing in Your Module and Assessment." These questions are designed to gather categorical data. For instance, one question asks about the teacher's highest academic qualification, offering choices such as "Magister" and "PhD," which facilitates clear classification of qualifications. This type of question enhances the ability to conduct comparisons and statistical analyses (Fink, 2013).
- **Likert-Scale Questions:** In sections such as "Evaluation and Feedback" and "Perceptions of Writing Instruction and WSBI," Likert-scale questions are employed to assess the frequency or intensity of responses. An example of this is the question, "How often do you provide feedback on students' writing tasks?" which offers a range from "Always" to "Never." Such questions are instrumental in gauging the frequency of behaviours and attitudes (Brace, 2018).
- **Open-Ended Questions:** The inquiries presented in the concluding section encourage educators to reflect on their experiences, apprehensions, and recommendations. For instance, the question, "What are your main concerns regarding current writing instruction in your module and the lack of coordination with writing teachers?" enables participants to provide more in-depth, qualitative feedback. Such open-ended responses enhance the data by gathering comprehensive and personal insights that structured questions may not fully encompass (Creswell, 2014).

This questionnaire is designed to obtain both quantitative and qualitative insights into EFL teachers' perceptions of writing instruction. It features multiple-choice questions for quantifiable responses, Likert-scale items to evaluate instructional practices, and open-ended questions for more nuanced understanding. Such a

structured methodology allows for an in-depth examination of students' writing difficulties, the importance of writing across different academic modules, and the degree of cooperation between writing instructors and those teaching other modules. By encompassing both general patterns and personal perspectives, the questionnaire lays a solid groundwork for analysing the determinants of writing instruction within EFL settings.

4.3.5.2. Non-Writing Teacher Questionnaire Results

The responses undergo analysis through a percentage-based method to identify significant patterns in the perspectives of teachers and to assess the effect of interdisciplinary collaboration on the writing development of students.

➤ **Section 1: Background Information (4 Questions)**

Aim of the Section: it compiles demographic and professional information regarding instructors of various modules to provide context for their responses and to discern patterns related to their experience, qualifications, and the subjects they teach.

1. Gender :

Aim: This item serves to determine the gender of respondents, facilitating an examination of potential differences in teaching practices or perceptions related to writing instruction.

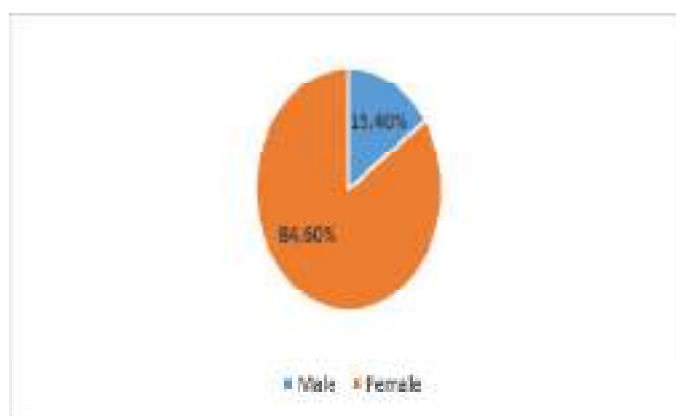


Figure 4. 42. Gender Distribution of Respondents

A significant proportion of EFL teachers, comprising 84.6%, are female, while males account for only 15.4%. This statistic highlights the prominent presence of women within the department.

2. Teaching Experience: Question 2: "How long have you been teaching English?"

Aim: This question seeks to ascertain the experience levels of teachers in order to contextualize their viewpoints on writing instruction and the challenges faced by students, thereby emphasizing the possible distinctions between novice and educators that are more experienced.

University faculty members exhibit a wide range of teaching experience, with some having only two years in the field and others boasting up to thirty years (Having accumulated teaching experience at multiple school levels before becoming a part of the university). This variation reflects a combination of relatively inexperienced and highly experienced educators.

3. Academic Qualification: Question3: "What is your highest academic qualification?"

- **Aim:** Assessing the academic qualifications of educators provides valuable information regarding their expertise and its effect on their instructional procedures and perspectives on writing proficiency.

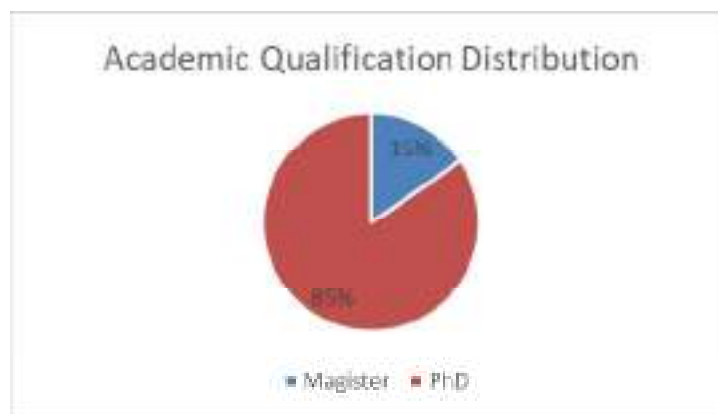


Figure 4. 43. Respondents' Academic Qualifications

The data reveals that a substantial 84.6% of the teaching staff have attained a PhD, in contrast to 15.4% who possess a Magister degree. This highlights the high academic qualifications of the staff.

4. Modules Taught: Question 4: "What modules are you currently teaching?"

- **Aim:** This question aims to ascertain the subjects that each instructor teaches, establishing a connection between their opinions on writing abilities and the specific writing expectations associated with their modules.

The obtained data revealed that instructors deliver a wide array of modules at various academic levels, encompassing subjects such as grammar, oral communication, civilization studies, literature, linguistics, sociolinguistics, educational linguistics, cognitive psychology, psych pedagogy, phonetics, human and social sciences, research methodology, and Information and Communication Technologies. This range of subjects reflects differing expectations regarding writing proficiency, as each discipline necessitates unique writing conventions and competencies. For example, literature and linguistics often require a focus on analytical and interpretive writing, whereas research methodology prioritizes structured and formal writing styles. Additionally, courses like oral communication may emphasize verbal skills over written ones, which could shape educators' approaches to writing instruction. The diversity in subject requirements highlights the necessity for interdisciplinary collaboration to ensure that students cultivate comprehensive writing abilities that are relevant across various academic fields.

➤ Section 2: Perceptions of Student Writing Skills

- **Aim of the Section:** This section examines educators' views on the writing abilities of their students, emphasizing particular difficulties and aspects that necessitate further assistance.

1. Question 1: "How would you rate the overall writing skills of students in your module?"

- **Aim:** This inquiry assesses educators' comprehensive evaluation of students' writing abilities, offering a broad overview of their proficiency levels.

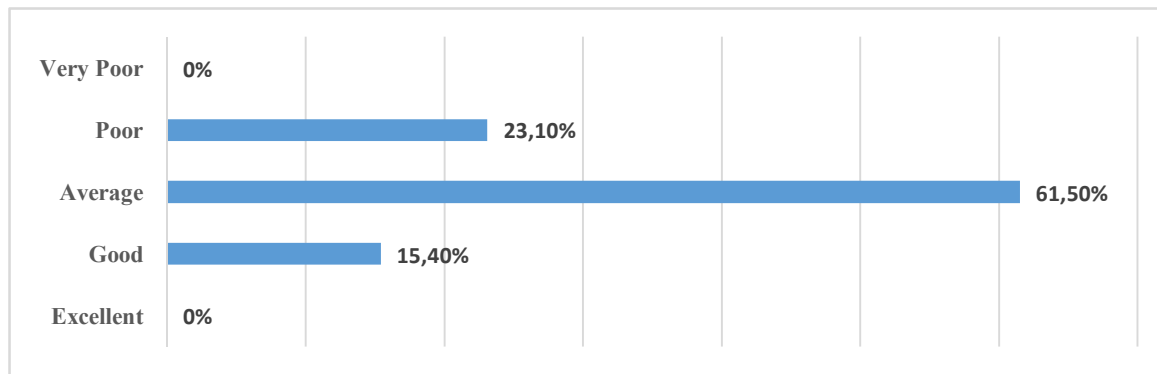


Figure 4.44. Teachers' Evaluation of Students' Overall Writing Proficiency

The analysis indicates that none of the educators assessed students' writing skills as excellent (0%), which points to a deficiency in high-level proficiency. A mere 15.4% deemed the students' writing as good, implying that only a small number of students exhibit strong capabilities. The majority, at 61.5%, categorized students' writing as average, suggesting they fulfil basic requirements but do not stand out. Additionally, 23.1% of teachers rated students' writing as poor, underscoring considerable challenges. Notably, no educators classified students' writing as very poor (0%), suggesting that while there are weaknesses, severe deficiencies are not widespread. In summary, the results indicate that most students possess average to below-average writing skills, highlighting the necessity for focused support to improve their proficiency.

2. Question 2: "What specific writing skills do students struggle with the most in your module?"

Aim: The purpose of this inquiry is to pinpoint particular students' writing difficulties encountered in the teachers' modules, thereby emphasizing aspects that may require focused instructional assistance.

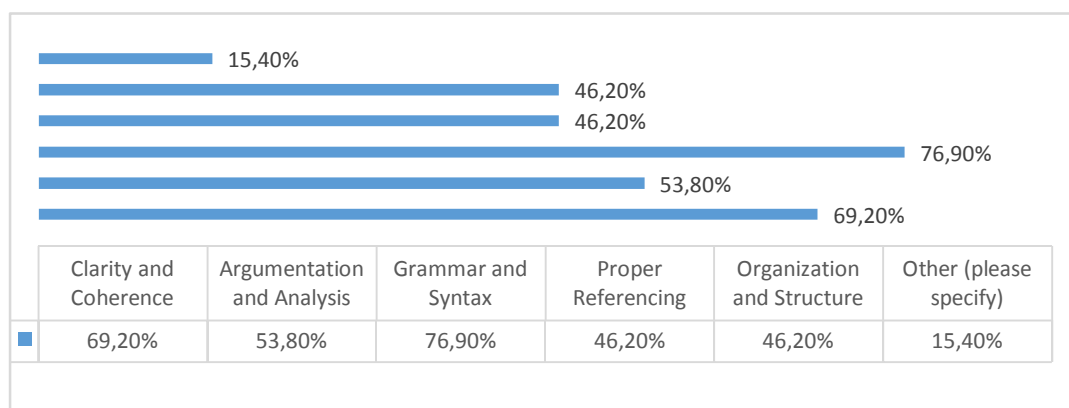


Figure 4.45. Teachers' Identification of Writing Challenges in Their Modules

Respondents have pinpointed various significant writing obstacles that students encounter in their respective modules. The predominant issue, affecting 76.9% of students, pertains to grammar and syntax, which highlights ongoing challenges with sentence structure and writing mechanics. Clarity and coherence were also significant concerns for 69.2% of teachers, while organization and structure were noted by 61.5%, indicating that students struggle with logical progression and text arrangement. Additionally, 53.8% of educators reported difficulties in argumentation and analysis, reflecting students' challenges in developing well-supported arguments. Proper referencing was identified as a challenge by 46.2% of teachers, suggesting a lack of familiarity with citation standards. Finally, 15.4% of educators mentioned "other" difficulties, which encompassed issues such as creativity, vocabulary selection, and adherence to writing prompts. These findings highlight the urgent need for targeted instructional interventions to address students' most significant writing deficiencies.

➤ **Section 3: Integration of Writing in other Modules' instruction and Assessment (3 Questions)**

Aim of the Section: This section examines the integration of writing tasks in assessments across different modules, focusing on their frequency, purpose, and common types.

1. Inclusion of Writing Tasks: Question1: "How often do you incorporate writing tasks (e.g., essays, reports) in your module assessments?"

Aim: This question examines the frequency of writing tasks in assessments, highlighting their role in evaluation practices.

Table.4.11.Frequency of Writing Task Integration in Module Assessments

Frequency of Inclusion	Percentage (%)
Always	7.7%
Often	15.4%
Sometimes	38.5%
Rarely	23.1%
Never	15.4%

The analysis reveals that the integration of writing tasks in assessments varies significantly across different modules. A total of 38.5% of educators incorporate writing tasks on an occasional basis, whereas a mere 15.4% utilize them frequently, and only 7.7% do so consistently. Additionally, 30.8% of teachers indicated that they rarely or never assign writing tasks, implying that for a considerable number, writing does not play a crucial role in evaluation. These results underscore the inconsistent focus on writing within assessment practices, which may adversely affect students' development of academic writing skills.

2. Purpose of Writing Tasks: Question 2. "For what purposes do you use writing tasks in your assessments?"

Aim: This question investigates the distinct purposes underlying the assignment of writing tasks, focusing on the abilities or knowledge that instructors intend to measure through written assessments.

Table 4.12.Teachers' Objectives for Assigning Writing Tasks

Purpose of Writing Tasks	Number of Teachers	Percentage
To evaluate understanding of module content	13	92.3%
To assess critical thinking and analysis	4	30.8%
To gauge grammar and syntax knowledge	5	38.5%
To measure ability to organize information	5	38.5%
Other (please specify)	0	0%

The findings indicate that the primary aim of writing tasks in assessments is to assess students' understanding of the module content, as noted by 92.3% of teachers. This highlights the importance of writing as a method for evaluating subject knowledge. Additionally, 46.2% of teachers focus on assessing students' ability to

structure information, which underscores the value of organized writing. Grammar and syntax are evaluated by 38.5% of teachers, reflecting an emphasis on language mechanics. Meanwhile, 30.8% of teachers employ writing to assess critical thinking and analytical abilities, although this is regarded as a secondary focus. Importantly, no teachers reported any other unspecified purposes, indicating a strong emphasis on content mastery, writing mechanics, and organization in assessment methodologies.

3. Types of Writing Tasks Question 3: "What types of writing tasks do you commonly use?"

Aim: To identify the writing tasks that are most frequently assigned and to analyse their requirements across various modules.

Table 4.13. Categories Of Writing Tasks Utilized in Teachers' Evaluations.

Types of Writing Tasks	Number of Teachers	Percentage
Essays	7	53.8%
Question and Answer	10	76.9%
Quizzes	8	61.5%
Assignments	7	53.8%
Other (please specify)	0	0%

The analysis shows that question-and-answer tasks are the leading writing assessments, used by 76.9% of teachers, reflecting their effectiveness in evaluating student understanding. Quizzes, which are employed by 61.5% of educators, also play a vital role in assessing knowledge retention. Moreover, essays and assignments, utilized by 53.8% of teachers, highlight the importance of extended writing tasks in developing students' capabilities to articulate and organize their thoughts. Importantly, no educators reported using alternative writing tasks outside these categories, suggesting that assessment practices predominantly adhere to conventional assessment practices.

➤ **Section 4: Evaluation and Feedback (2 Questions)**

Aim of the Section: This section explores how teachers give feedback on writing tasks, including its frequency, types, and significance in assessments.

1. Frequency of Feedback: Question 1: "How often do you provide feedback on students' writing tasks?"

Aim: to investigate how often feedback is provided on students' writing assignments, emphasizing its significance in improving writing abilities.

Table 4.14. Frequency of Instructor Feedback on Student Writing Tasks

Frequency of Feedback	Number of Teachers	Percentage
Always	0	0%
Often	2	15.4%
Sometimes	7	53.8%
Rarely	4	30.8%
Never	0	0%

The findings suggest that feedback on students' writing tasks is not uniformly administered by all teachers. Of those surveyed, 53.8% provide feedback "sometimes," and 30.8% do so "rarely," which implies that for a significant number of educators, feedback is not an integral part of their teaching methodology. Only 15.4% of teachers reported giving feedback "often," with none indicating that they provide it "always," thereby revealing a deficiency in a robust feedback culture. This inconsistency highlights the urgent need for more organized and frequent feedback mechanisms to effectively support the development of students' writing abilities.

2. Types of Feedback Question 2: What types of feedback do you typically provide?

Aim: The purpose is to recognize the distinct types of feedback that instructors provide and to assess how these contribute to the advancement of students' writing abilities.

Table 4.15. Types of Instructors Feedback Regarding Students' Writing Tasks.

Types of Feedback	Number of Teachers	Percentage
General Comments	10	76.9%
Specific Corrections	8	61.5%
Suggestions for Improvement	9	69.2%
Exemplars or Model Answers	2	15.4%
Peer Review Feedback	0	0%

The findings demonstrate that instructors mainly prioritize providing general comments (76.9%) and suggestions for enhancement (69.2%) to support students in improving their writing skills. Additionally, 61.5% of instructors deliver specific corrections that focus on grammatical and structural aspects. However, only a small fraction (15.4%) employs exemplars or model answers, which could be beneficial references for students looking to advance their writing. Significantly, the absence of peer review feedback in teachers' methodologies indicates a lost opportunity for promoting collaborative learning and self-reflection among students.

➤ **Section 5: Perceptions of Writing Instruction and WSBI (4 Questions)**

Aim of the Section: This section analyses the viewpoints of instructors on the significance of writing skills and SBI, determining their assessment of students' preparedness for writing activities in their academic modules.

5. Importance of Writing Skills: Question 1: "How important are writing skills for student performance in your module?"

Aim: To assess the perceptions of teachers concerning the importance of writing competencies in student performance, emphasising their significance in achieving academic quality.

Table 4.16. Teachers' Perceptions of the Significance of Writing Skills for Student Performance

Importance of Writing Skills	Number of Teachers	Percentage (%)
Very Important	9	69.2%
Important	3	23.1%
Moderately Important	1	7.7%
Slightly Important	0	0%
Not Important	0	0%

The data demonstrates that a considerable proportion of teachers (69.2%) regard writing skills as "Very Important" for student performance, underscoring their vital role in achieving academic success. Additionally, 23.1% of teachers classify writing skills as "Important," acknowledging their significance while possibly recognizing other elements as equally crucial. A small segment (7.7%) rates writing as "Moderately Important," indicating that while writing contributes to student achievement, it may not always be the primary concern. Notably, no teachers

designated writing skills as "Slightly Important" or "Not Important," reinforcing the agreement that proficient writing abilities are fundamental for student success across various disciplines.

6. Teaching Writing Strategies: Question 2: "Do you teach writing strategies as part of your module?"

Aim: to evaluate how extensively teachers embed writing strategies within their instructional methods, providing valuable insights into the importance of writing across diverse academic modules.

Table 4.17. Teachers' Integration of Writing Strategies in their Instruction

Teaching Writing Strategies	Number of Teachers	Percentage
Yes	0	0%
No	13	100%

The analysis points to a significant lack of WSBI, with no teachers indicating that they employ such strategies in their teaching. This suggests a limited commitment to providing students with effective methods to enhance their writing capabilities. The absence of SBI may contribute to the writing difficulties faced by students, as they do not receive organized guidance on how to plan, structure, and improve their writing. This gap highlights the critical need for the integration of writing strategies into teaching practices to more effectively support students' writing development.

7. Perceptions of WSI / Question 3 : "How do you perceive the importance of WSI (whether provided by writing teachers or integrated into your own module) in improving students' writing skills?"

Aim: The purpose of this inquiry is to investigate the perceptions of teachers concerning the importance of WSI, whether provided by writing teachers or integrated into their own modules, and its effectiveness in improving students' writing skills.

Table 4.18. Teachers' Perceptions of the Relevance of WSI

Perceptions of Writing Strategy Instruction	Number of Teachers	Percentage
Essential	2	15%
Beneficial	3	23%
Neutral	1	8%
Not Very Important	7	54%
Not Necessary	0	0%

The findings indicate a variety of viewpoints among teachers concerning the value of WSI. Of those surveyed, 15% regard it as essential, and 23% find it beneficial, while a significant 8% express neutrality on the issue. However, a predominant 54% categorize writing strategy instruction as "Not Very Important," which implies that its effectiveness in enhancing student writing is often overlooked. Importantly, none of the teachers dismisses it as entirely irrelevant, reflecting a recognition of its potential merits, even if it does not receive substantial focus in their teaching methodologies.

8. Student Preparedness/Question 4: "How do you perceive students' preparation for writing tasks in your module based on their writing instruction?"

Aim: to examine teachers' opinions on the preparedness of students for writing tasks and to uncover any inconsistencies between the writing instruction provided and the students' performance in various other modules.

Table 4.19. Teachers' Views on Students' Readiness for Writing Assignments

Student Preparedness	Number of Teachers	Percentage (%)
Adequate Preparation	3	23.1%
Somewhat Adequate Preparation	4	30.8%
Inadequate Preparation	5	38.5%
Very Inadequate Preparation	1	7.7%
Unsure	0	0%

The obtained data uncovers significant issues related to students' readiness for writing tasks in various modules. A notable percentage of teachers (38.5%) feel those students are not sufficiently prepared, revealing a disparity between the writing instruction provided and the skills necessary for effective academic writing. Additionally, 30.8% of educators view students' preparation as somewhat adequate, while only 23.1% believe that students are entirely prepared. A smaller group (7.7%) assesses students' preparation as very inadequate, which underscores the urgent need

for better writing instruction. It is also noteworthy that no teachers expressed doubt regarding students' preparedness, indicating a common understanding of the writing challenges faced by students. These findings suggest that there is a critical need for a greater focus on writing strategies and alignment in instruction to bolster students' writing capabilities across modules.

➤ **Section 6: Coordination with Writing Instruction (3 Questions)**

Aim of the Section: This section explores the awareness and collaborative efforts between writing instructors and educators of various modules, aiming to pinpoint any gaps that might hinder the writing development of students.

1. Awareness of Writing Instruction: Question 1: "Are you aware of the specific writing instruction provided by writing teachers?"

Aim: to determine teachers' awareness of the writing instruction imparted by writing teachers, focusing on identifying any existing gaps in communication or knowledge.

Table 4.20. Teachers' Recognition of Writing Instruction Provided by Writing Teachers

Awareness of Writing Instruction	Number of Teachers	Percentage
Yes	0	0%
No	13	100%

The obtained results points to a notable absence of awareness among teachers regarding the specific writing instruction provided by writing instructors, as none of the respondents reported any knowledge in this area. This lack of communication and coordination indicates that, if writing instruction is indeed available, it is not being effectively communicated among faculty members. Moreover, the lack of a standardized syllabus means that each teacher independently formulates their own syllabus, which further leads to inconsistencies in writing instruction across various modules. Consequently, students may struggle with disjointed writing development, lacking a systematic approach to improving their skills. These findings stress the importance of fostering better collaboration and information sharing among educators to develop a more integrated and effective writing instruction framework.

2. Coordination with Writing Teachers: Question 2: Do you coordinate with writing teachers to align writing tasks and instructional strategies in your module?

Aim: to investigate the level of alignment between teachers and writing instructors regarding their teaching strategies and writing assignments, with particular attention to how collaborative efforts affect the success of writing instruction.

Table 4.21. Collaboration between EFL Teachers and Writing Instructors

Coordination with Writing Teachers	Number of Teachers	Percentage
Yes	0	0%
No	13	100%

The findings demonstrate a complete absence of collaboration between EFL teachers and writing instructors, as none of the educators indicated any joint efforts. This disconnection suggests that writing instruction is not effectively incorporated into the wider curriculum, leading to variations in teaching approaches and expectations for writing assignments across various modules. As a result, students may encounter fragmented teaching and contradictory advice, which can obstruct their progress in developing unified writing skills. To address this issue, enhancing communication and collaboration among educators is vital for creating a more coherent and effective writing instruction framework.

➤ **Section 7: Professional Development**

Aim of the Section: This section investigates the professional development requirements of educators concerning writing assessment and instruction, analysing their previous training experiences and pinpointing areas that necessitate additional support.

1. Training on Writing Assessment: Question 1: "Have you received training on assessing writing tasks?"

Aim: To find out whether teachers have received formal training in writing assessment, with the intention of uncovering any potential shortcomings in professional development that might influence the quality of writing instruction.

Table 4.22. Teachers' Formal Training in Writing Assessment

Training on Writing Assessment	Number of Teachers	Percentage
Yes	0	0%
No	13	100%

The obtained results underscores a significant deficiency in professional development, as none of the 13 teachers have received formal training in writing assessment. This lack of training raises serious concerns about the effectiveness and consistency of writing evaluations within the institution. Writing assessment is critical for providing constructive feedback, identifying student weaknesses, and guiding skill development. In the absence of proper training, teachers may struggle to accurately assess writing tasks, resulting in inconsistent grading, unclear feedback, and missed opportunities for student improvement. Moreover, the lack of knowledge in writing assessment may hinder teachers from recognizing common writing challenges, further limiting their ability to support students effectively. It is essential to address this gap through targeted professional development initiatives to enhance writing instruction and ensure that students receive meaningful and structured feedback that fosters their academic growth.

2. Support: Question 2: "What additional support would help you assess and integrate writing tasks more effectively?"

Aim: To examine the distinct training or resources necessary for teachers to refine their writing assessment and instructional practices, which will assist in shaping future professional development strategies.

Table 4.23. Teachers' Desired Support for Writing Integration and Assessment

Additional Support Needed	Number of Teachers	Percentage
Workshops on Writing Assessment	8	61.5%
Guidelines for Writing Task Design	6	46.2%
Training on Providing Constructive Feedback	5	38.5%
Collaboration with Writing Instructors	7	53.8%
Access to Online Resources	4	30.8%
Other (please specify)	2	15.4%

The analysis reveals a diverse array of professional development and resource needs among teachers aimed at boosting their effectiveness in assessing and integrating

writing tasks. A substantial majority (61.5%) emphasized the importance of workshops on writing assessment, indicating a significant gap in their proficiency in evaluating student writing. Additionally, 53.8% of teachers expressed a need for better collaboration with writing instructors, suggesting that insufficient coordination may hinder students' writing growth across different modules. Nearly half (46.2%) indicated a requirement for clearer guidelines on the design of writing tasks, proposing that structured frameworks could facilitate the standardization of assignments. Furthermore, 38.5% of teachers sought training in providing constructive feedback, highlighting the necessity of equipping educators with effective feedback methodologies. Although 30.8% noted access to online resources, this was the least favoured form of support. A smaller fraction (15.4%) identified other needs, including mentorship programs, peer observation, and specialized workshops, indicating a preference for a more comprehensive approach to professional development. Overall, the findings underscore the necessity for tailored training programs and enhanced collaboration to improve writing instruction and support student success.

➤ **Section 8: Open-Ended Questions (2 Questions)**

Aim of the Section: This section is designed to collect comprehensive feedback from educators regarding their concerns and recommendations on writing instruction, facilitating a deeper understanding that extends beyond the limitations of closed-ended inquiries.

1. Concerns: Question1: "What are your main concerns regarding current writing instruction in your module and the lack of coordination with writing teachers?"

Aim: to ascertain educators' apprehensions regarding the efficacy of writing instruction and to evaluate how insufficient collaboration with writing instructors affects students' writing progress.

The feedback from educators underscores several significant challenges associated with writing instruction, primarily arising from insufficient time allocation and a lack of collaboration among writing and other subject instructors. The limited duration of 1 hour and 30 minutes per week for writing instruction is generally regarded as

inadequate for effectively imparting writing strategies, which subsequently hinders students' overall development in writing. A notable issue is the disjointed nature of writing instruction, as there is no collaboration between writing and grammar teachers or those teaching other modules. This absence of coordination results in inconsistencies in writing instruction, complicating students' ability to transfer writing skills across various disciplines.

Furthermore, informants have observed that students predominantly depend on memorization to outdo in non-writing modules, as the writing assignments in these areas tend to emphasize content recall rather than the development of writing skills. This reliance inhibits students from engaging in a meaningful writing process and constrains their ability to develop vital writing strategies. Another concern is the persistent emphasis on sentence-level instruction across various modules, which hinders students' improvement toward more refined writing competencies. Additionally, the growing tendency of utilizing online platforms for assignment completion raises questions regarding authenticity, as students may favour convenience over authentic skill enhancement.

A significant issue also lies in the deficiency of critical thinking skills among students, which harmfully affects their ability to produce well-reasoned and analytical writing. In the absence of strong critical thinking competences, students find it challenging to tackle complex writing assignments that necessitate a deeper level of engagement. Collectively, these issues emphasise the pressing need for better time management, improved collaboration between EFL teachers, and instructional strategies that foster a more profound engagement with writing processes and critical thinking. Addressing these deficiencies is crucial for enhancing students' writing proficiency and ensuring a more effective writing curriculum.

2. Suggestions: Question 2: "What recommendations do you have for improving writing skills across modules, considering the current lack of collaboration?"

- **Aim:** To collect recommendations from educators on how to enhance writing skills throughout various modules by fostering collaboration between writing

instructors and teachers of other subjects, thereby promoting a more cohesive approach to writing instruction.

Varieties of key recommendations have been proposed by teachers to improve writing instruction and facilitate better collaboration among modules. One of the foremost recommendations is to increase the time dedicated to writing instruction, as the current weekly allocation of 1 hour and 30 minutes is insufficient for the development of students' writing skills. By extending this instructional time, students would gain more opportunities for thorough practice, valuable feedback, and the reinforcement of writing strategies. Additionally, it is essential to enhance the coordination between writing instructors and teachers of other subjects to ensure a cohesive methodology, enabling the consistent application of writing strategies across various modules.

Teachers underscore the critical need for targeted professional development that equips educators with effective writing instruction and assessment techniques. Such training would enhance teachers' capabilities to support the writing advancement of their students and provide insightful feedback. Furthermore, it is essential to confront the issue of students' excessive reliance on memorization. To address this, teachers advocate for the inclusion of application-based tasks (In application-based activities, students engage in tasks that require them to implement their knowledge to resolve actual problems or achieve practical goals.), diverse assessment methods like project-based evaluations and reflective exercises, as well as collaborative learning activities that facilitate peer interaction and foster critical thinking. Additionally, the encouragement of metacognitive strategies, including self-regulation and reflection, is recommended to enable students to actively engage in the enhancement of their writing skills.

Although there are apprehensions regarding students' reliance on online platforms, educators acknowledge the advantages that technology can offer in writing instruction. A deliberate integration of digital tools can promote collaborative writing efforts, grant access to a wealth of online resources, and enhance formative assessment practices.

In conclusion, these suggestions underscore the necessity for a more cohesive strategy in writing instruction. By increasing the time allocated for instruction, promoting collaboration among teachers, enhancing professional development, reconsidering memorization strategies, and effectively joining technology, writing instruction can be markedly enhanced to better serve students across various modules.

4.3.5.3. Discussion of the Results

The analysis of responses from the questionnaire given to non-writing teachers reveals several pressing issues concerning writing instruction at the university. The findings indicate that writing skills are recognized as essential for achieving academic success; however, they are not adequately embedded within various academic modules. This absence of integration, along with constrained instructional time, minimal cooperation between writing and non-writing educators, and inadequate feedback practices, presents significant barriers to the enhancement of students' writing competencies.

A significant concern expressed by educators is the inadequate time designated for writing instruction, specifically the 1 hour and 30 minutes allocated weekly for writing classes. This limitation hinders the ability to address vital writing strategies or to involve students in substantial writing practice. Grabe and Kaplan (2014) emphasize that "adequate instructional time is crucial for developing writing skills, as students need structured opportunities to practice and refine their writing." The findings indicate that extending instructional time would facilitate a more thorough approach to writing education, thereby providing students with the essential support needed to improve their writing abilities.

One of the primary findings is the inadequate coordination between writing instructors and teachers of other modules, which contributes to a fragmented approach to writing instruction within the curriculum. The teachers who participated in the survey did not report any collaboration with writing instructors, indicating a failure to consistently reinforce writing skills across different disciplines. As noted by Russell (2002), "writing across the curriculum (WAC) is essential in helping students transfer writing skills to diverse academic contexts," yet this strategy is evidently absent at

department of English in Naama University. This lack of coordination results in students not receiving uniform guidance on writing expectations, complicating their development of transferable writing abilities.

In addition, although educators recognize the significance of writing skills, a limited number actively incorporate writing strategies into their instructional practices. Hyland (2003) emphasizes that while educators recognize the importance of writing in language acquisition, they often struggle to incorporate it effectively into their teaching practices. This challenge is frequently linked to inadequate training in writing pedagogy and a lack of institutional resources that support meaningful integration. This issue is consistent with broader research findings, which suggest that EFL instructors may appreciate the value of writing but often lack the necessary tools and structured support to teach it effectively (Richards & Renandya, 2002). Furthermore, when writing is regarded as a secondary skill rather than a fundamental one, instruction tends to prioritize sentence-level precision over the creation of coherent and purposeful written works (Grabe & Kaplan, 2014). This gap, therefore, between the acknowledgment of writing's importance and the implementation of instructional strategies indicates a necessity for focused support and organized guidelines to assist teachers in embedding writing instruction within their curricula.

The utilization of writing tasks and feedback practices exposes significant deficiencies in instructional strategies. Non-writing teachers primarily utilize traditional assessment formats, such as essays, assignments, and quizzes, to evaluate students' content knowledge instead of their writing skills. While these assessments are indeed useful, they do not effectively promote the development of students' writing skills. Moreover, the feedback offered is often confined to general comments and broad suggestions for improvement, lacking the detailed and strategic guidance that is essential for fostering writing proficiency. According to Ferris (2003), it is crucial to offer feedback that is explicit and meaningful, targeting distinct components of students' writing to aid in their development and elevate their writing proficiency. Nonetheless, the findings suggest that non-writing teachers may not have the necessary knowledge or training to provide such in-depth feedback.

A prominent issue emerging from the results is the deficiency of professional development in writing assessment. None of the respondents reported having received formal training in this area, which likely leads to inconsistent feedback practices and a limited focus on writing in their teaching approaches. According to Fearn and Farnan (2007), professional development programs that emphasize writing instruction can significantly enhance teachers' teaching practices, thereby positively influencing student-writing results. To remedy this shortcoming, it is essential to provide targeted workshops and training sessions that will empower non-writing teachers with the requisite skills to better facilitate students' writing development.

The results further indicate that students predominantly depend on memorization instead of constructing coherent essays to answer examination questions. Numerous educators observed that students tend to focus on rote learning to outdo in other modules, rather than cultivating analytical and organized writing abilities. To address this challenge, educators recommend the inclusion of application-oriented tasks, project-based evaluations, and collaborative learning experiences that promote critical thinking and a more profound involvement with writing. Although some apprehensions were expressed regarding students' growing reliance on online resources, teachers also acknowledge that technology, when effectively integrated, has the potential to enhance writing instruction and student engagement.

To conclude, the findings emphasize the pressing requirement for a more systematic and integrated framework for writing instruction at the university level. It is crucial to address the current lack of coordination among instructors, to extend the time dedicated to writing, and to provide opportunities for professional development. These steps are fundamental to enhancing students' writing skills. Research indicates that structured writing instruction, ongoing feedback, and interdisciplinary collaboration are vital for developing students' academic writing competencies. Thus, the results seem to support various elements of the research hypotheses.

4.4. Discussion of the Main Results in Relation to Research Questions and Hypotheses

This investigation explores the use of SBWI in first-year EFL classrooms at Naama University. Acknowledging the crucial importance of writing skills in academic and professional environments (Hyland, 2003), the study examines teachers' perceptions of writing instruction, their application of instructional strategies, the challenges students encounter in writing, and the degree of interdisciplinary collaboration among EFL instructors in the English department. The primary goal is to determine how these factors affects students' writing development and to highlight areas that need improvement.

The following section rigorously investigates the key findings in relation to the research questions and hypotheses, presenting an analysis of the data that either validates or refutes the proposed hypotheses. The findings were collected through a range of research techniques, including questionnaires for teachers of other modules and EFL students, interviews with writing instructors, classroom observations, and document analysis (for instance, syllabi, handouts, writing exercises, lectures, and exam questions). Each finding is thoroughly analysed in terms of its relevance, its connection to existing literature, and its potential implications for EFL writing instruction. This strategy ensures a holistic understanding of the factors that influence writing instruction and identifies opportunities for enhancing teaching practices in first-year EFL classrooms.

➤ **Research Question1: How do EFL writing instructors perceive their instructional practices, and to what extent do these perceptions align with current strategy-based writing instruction?**

This research question corresponds to Hypothesis 1 (H1), which posits that a **discrepancy exists between the strategy-based writing instruction (SBWI) that teachers report using and what they actually practice in their classrooms.**

The research findings demonstrate a notable inconsistency between the self-reported views of writing teachers and their actual instructional approaches, thereby affirming Hypothesis 1. Despite instructors recognizing the importance of SBWI and indicating a willingness to implement it, the data collected from interviews, classroom

observations, and document analysis indicate that traditional, product-centered teaching methods remain prevalent.

The interviews conducted with writing educators offer valuable insights into their views, showing that they recognize the theoretical merits of SBWI and are keen to apply these techniques in their classrooms. Nevertheless, the results from classroom observations and the review of instructional documents, such as syllabi, handouts, and examination questions, depict a different scenario. In reality, writing instruction mainly focuses on grammar, sentence-level accuracy, and mechanical exercises, rather than on process-oriented approaches like pre-writing, drafting, revising, and reflection, which are fundamental aspects of SBWI (Byrne, 1988; Hedge, 2005).

Classroom observations reveal that both Teacher A and Teacher B primarily utilize a teacher-centered instructional approach, which is characterized by an emphasis on teaching at the sentence level, writing conventions, identification of sentence types, and elements of sentences. Although Teacher B occasionally discusses writing strategies in a theoretical context, neither teacher provides direct instruction in SBWI or actively involves students in essential phases of the writing process, including pre-writing, drafting, or revising. Additionally, there is a lack of observable integration of reading within writing instruction, as well as the absence of student-centered practices such as peer collaboration, feedback, or learner conferencing. These instructional trends reflect a traditional, form-focused teaching methodology that contrasts sharply with the principles of SBWI, which prioritize process, metacognitive engagement, and learner independence. The findings thus validate the assumption that EFL writing educators at the English department of the current study fail to apply SBWI in their instructional practices. The data illustrates a significant gap between the teachers' expressed support for SBWI and their actual teaching practices, a situation that has been consistently noted in scholarly research. As noted by Liu and Zhang (2014), 'teachers' stated beliefs often do not correspond to their actual instructional behaviours' (p. 73), and Borg (2003) further points out that institutional expectations, professional training, and personal teaching backgrounds often shape educational decisions in ways that impede the adoption of progressive instructional techniques such as SBWI.

Moreover, the analysis of the documents corroborated these findings, indicating that the majority of instructional materials utilized by writing instructors (such as teaching handouts, writing exercises, syllabi, and examination papers) concentrated on tasks at the sentence level, including the identification of sentence types, sentence expansion, and writing conventions like punctuation. These activities are more aligned with product-oriented teaching rather than the more interactive, strategy-focused approaches that would enable students to participate in meaningful writing processes. The reviewed documents showed minimal to no emphasis on pre-writing activities, planning, or revision techniques, which are critical elements of SBWI (Byrne, 1988). This corroborates the results reported by Liu and Zhang (2014) and Borg (2003), who maintain that the beliefs held by teachers do not invariably convert into actual practice, especially in settings where traditional strategies dominate educational materials and assessment practices. This deficiency in process-oriented writing instruction further supports the hypothesis that a disconnect exists between teachers' perceptions and their actual instructional practices.

In conclusion, the information obtained from teacher interviews, classroom observations, and document analysis collectively supports Hypothesis 1, indicating a notable gap between the SBWI that teachers claim to utilize and what is actually observed in their teaching practices. Although teachers recognize the significance of SBWI and show a willingness to adopt these strategies, conventional, product-oriented instructional methods remain prevalent. These results imply that external influences, including curriculum restrictions, time constraints, and assessment methodologies, may obstruct the comprehensive incorporation of SBWI in EFL classrooms.

The findings of this research underscore the necessity for professional development initiatives aimed at assisting educators in reconciling their views on SBWI with their teaching methodologies. Such initiatives could equip teachers with actionable strategies to effectively apply process-oriented writing instruction, thereby enhancing students' writing abilities in a comprehensive and engaging manner. As noted by Richards and Lockhart (1995), professional development plays a vital role in enabling educators to contemplate and improve their teaching methods, ensuring that their instructional practices are consistent with the theoretical frameworks they support.

➤ **Research Question 2: What writing difficulties do first-year EFL students encounter, and how do these difficulties affect their performance in both writing classes and other modules?**

This research question corresponds to Hypothesis 2 (H2), which posits that **first-year EFL students struggle with coherence, organization, and clarity in their writing due to instructional practices that overemphasize sentence-level skills.** The findings discussed here are based on the data obtained via student surveys, classroom observations, and interviews with writing instructors, as well as questionnaires administered to teachers of other content modules.

Responses from the student questionnaire reveal that learners face significant challenges in constructing coherent paragraphs, logically organizing their thoughts, and expressing arguments with clarity. Numerous students expressed confusion about how to initiate a paragraph or expand their ideas beyond basic sentence-level tasks. These findings imply a deficiency in familiarity with process-oriented techniques such as planning, drafting, and revising components that are broadly acknowledged as essential for proficient academic writing (Reid, 1993).

Classroom Observations revealed that writing instruction was predominantly focused on grammar drills, sentence expansion exercises, and a strong emphasis on mechanical correctness. The instructional practices consistently favoured surface-level linguistic features over the cultivation of higher-order writing skills. While both Teacher A and Teacher B exhibited a reliance on these form-focused techniques, only Teacher B occasionally referred to theoretical concepts related to paragraph structure and its elements; however, these discussions were abstract and lacked practical application or engagement in the writing process. Notably, there was no implementation of essential writing strategies such as brainstorming, outlining, drafting, or revising, nor any instructional scaffolding to assist students in developing arguments or composing extended pieces. Writing sessions were predominantly teacher-centered, with limited opportunities for student engagement, reflection, or collaboration. This restrictive instructional approach undermines the objectives of SBWI, which advocates for learner autonomy, strategic awareness, and active engagement in writing as a process. Thus, the observations reinforce the conclusion

that actual practices are misaligned with the principles of SBWI. This result strengthens the assertion by Liu and Zhang (2014) that, despite the frequent promotion of innovation in educational discourse, classroom practices typically remain aligned with conventional instructional models, showing little meaningful change (p. 73), and resonates with Borg's (2003) analysis of the persistent gap between teachers' beliefs and their observable pedagogical actions.

Furthermore, surveys conducted with educators from various academic modular courses indicated that students often depend on memorization when tasked with answering essay questions. These educators voiced their concerns that student submissions frequently mirror lecture material word-for-word, demonstrating a lack of originality, organization, and critical analysis of the topic. This dependence on memorized information, as noted by the instructors, highlights a more significant problem: students lack the writing skills required to create independent and coherent written work. Instead of utilizing writing techniques to formulate substantial arguments, students resort to rote memorization as a strategy for coping.

The findings support Reid's (1993) argument that inadequate writing performance is a consequence of a deficiency in process-focused instruction, and they reflect the conclusions drawn by Javid and Umer (2014), who found that EFL learners frequently show considerable shortcomings in vocabulary choice, organization, and coherence when instructional approaches favour accuracy over fluency and strategic use. According to Javid and Umer (2014), Saudi EFL learners experience notable difficulties in writing, which they link to limited vocabulary, poor grammar understanding, and inadequate writing practice. They suggest employing strategies like mind mapping and group writing tasks to bolster students' writing proficiency.

In light of these findings, **Hypothesis 2 is supported.** The emphasis on basic sentence structures, neglecting higher-level writing competencies, has obstructed students' proficiency in developing logical and cohesive arguments across writing classes and other modules. Furthermore, the noted dependence on memorization highlights how students adapt to their restricted writing abilities when confronted with more challenging academic writing assignments.

In response to these challenges, the study advocates for a gradual transition towards writing instruction that emphasizes process orientation, integrating reading, critical thinking, and strategic planning. Carson (1993) posits that the incorporation of reading-to-write assignments and organized feedback can be pivotal in enhancing learners' skills in developing and structuring their written ideas.

➤ **Research Question 3: To what extent do students perceive their writing instruction as effective in addressing their difficulties and preparing them for academic writing tasks?**

This research question is linked to Hypothesis 3 (H3), which posits that **the limited instructional time and the predominance of teacher-centered methods are key contributors to students' challenges in developing academic writing proficiency.**

The results outlined in this discussion stem from information obtained via student questionnaire, classroom observations, and the review of teaching documents such as lecture notes and handouts employed by writing educators.

Student feedback gathered from the questionnaires consistently revealed dissatisfaction with the prevailing instructional practices. A significant proportion of students reported feeling ill equipped for academic writing tasks. One frequently mentioned reason was the insufficient time allocated for writing instruction; just 1 hour and 30 minutes per week. Many students expressed that this limited time did not permit meaningful participation in writing activities such as drafting, revising, or receiving feedback.

These insights were bolstered by classroom observations, which demonstrated that writing lessons were predominantly lecture-oriented and sentence level instruction. The writing instruction largely revolved around exercises at the sentence level, explanations of grammatical rules, and conventions of writing. There was a lack of evidence for interactive or student-centered instructional methods, such as guided writing sessions, peer review processes, or Feedback that emphasise continuous improvement throughout the writing process. These findings resonate with Hedge's (2005) description of a 'product-oriented approach,' where the emphasis is placed on accuracy and the final product instead of the iterative process of writing.

Further validation of these conclusions was obtained through the review of writing teachers instructional materials. The handouts and lecture documents mainly comprised writing conventions, sentence-completion tasks, and isolated drills, with a notable absence of activities designed to facilitate brainstorming, pre-writing, planning, or revision strategies. This instructional approach seems to result in students lacking the essential tools to independently plan and develop their writing, thereby reinforcing their dependence on rote memorization when engaging in academic writing of other modules requiring writing as means to assess students' knowledge of their contents

These results align with Hyland's (2003, 2016) assertion that successful writing instruction necessitates not only a clear emphasis on form but also ample time and chances for iterative learning. Hyland (2003) emphasizes that planning, drafting, receiving feedback, and revising are essential phases in cultivating academic writing proficiency. When students are restricted from participating in these phases; whether due to time limitations or excessively strict teaching methods, they find it challenging to enhance advanced writing abilities such as coherence, cohesion, and the development of arguments.

Therefore, **Hypothesis 3 is supported**. The combination of student perceptions, classroom practices, and instructional resources indicates that time constraints and conventional, non-interactive teaching strategies are major contributors to students' ongoing struggles with academic writing. To mitigate these problems, it is advisable to reform writing instruction to incorporate more interactive, process-oriented approaches. This should involve the inclusion of activities like pre-writing, drafting, peer review, and self-editing practices that research has demonstrated to improve students' writing skills (Hyland, 2016).

- **Research Question 4: How does the absence or presence of collaboration between writing teachers and instructors of other modules affect students' ability to develop writing skills across disciplines?**

This research question corresponds to Hypothesis 4 (H4), which posits that **a lack of interdisciplinary collaboration negatively impacts students' writing**

development across academic contexts. This theme, recognized as interdisciplinary coordination in writing instruction, was examined through various methods: questionnaires for teachers from different modules and students, analysis of exam questions, and interviews with writing instructors.

The analysis of these tools indicates a significant lack of collaboration between writing instructors and educators of other academic subjects, even though writing is an essential element of student evaluation across various fields. Interviews and survey responses from writing teachers reveal that they create their syllabi autonomously, without engaging in discussions or coordination with their departmental colleagues. In a similar vein, content instructors confirmed the absence of coordination with writing instructors regarding the writing tasks that students must complete in their courses.

The review of exam questions from various modules reveals a clear misalignment. Certain content-area courses require students to craft structured essays or extended responses; however, writing instruction in WCE module is largely centered on sentence-level accuracy, with minimal focus on paragraph development, essay organization, or strategies for argumentation. This disconnect results in fragmented writing expectations: although students are evaluated on their academic writing in different modules, they are not consistently taught the strategies essential for meeting those expectations in their writing classes.

Additionally, the responses from students questionnaire support this disconnect. Numerous students indicated challenges in applying the writing instruction they received in writing courses to the demands of other academic subjects. When prompted to elaborate their responses in essay format for different disciplines, students often depend on memorized information instead of developing original, analytical arguments. Instructors from other subjects have also noted this trend, observing that students' exam answers frequently demonstrate rote memorization rather than well-structured arguments or logical reasoning. These results imply that insufficient interdisciplinary collaboration restricts students' ability to transfer writing skills successfully across academic contexts.

These results are consistent with the conclusions drawn by Graham and Perin (2007), who highlight that integrated writing instruction across various disciplines, improves students' writing abilities. In a similar vein, Hyland (2016) emphasizes that the development of writing skills necessitates an instructional strategy that is both context-sensitive and interdisciplinary, requiring collaboration between writing educators and subject matter instructors to harmonize teaching objectives and evaluation criteria.

These findings, therefore, support Hypothesis 4 by illustrating patterns that indicate a deficiency in interdisciplinary collaboration, which appears to restrict students' ability to meet various academic writing demands. The data collected through interviews, surveys, and document analysis of Exam questions reveal that the fragmented approach to syllabus design and teaching practices does not support the transfer of writing skills across modules. Although this research does not aim to establish causal relationships, the emerging evidence suggests that enhanced collaboration between writing instructors and those teaching other modules could lead to a more coherent and effective writing development process. This is in line with previous research by Graham and Perin (2007) and Hyland (2016), who stress that collaborative, interdisciplinary approaches to writing instruction can assist learners in applying writing strategies more broadly. Given the exploratory nature of this study, these findings indicate potential pathways for future research and pedagogical reflection, particularly regarding interdisciplinary curriculum planning and teacher collaboration in EFL writing instruction.

- **Research Question 5: What pedagogical strategies can be proposed to enhance writing instruction for first-year EFL students, including the possible benefits of implementing writing strategies, connecting reading with writing, fostering collaboration among EFL teachers, and enhancing teacher professional development?**

This question is aligned with Hypothesis 5 (H5), which suggests that **the implementation of strategy-based writing instruction and enhanced collaboration among instructors may contribute to improving students' writing skills**. Results from student and teacher surveys, classroom observations, interviews with writing

instructors, and document reviews indicate a broad acknowledgment among participants of the necessity for reform in existing pedagogical approaches to writing instruction.

The data reveals several emerging themes that indicate potential strategies for the improvement of writing instruction:

- 📊 Extending instructional time to provide students with greater opportunities for continuous practice and feedback in writing assignments.

- 📊 Explicitly implementing SBWI to assist students in cultivating skills in pre-writing, organizing ideas, drafting, and revising ; essential elements frequently absent from current instruction.

- 📊 Promoting interdisciplinary collaboration to better align writing instruction with the expectations of writing across various content modules (WACM).

- 📊 Strengthening professional development for teachers, with a focus on SBWI and collaborative instructional practices, to enhance their ability to deliver effective writing education.

While this investigation did not carry out experimental assessments of these interventions, the observed trends reinforce the likely effectiveness of these strategies in confronting the specified challenges. This is in agreement with existing literature that underscores the value of process-oriented and collaborative techniques in EFL writing instruction, which have, indicated that they facilitate advancements in both the writing quality and critical thinking capabilities of students. Hyland (2016); Zamel (1982); Raimes (1983); Leki (1990); Carson & Leki (1993); Hyland & Hyland (2006); Ferris (2003); Graham & Perin (2007).

The synthesis of the findings from all research inquiries revealed the following thematic conclusions:

- RQ1 (H1): There is a significant disparity between educators' expressed beliefs regarding SBWI and their actual practices in the classroom, which predominantly focus on teacher-centered and product-oriented approaches.

- RQ2 (H2): Students' challenges with coherence and organization seem to be associated with an excessive focus on sentence-level instruction, which restricts their advancement in higher-order writing skills.
- RQ3 (H3): The constraints of limited instructional time and conventional lecture-based procedures hinder students' ability to participate in significant writing activities.
- RQ4 (H4): The lack of interdisciplinary collaboration among EFL instructors leads to varying writing standards and students' dependence on rote memorization throughout different modules.
- RQ5 (H5): Stakeholders broadly acknowledge the promise of SBWI, collaborative interdisciplinary efforts, and professional growth as avenues for enhancing writing instruction.

The results indicate that writing instruction at Naama University primarily focuses on the final product, placing significant importance on grammatical precision and sentence-level exercises. This methodology seems inadequate for equipping students to meet the challenges of academic writing, especially when addressing essay-type questions in various modules. These findings align with previous criticisms of EFL writing instruction, which have highlighted the shortcomings of conventional methods (Byrne, 1988; Hedge, 2000).

Last but not least, considering the findings, this exploratory study advocates for future pedagogical frameworks to prioritize a shift towards strategy-driven, process-based instruction. Moreover, institutional support for professional development and interdisciplinary collaboration could enhance the cohesiveness and effectiveness of the writing curriculum. While this research does not evaluate the success of these interventions, it stresses the need for additional empirical studies, particularly on the impact of collaborative practices and institutional policies on EFL writing instruction (Creswell & Plano Clark, 2018).

4.5. Implications and Recommendations

This study's results reveal multiple pedagogical and institutional difficulties associated with the current writing instruction practices at Naama University. To boost the effectiveness of writing instruction and aid students in refining their writing skills, the following recommendations are suggested:

➤ **Implementation of SBI**

The research indicates that writing instruction at Naama University predominantly emphasizes sentence-level accuracy, neglecting essential aspects of writing such as coherence, organization, and argumentation. This narrow focus restricts students' ability to create comprehensive and meaningful texts, adversely affecting their performance in other modules where writing is crucial.

To bridge this gap, there is a pressing need to implement SBI, which has been demonstrated to enhance students' autonomy and proficiency in writing (Hyland, 2003). This method prioritizes the incorporation of cognitive, metacognitive, and social/affective strategies throughout the writing process.

-  Cognitive strategies, including brainstorming, outlining, and utilizing graphic organizers, assist students in generating and structuring their ideas, thereby promoting coherent and organized writing.
-  Metacognitive strategies, such as goal setting, planning, self-monitoring, and self-evaluation, empower learners to take charge of their writing journey, fostering reflective and self-regulated writing practices.
-  Social/affective strategies, including peer collaboration, feedback sharing, and teacher-student discussions, enhance motivation, alleviate anxiety, and improve students' engagement with writing as a form of communication.

To ensure the effective implementation of these strategies, educators should embrace a process-oriented methodology that guides students through the stages of pre-writing, drafting, revising, and editing, thereby emphasizing writing as a developmental and recursive process. Additionally, professional development initiatives are crucial for providing teachers with the theoretical insights and practical

resources necessary for SBI. Such training should foster collaboration among educators, encourage reflective practices, and facilitate the creation of activities that encompass cognitive, metacognitive, and social/affective aspects of writing. In summary, the adoption of SBI is a crucial advancement in improving writing pedagogy at Naama University, allowing students to engage meaningfully with writing, develop critical thinking skills, and become more independent and effective communicators.

➤ **Increased Instructional Time**

This study highlights a major challenge, which is the insufficient instructional time dedicated to writing courses, which limits students' opportunities to engage in structured writing activities. Research indicates that ample practice and constructive feedback are crucial for developing writing skills (Reid, 1993). In light of the current curriculum limitations, the following recommendations are proposed:

- ✚ Extend writing courses beyond the current duration of 1 hour and 30 minutes per week.
- ✚ Incorporate writing instruction into other subjects, allowing students to practice writing in various contexts rather than in isolation.
- ✚ Offer additional writing workshops outside of regular class hours to provide further assistance and support.

➤ **Fostering Collaboration Between Writing Teachers and Other Module Instructors**

The research indicates that insufficient collaboration between writing instructors and educators of other modules leads to disjointed writing instruction. The expectations and assessment standards for writing differ greatly among various fields of each module, hindering students' ability to apply their writing skills effectively (Hyland, 2016). To promote interdisciplinary collaboration, the following strategies are recommended:

- ✚ Establish regular interdisciplinary meetings to synchronize writing expectations across various subjects.

- ✚ Encourage joint planning of writing assignments to maintain consistency in writing instruction throughout different modules.
- ✚ Organize cross-departmental workshops to enhance communication between writing instructors and teachers of other modules regarding effective writing teaching pedagogy.

➤ **Adoption of Student-Centered Approaches**

Traditional lecture-based and teacher-centered teaching methods have been shown to restrict student engagement in the writing process (Byrne, 1988). This study advocates for the use of student-centered strategies to enhance students' ownership of their writing development. To accomplish this, the following practices should be encouraged:

- ✚ Engaging in peer review and collaborative writing tasks to facilitate feedback exchange among students.
- ✚ Implementing self-assessment strategies that allow students to reflect on their writing progress and set improvement objectives.
- ✚ Assigning process-oriented writing tasks that enable students to revise and improve their work with teacher support.

The findings of this study emphasize the critical need for pedagogical and institutional reforms to advance writing instruction at Naama University. The adoption of SBI, increased instructional time, interdisciplinary collaboration, and student-centered methodologies will contribute to a more effective writing pedagogy. Future research should investigate the long-term effects of these recommendations, especially regarding the importance of teacher training and institutional support in maintaining writing reforms.

4.6. Conclusion

This chapter provided a thorough analysis and interpretation of data gathered from EFL teachers of other modules and students questionnaires, writing instructors' interviews, classroom observations of their practice, and document reviews of their teaching materials. As an exploratory case study, the research focused on how EFL writing teachers implement SBWI and aimed to identify the primary writing challenges encountered by first-year students at Naama University. Although it did not assess the effects of interdisciplinary collaboration, the study investigated whether a lack of coordination between writing instructors and other course teachers could be a factor in students' difficulties with academic writing. The results were examined in relation to the research questions and hypotheses to deliver a detailed understanding of existing teaching practices and areas that require enhancement.

The results indicate a significant gap between writing teachers' views on SBWI and their real teaching instruction. Although both writing instructors recognize the theoretical significance of writing strategies, their classroom practices primarily concentrate on sentence structure, grammar, and the final product, with insufficient attention given to pre-writing, organization, drafting, revising, and self-editing techniques. This disconnect plays a major role in the writing challenges faced by first-year students, especially regarding coherence, organization, and argumentation.

Furthermore, the restricted amount of instructional time designated for writing courses intensifies these difficulties, limiting students' chances for extended writing practice and receiving feedback from instructors. Classroom observations and analysis of documents indicate that lessons predominantly emphasize grammatical correctness rather than on cultivating, structured writing abilities, which ultimately restricts students' potential to generate coherent and well-organized written work.

An additional critical finding is the limited collaboration between writing educators and teachers of other modules, which leads to a fragmented approach to writing education. The absence of interdisciplinary collaboration makes it difficult for students to apply their writing skills across various disciplines, resulting in inconsistent expectations and assessment standards. This lack of a cohesive strategy for writing

instruction contributes to a disjointed development of students' academic writing abilities.

While this research does not directly measure student-writing performance, it highlights a significant lack of explicit SBI in current teaching practices. With supporting evidence of its effectiveness (Hyland, 2003; Hedge, 2005), the implementation of a structured, process-oriented writing instruction approach, along with greater interdisciplinary collaboration, may address the instructional gaps identified. A shift towards teaching practices that explicitly incorporate writing strategies could improve writing instruction and better prepare students for the academic writing demands they will encounter across various disciplines.

This chapter's findings emphasize the urgent requirement for pedagogical and institutional reforms at Naama University aimed at improving writing instruction. Key suggestions include the systematic integration of strategy-based teaching methods, an extension of instructional time dedicated to writing, and the encouragement of collaboration between writing instructors and instructors of other subjects. These initiatives would cultivate a more cohesive and supportive learning environment, ultimately leading to enhanced writing abilities and academic achievements for students.

In summary, this chapter has conducted a detailed analysis of the data collected, relating the findings to the research questions and hypotheses, and offering significant insights into the current practices of writing instruction at Naama University. The following chapter will elaborate on these conclusions and suggest focused recommendations to enhance writing pedagogy in EFL environments, guaranteeing that first-year students receive a comprehensive, strategy-based approach to writing instruction that aids their academic success.

CHAPTER FIVE
PEDAGOGICAL IMPLICATIONS
AND PRACTICAL RECOMMENDATIONS

Chapter Five: Pedagogical Implications and Practical Recommendations

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5.1. Introduction

Acknowledging the issues encountered by first-year EFL University students in their writing and the findings elaborated in the previous chapter, this chapter presents practical recommendations aimed at improving EFL writing instruction. The intention is to rectify the limitations inherent in traditional methods, notably the focus on sentence-level writing and the disconnection between reading and writing, by adopting a more integrated SBI.

The research outcomes indicate several pivotal concerns regarding writing instruction at Naama University. Initially, writing teachers primarily prioritize sentence-level instruction and lectures, with little emphasis on SBWI. This focus results in students facing difficulties in structuring and articulating their ideas beyond the sentence level. Furthermore, there is a lack of collaboration between writing instructors and educators from other modules, which leads to inconsistencies in the improvement of students' writing skills. Additionally, students often resort to memorization rather than participating in authentic writing practice, as they are not explicitly guided in effective writing strategies.

In response to these challenges, this chapter outlines actionable strategies to redefine the function of teachers in a learner-centered educational context. It underscores the necessity of enhanced teacher training, continuous professional development, and cyclical teaching practices. Additionally, it details the required changes in teaching methodologies, promoting a transition from conventional teacher-centered approaches to process-oriented and personalized writing instruction, while also fostering the integration of writing with various language skills and academic disciplines.

Expanding on the foundational changes outlined earlier, this chapter provides specific recommendations for the enhancement of writing instruction. It suggests moving beyond sentence-level writing instruction, intentionally incorporating various writing strategies, engaging in collaborative writing tasks, and adopting a multifaceted instructional approach. Moreover, it highlights the significance of fostering learner

autonomy and engagement by integrating critical thinking, self-regulated learning, and comprehensive writing practice to promote students' writing abilities.

In order to implement these recommendations in a practical classroom setting, the chapter presents a variety of proposed writing tasks and activities, including reflective journals, book reports, and the use of technology-enhanced writing tools. These activities offer students structured and significant opportunities to enhance their writing abilities. Additionally, the discussion encompasses the essential criteria for effective composition writing, highlighting the relationship between reading and writing, the importance of grammatical and lexical competence, and the function of writing as a means of discovery.

In summary, the chapter culminates in a proposed syllabus for first-year EFL students, which combines strategy-based instruction, reading comprehension, and structured writing activities. The intention of this syllabus is to create a comprehensive framework that not only enhances students' writing proficiency but also bridges the gap between theoretical knowledge and its practical application in writing.

5.2. The Evolving Role of Teachers in Learner-Centered Education

Contemporary education has transitioned from a teacher-centered model to one that prioritizes the learner, highlighting the importance of students' active participation in the learning process. Consequently, educators have evolved from being the primary sources of information to becoming facilitators who assist and guide students throughout their academic endeavours. This change has redefined the role of teachers, increasing the responsibility of learners while promoting a more equitable relationship between both groups (Little et al., 2002). Nevertheless, teachers continue to play a crucial role in the educational process. As noted by Bassou (2015), that the evolution in the roles of educators and students has significantly altered the conventional hierarchies of authority and control that are typically present in traditional educational environments (p. 9). Notwithstanding these developments, the teacher continues to play a pivotal role in the educational process, crucial for fostering interaction and guiding learners. It is anticipated that teachers will participate in specialized training to cultivate a nurturing environment and to actively involve students in their educational

achievements. In a similar vein, ABI Ayad (2015) emphasizes that this transformation necessitates that teachers adjust to innovative instructional strategies, thereby ensuring that students are actively engaged in their learning experiences rather than merely absorbing information.

5.1.1. Teacher Training and Professional Development

While a learner-centered approach is essential, the significance of teacher training remains paramount for effective instruction. New educators need extensive preparation that transcends basic subject knowledge, integrating pedagogy, psychology, and sociology to bolster their teaching skills (Ourghi, 2002). Competent language teachers must be adept not only in linguistic proficiency but also in intercultural sensitivity, which equips them to teach language in genuine, practical contexts. Ourghi (2002) emphasizes that it is important for EFL instructors, particularly at the university level, to possess a high level of knowledge in both linguistic and intercultural areas, enabling them to successfully deliver academic content using the target language.

According to Abi Ayad (2018, pp. 216–217), the transition to learner-centered education does not diminish the vital role of teachers in the educational process. The effectiveness of the interaction between teachers and students is largely dependent on the teacher's proactive engagement, which requires specialized training to deliver appropriate guidance, create a supportive classroom environment, and stimulate student participation in learning. In essence, the teacher's role is pivotal in enhancing student achievement.

In examining the job of educators within EFL contexts, both Ourghi (2002) and Abi Ayad (2018) underscore the essential duties that teachers undertake in creating a conducive learning atmosphere, especially in higher education language instruction. Ourghi (2002) stresses the importance for EFL instructors to have a strong understanding of linguistic principles and intercultural competencies, along with the capability to deliver academic material in the target language. This perspective corresponds with the increasing expectations of global education, where language proficiency is vital for achieving academic excellence.

In a similar vein, Abi Ayad (2018) highlights the changing responsibilities of educators within learner-centered settings. Although their function has transitioned from being the primary authority to that of a collaborative facilitator, teachers continue to play a crucial role in the educational process. Abi Ayad emphasizes the necessity for teachers to receive specialized training to effectively assist students, foster a supportive classroom environment, and steer learners towards success. This perspective aligns with the broader recognition that adequate teacher preparation is essential for achieving significant learning outcomes, particularly in writing instruction, which demands a comprehensive approach that encompasses linguistic expertise, pedagogical techniques, and active student participation.

These perspectives collectively highlight the importance of teachers being both knowledgeable and flexible, enabling them to tackle complex instructional challenges and effectively support learners through strategy-based teaching. However, teacher training programs at the university level are insufficient, failing to provide educators with crucial classroom strategies. Abi Ayad (2018) emphasizes this issue, stating:

There is no teacher-training model at the university level. Yet, even if a model is provided, it proves inadequate, failing to equip prospective and novice teachers with the necessary skills and strategies to meet university requirements ... providing no help for the less linguistically proficient and inexperienced teachers (p. 220).

This situation illustrates the gap between theoretical education and the practical needs of teaching, highlighting the necessity for specialized pedagogical training.

At Naama University, numerous master's graduates take on roles as part-time instructors to address department shortages. While this initial experience in the classroom is beneficial, it also brings forth certain difficulties, especially in the realm of writing instruction, as these instructors frequently lack formal training in pedagogy and opportunities for professional growth. Silberstein (1987) elucidates that previous pedagogical methods, especially the audiolingual approach, placed educators in very authoritative positions, comparing them to individuals who strictly regulated both student conduct and classroom interactions (p. 32), which demanded minimal

flexibility and adaptability. In contrast, contemporary educators are required to foster active learning among students, which underscores the importance of ongoing professional development to improve pedagogical knowledge, instructional techniques, and classroom management abilities.

5.2.1.1. Improving Teacher Development in Writing Instruction

The deficiencies in writing skills observed among students can be primarily linked to inadequacies in their previous educational experiences, especially regarding the acquisition of a foreign language. This situation highlights broader issues within the teaching framework, which arise from a lack of professional growth opportunities and limited experience among instructors. As indicated by Ourghi (2002) and Semmoud (2015), these challenges are intensified by the shortage of well-qualified and experienced educators at the university level. The disparity in teaching proficiency has led to a disorganized educational atmosphere, where numerous roles are occupied by instructors who are often inadequately prepared and lack formal training in essential disciplines such as pedagogy, psychology, or methodology. As a result, both seasoned and novice teachers must urgently reassess their viewpoints, beliefs, and instructional strategies to effectively confront these obstacles. Semmoud (2015) emphasizes the necessity for educators to focus on enhancing their teaching methods and to engage in continuous professional development to improve their effectiveness in the classroom.

It is important to recognize the distinction between teacher education development and teacher training, as these terms are often mistakenly used interchangeably, despite their differing connotations. According to Lange (1990, as cited in Semmoud, 2015), teacher education development (TED) is characterized as "the continual, experiential, and attitudinal growth of teachers" (p. 250), which underscores the significance of ongoing skill development, flexibility, and the advancement of teaching practices. Lange further elaborates that teacher education development represents an "ongoing process of change in teaching practices," which not only enhances instructional methods but also contributes to the broader professional evolution of educators (Lange, 1990, as cited in Semmoud, 2015, p. 21). This ongoing process is critical for addressing the current challenges faced by English as a Foreign Language (EFL)

instructors, as it encourages them to take an active role in improving their teaching. To adapt to the shifting requirements of EFL instruction, teachers must commit to their continuous professional growth and be willing to adjust their methodologies to ensure that they deliver high-quality educational experiences for their students.

According to the insights of Ourghi (2002) and Semmoud (2015), the improvement of writing instruction and the overall quality of education in the EFL context relies significantly on two key factors: addressing the existing learning gaps of students and enhancing the professional development of teachers. By cultivating an environment that promotes ongoing learning and adaptability, educators can better assist students in navigating the difficulties associated with achieving writing proficiency in a foreign language. A comprehensive teacher-training program must encompass both theoretical knowledge and practical application, ensuring that educators are skilled in language instruction while also acquiring effective strategies for motivating students and evaluating their progress (Stevens, 1980). This is especially crucial for writing instruction, which demands extensive training due to its inherent complexity. Since novice teachers frequently lack experience in teaching writing, specialized training should concentrate on instructional methodologies, feedback techniques, and assessment practices.

In addition, fostering ongoing professional development is crucial for educators to refine their instructional practices, discover new teaching methodologies, and adapt to the dynamic nature of educational trends. Nunan (1988) posits that teachers should regard themselves as "agents for change," embracing the responsibility for their continuous professional advancement. The implementation of peer observation, constructive feedback sessions, and collaborative teaching initiatives can further bolster teachers' effectiveness, ensuring they remain responsive to the diverse needs of their students.

Notwithstanding these suggestions, teacher education programs at the university level continue to be insufficient, frequently neglecting the various skill sets necessary for effective teaching. Ourghi (2002) emphasizes the necessity of enhancing certification standards, highlighting that universities must guarantee that future

language teachers have advanced language proficiency as a core qualification (p. 363). In the absence of well-organized training initiatives, novice educators may find it challenging to fulfil the requirements of academic writing instruction, which can adversely impact student learning outcomes.

In order to address these deficiencies, universities ought to combine extensive teacher training programs with ongoing professional development efforts. This strategy would not only provide new educators with vital competencies but also promote a culture of continuous learning, thereby improving the overall standard of language education.

5.2.1.2. Teacher Education and Its Impact on EFL Writing Instruction

Within the Algerian EFL landscape, a significant number of instructors responsible for teaching writing do not possess formal training in writing pedagogy or SBI. While they may excel in other language competencies, their limited experience as writers restricts their effectiveness in teaching writing. Leki (2001) and Matsuda (2003) emphasize that even in English-speaking countries; the integration of formal writing instruction training into teacher education has only recently emerged.

This issue is further complicated at the university level by the lack of a standardized syllabus and the assignment of inadequately trained instructors to writing courses, which often leads to an emphasis on product-based instruction rather than the cultivation of strategic writing skills. Additionally, the challenges posed by large class sizes and varying levels of student proficiency further hinder effective teaching.

To resolve these issues, it is crucial to implement systematic teacher training programs, offer professional development opportunities, and establish a standardized writing syllabus. These strategies would enhance the quality of writing instruction and better equip students with the skills necessary to improve their academic writing capabilities.

As previously stated the issue of inadequate writing proficiency among first year EFL university students frequently arises from deficiencies in their prior educational experiences, particularly regarding foreign language learning. These obstacles reveal

fundamental problems within the educational framework, which can be linked to insufficient professional development opportunities and a lack of experience among instructors. As highlighted by Ourghi (2002) and Semmoud (2015), these challenges are intensified by the scarcity of qualified and experienced educators, particularly at the university level. This deficiency has led to a disjointed educational landscape. In the realm of EFL writing instruction, the absence of expertise emphasizes the urgent necessity for advancements in teacher education. By prioritizing professional development and ensuring that educators possess the requisite skills and knowledge, the standard of writing instruction can be markedly enhanced, thereby addressing the shortcomings in students' writing abilities.

Gaps in professional training have profound effects on teaching practices. Teacher education development is not limited to instructional methods; it also places a strong emphasis on reflective teaching, which is essential in the area of writing instruction. This reflective approach enables educators to critically examine their own practices and identify potential improvements. According to Head and Taylor (1997), this process requires self-awareness, a reassessment of established habits, and the adoption of alternative strategies that can lead to more effective teaching. Embracing such a reflective perspective is crucial for fostering professional growth and adapting to the challenges of teaching writing, a skill that often proves difficult for both teachers and students (Richards & Freeman, 1996).

The concept of reflective practice holds particular significance in the context of teaching writing within EFL environments. Writing is inherently a multifaceted skill that necessitates a strategic and process-oriented instructional approach. For educators involved in EFL writing, embracing a reflective methodology can yield considerable benefits in crafting more effective teaching strategies. As noted by Ourghi (2002), teacher development should not be based solely on external programs or policies; instead, it should be approached through a more thorough and reflective framework that aids in the transition from novice to expert (p. 337). This viewpoint underscores the necessity for educators to go beyond merely adhering to established methods and to cultivate a profound understanding of their teaching environment and the specific needs of their students.

The practice of reflective teaching serves as a means for educators to enhance their writing instruction through a more personalized approach, permitting them to test different strategies and techniques. In the specific context of EFL writing instruction, it is crucial for teachers to recognize the diverse challenges their students encounter, including problems with organization, coherence, and cohesion in their writing. By reflecting on these challenges and gathering input from students, teachers can identify more effective ways to organize their writing lessons, thus supporting students in developing the essential skills for academic writing.

The purpose of teacher education development exceeds the mere gathering of knowledge; it is fundamentally about nurturing a mindset that appreciates ongoing growth and flexibility. Within the framework of EFL writing instruction, this implies that educators must commit to continuous reflection, self-assessment, and professional growth. This iterative process empowers teachers to refine their pedagogical techniques, embrace new methodologies, and deepen their understanding of how to tackle the specific writing challenges their students encounter. According to Richards (1996), meaningful professional advancement is possible when teachers develop self-awareness, engage in reflective practices, and are open to a range of instructional strategies (p. 12). This approach holds particular significance in the Algerian context, where educators may confront unique obstacles related to students' writing difficulties, often worsened by the lack of synergy between writing and other language competencies, such as reading comprehension.

In addition, the improvement of teacher education necessitates the establishment of a supportive community of practice among EFL educators. Through reflective teaching practices, educators can exchange their experiences, address challenges, and collaborate to devise effective solutions. As noted by Ourghi (2002), the development of teacher education should cultivate a "community of reflective practitioners" who collectively strive to enhance teaching methodologies and, consequently, improve student learning outcomes (p. 337). This collaborative framework is vital for elevating the quality of writing instruction, as it allows teachers to leverage diverse perspectives and strategies to tackle shared pedagogical challenges.

In summary, enhancing the professional practices of EFL writing instructors necessitates more than merely implementing particular teaching techniques. It demands a devotion to reflective practice, continuous professional growth, and an openness to modify instructional strategies in response to the needs of students. By adopting a reflective mind-set, educators can gain deeper insights into their students' writing challenges, apply more effective pedagogical approaches, and ultimately elevate students' writing skills.

5.2.1.3. Enhancing EFL Writing Instruction through Cyclical Teaching

In the context of teaching EFL, cyclical teaching has been acknowledged as an effective approach, particularly for cultivating writing skills. This pedagogical method highlights the importance of revisiting key concepts at various stages of a course, ensuring that students reinforce their understanding and progressively enhance their writing skills. This approach is especially crucial for EFL learners, who often have limited opportunities to engage with advanced writing tasks, and where Writing Strategy-Based Instruction (WSBI) may be limited to focusing on sentence-level abilities.

Cyclical teaching is based on the principle that repetition plays a vital role in retention and mastery of knowledge. Bouyakoub (2012) emphasizes that “learners forget, so straightforward revision is necessary from time to time” (p. 280). For EFL students, who may still be in the process of acquiring the comprehensive writing strategies needed for academic assignments, it is crucial to regularly revisit writing mechanics and organizational frameworks. This ongoing interaction with previously learned concepts not only enhances the retention of essential skills but also equips students to utilize these skills across various writing situations.

A key feature of cyclical teaching is its capacity to motivate students to investigate various applications of structures they have previously learned. Writing necessitates that students utilize their acquired skills in diverse contexts, whether through different writing assignments or across various academic disciplines. Bouyakoub (2012) emphasizes the importance of examining “additional uses of a structure” (p. 280), indicating that students should cultivate the ability to adapt their knowledge to new

situations. This method is especially advantageous for university-level EFL students, who are required to tackle intricate writing tasks in multiple subjects.

Additionally, cyclical teaching is crucial for enhancing students' comprehension of writing as they move forward in their academic journeys. As they progress, students are anticipated to hone their writing abilities and engage with increasingly complex writing assignments. Bouyakoub (2012) emphasizes that “as learners advance, they need to deepen their understanding of the writing skill” (p. 280). By revisiting essential writing principles throughout the curriculum, cyclical teaching facilitates the evolution of students' writing knowledge, preparing them for more demanding academic tasks and professional writing requirements.

Although cyclical teaching has substantial advantages, it must be thoughtfully designed to prevent the redundancy of material from becoming tiresome. To prevent student disengagement, each repetition should enhance earlier learning. Bouyakoub (2012) states that “each repetition is rather a development, expansion of previous learned items” (p. 280). This method ensures that every learning cycle presents new challenges or more sophisticated applications of previously learned skills, keeping students actively engaged and motivated.

In conclusion, the cyclical teaching method is an effective strategy for enhancing WSBI within EFL contexts. By revisiting and building upon key writing concepts, educators can support students in mastering fundamental writing skills while progressively increasing task difficulty. This method not only bolsters students' academic writing capabilities but also prepares them for their future writing requirements in professional contexts. When implemented thoughtfully, cyclical teaching can be instrumental in nurturing well-rounded and competent writers.

5.2.2. Optimizing Methodologies for Effective EFL Writing Instruction

The teaching methodology utilized in EFL writing is pivotal in developing the writing skills of students, particularly those in their first year of university. Writing is an essential competency for academic achievement and future career opportunities, necessitating a flexible and dynamic instructional approach. Given its complexity and significance, the methodology employed should address the diverse needs of learners

and cultivate an environment that encourages active participation and skill growth. This section will delve into various pedagogical strategies aimed at improving writing instruction by transitioning to more learner-focused practices, implementing a process-oriented approach, and adapting instruction to suit the individual needs of students.

5.2.2.1. Moving Beyond Teacher-Centered Approaches

EFL classrooms have historically adhered to a teacher-centered model, wherein the teacher takes the lead in delivering lessons, and students primarily listen and absorb the information presented (passive learning). While this approach may be effective in specific scenarios, it often limits student participation and does not foster the critical thinking and practical skills necessary for successful writing. According to literature on EFL teaching, teacher-centered strategies in writing education can lead to students memorizing content instead of truly grasping writing strategies or developing the skills needed for autonomous writing (Semmoud, 2015).

For first-year university students, the current model is notably inadequate, as writing is a complex cognitive endeavour that demands active participation across several dimensions, including planning, organizing, and revising. To overcome these limitations, it is vital to adopt a learner-centered pedagogical approach. Within this framework, the teacher transitions from being a mere provider of information to a facilitator and guide, cultivating an atmosphere where students are recognized as active participants in their learning experiences. Semmoud (2015) highlights that in a learner-centered classroom; students are viewed as creators of knowledge, with a focus on their involvement in the writing process through reflection, practice, and feedback.

Moving away from a standardized model (Teacher-centred) to one that accommodates the individual learning profiles and styles of students can markedly boost the effectiveness of writing instruction. Instructors should aim to provide opportunities for students to engage actively in writing tasks, which will enhance their critical thinking and their capacity to develop coherent arguments. Rather than just imparting knowledge, teachers can facilitate the learning process by guiding students through tailored writing experiences that address their specific strengths and challenges.

5.2.2.2. Incorporating Process-based Writing Instruction

A highly effective method for improving writing skills is the process-based approach, which highlights the iterative aspects of writing. Unlike traditional frameworks that focus primarily on the final product, this approach prompts students to engage with the different phases of writing: planning, drafting, revising, and editing. It has gained recognition for its effectiveness in improving students' organizational skills, coherence, and self-assurance in writing.

It is essential for teachers to adopt a process-based methodology in their instructional strategies, encouraging students to understand writing as a cyclical process instead of a one-time task. By concentrating on the different stages of writing, students can improve their organizational skills and build confidence in conveying complex ideas. According to research by White and Arndt (1991), when students engage thoroughly with each stage of the writing process, they are able to refine their ideas, enhance the coherence and cohesion of their texts, and achieve a more sophisticated understanding of their personal writing style.

Furthermore, it is essential to incorporate peer review and collaborative efforts into the writing process. Such activities not only cultivate a sense of community but also enable students to interact with various writing styles and viewpoints. Specifically, peer feedback provides students with important insights into their own work, helping them recognize aspects that may have been missed in teacher evaluations. Therefore, integrating peer review sessions and collaborative drafting exercises can significantly enhance students' comprehension of writing as a complex process.

5.2.2.3. Blending Personalized and Differentiated Writing Instruction

Effective writing instruction should address the varied needs of learners, recognizing that students possess different levels of language proficiency, cognitive skills, learning styles, and writing difficulties. In this regard, a blended approach that integrates both personalized and differentiated instruction is crucial for fostering student engagement and promoting equitable writing development. Personalized instruction makes use of technology to deliver individualized assistance, while differentiated instruction relies on teacher-guided strategies to meet the needs of

different learning levels. Together, these strategies form a more inclusive and effective system for advancing writing proficiency.

The foundation of personalized instruction is built upon the integration of advanced technologies, such as adaptive learning platforms and artificial intelligence, which enable educators to create focused learning experiences. These systems analyse students' writing performance and provide immediate, customized feedback that addresses individual needs. Shute and Ventura (2013) emphasize that writing instruction can undergo substantial transformation via personalized learning environments, which provide customized support to meet the diverse needs of students (p. 117). By modifying instructional content in real-time, these platforms facilitate learners' progress at their own pace while targeting specific writing weaknesses. Furthermore, teachers can utilize the diagnostic data produced by these technologies to inform their teaching practices, leading to more effective lesson planning and targeted interventions.

Differentiated instruction stands in contrast to the technology-centric approach of personalized instruction, as it emphasizes the teacher's skill in adjusting teaching strategies, resources, and assessments to cater to the diverse learning needs of students. In mixed-ability classrooms, some students may find challenges in areas like grammar and organization, while others may thrive and need more advanced writing tasks. In the view of Tomlinson (2001), differentiated instruction refers to an educational approach that adjusts teaching strategies, instructional resources, and assessment methods to accommodate the diverse needs of students, enabling all learners to achieve success in writing (p. 45). This strategy may include creating additional exercises for students who encounter difficulties, facilitating peer collaboration through small-group writing workshops, or assigning more extensive writing projects for those who are more advanced. Hedge (2000) reinforces this notion by stating that when instructors have a clear insight into their students' needs, they are better prepared to formulate targeted instructional strategies that efficiently address specific writing challenges, such as grammar problems, a limited vocabulary, and weaknesses in the organization of text (p. 8). Such focused support cultivates an inclusive atmosphere that enhances student confidence and engagement.

In addition, effective writing instruction must take into account the varied learning styles of students. Some learners may find visual tools like graphic organizers more effective, while others may benefit from auditory explanations or kinesthetic activities. By integrating various instructional approaches, teachers can not only boost student motivation but also enhance their involvement in the writing process. Hedge (2000) asserts that for the purpose of encouraging substantial engagement in the writing process, it is essential for teachers to implement a diverse array of instructional strategies and materials that accommodate various learning styles (p. 10). Utilizing diverse instructional strategies allows educators to offer students multiple avenues for understanding and creating effective written communication.

In summary, the incorporation of personalized and differentiated instructional strategies is essential for enhancing students' writing abilities. Personalized instruction utilizes technological resources to provide immediate, tailored feedback, while differentiated instruction focuses on teacher-driven modifications to assist learners across various proficiency levels. When combined, these approaches create a comprehensive and student-focused instructional framework that caters to both the cognitive and developmental dimensions of writing. Considering that writing is a multifaceted skill that demands organized guidance, ongoing practice, and constructive feedback, the amalgamation of these strategies fosters a versatile and adaptive learning atmosphere that promotes enduring writing achievement.

5.2.2.4. Encouraging Extensive Writing Practice

The importance of extensive writing practice is widely recognized as essential for cultivating writing proficiency in EFL learners. Consistent writing not only enhances fluency but also supports students in organizing their thoughts and expressing them coherently. Hyland (2003) emphasizes, “The best way to improve students’ writing is to get them to write more” (p. 226). By engaging in frequent writing, students become more familiar with the writing process, which boosts their confidence and competence in creating structured and meaningful texts.

Assigning writing tasks alone is insufficient if those tasks do not carry relevance or purpose. It is crucial for writing practice to be meaningful, engaging, and reflective of

real-world communication situations. According to Richards and Renandya (2002), students tend to display higher motivation when writing assignments are meaningful and directly linked to their personal experiences (p. 304). Thus, writing prompts should be diverse and should extend beyond the traditional academic essay format. Educators are encouraged to incorporate creative writing, reflective journaling, narrative tasks, and even digital formats like blog posts and emails. These writing types enable students to explore their voices, personalize their learning experiences, and connect their writing to authentic communication.

Writing practice should not only encompass a variety of content but also exhibit differences in task length and complexity. Short writing exercises can be designed to enhance specific linguistic or rhetorical skills, while longer assignments, such as argumentative essays or research papers, facilitate deeper cognitive engagement. According to Nation (2009), integrating tasks that enhance writing fluency with more demanding composition activities allows learners to cultivate both grammatical precision and structural intricacy in their written communication (p. 114). Maintaining this balance is crucial for helping learners gradually master the various aspects of writing, from sentence-level accuracy to coherence at the discourse level.

To enhance writing skills, therefore, it is essential to combine effective practice with consistent and constructive feedback. Such feedback acts as both a corrective measure and a developmental resource, guiding students toward enhanced performance. Ferris (2003) highlights that students gain the most from feedback that is comprehensive, clear, and motivates them to improve their writing as needed (p. 52). By receiving feedback on various drafts, students are more likely to assimilate writing conventions and effectively track their own progress.

Additionally, it is essential that extensive writing practice is not separated from other language skills. Incorporating reading, grammar, and vocabulary instruction into writing education offers a more holistic approach to language learning. Grabe and Zhang (2013) emphasize the significance of this integration, noting, "Reading and writing are reciprocal processes that inform and support each other" (p. 5). By engaging with diverse written materials, learners can internalize rhetorical structures,

word choices, and grammatical patterns, all of which enhance their writing effectiveness. Likewise, direct grammar instruction fosters clarity and precision in students' written work.

Developing effective writing habits is a crucial part of extensive writing practice. Key practices like multi-drafting, revising, and self-editing are essential for writing development, yet they are often neglected in classrooms that focus on final products. Similarly, Murray (1985) contends that writing ought to be perceived as a process for exploring and developing ideas, instead of simply serving as a method for displaying pre-existing knowledge (p. 4). By encouraging students to see writing as a recursive process where ideas are refined through multiple drafts, teachers can change the classroom culture from one that emphasizes perfection to one that prioritizes progress.

To foster such habits, it is crucial for teachers to create a writing environment that is both positive and supportive, encouraging risk-taking, resilience, and a mind-set focused on growth. Students should be motivated to try new approaches in their writing, recognizing that making mistakes is a natural part of the learning journey. A classroom environment that values revision and self-assessment allows students to progressively achieve independence in their writing. According to Zamel (1982), encouraging students to generate multiple drafts and revise their work leads to a deeper comprehension of their writing processes, ultimately fostering their development as independent writers (p. 196). In essence, advocating for extensive writing practice entails more than focusing on quantity; it requires meaningful engagement, a diverse array of tasks, the integration of other language skills, consistent feedback, and the fostering of effective writing habits. When taken as a comprehensive approach, extensive writing practice becomes a powerful tool for developing both the competence and confidence of student writers.

5.2.2.5. Fostering a Supportive Writing Environment

Developing a supportive and non-judgmental environment is fundamental to improving students' writing skills, especially in EFL contexts. Effective writing instruction involves more than just teaching strategies; it requires an emotional learning climate where students feel encouraged to take risks, learn from their

mistakes, and progress as writers. In such an environment, mistakes are seen as valuable opportunities for learning rather than failures. Hyland (2003) highlights that the emotional and interpersonal aspects of writing instruction are crucial for student growth, noting, “Writing is not just a cognitive skill, but also a socially situated act” (p. 24). Therefore, nurturing a safe and positive atmosphere is essential for increasing students' willingness to engage in writing tasks.

A crucial factor in developing this environment is the regular provision of opportunities for peer feedback, individual writing conferences, and revision. These practices facilitate the understanding of writing as a process rather than simply a product. Zamel (1985) highlights that writing is an exploratory and non-linear process that encompasses multiple stages, including planning, drafting, revising, and editing (p. 84). When students are encouraged to revise their work and receive constructive feedback, they start to perceive writing as a fluid activity, which lessens anxiety and builds confidence. Peer interaction, in particular, can contribute to a sense of community among learners, enabling collaborative learning through shared experiences (Ferris, 2003).

In this context, formative feedback is essential. It goes beyond simply pointing out mistakes; effective feedback aims to assist students in their learning journey by highlighting their strengths and providing clear, actionable recommendations. Shrum and Glisan (2016) argue that feedback should serve as an interactive dialogue that fosters students' self-reflection and supports the growth of learner autonomy (p. 186). Consequently, feedback transforms into a developmental resource that enhances students' self-efficacy and intrinsic motivation for improvement. When teachers deliver their responses in a supportive manner, they not only enhance the quality of students' written work but also bolster their confidence as language users.

The success of writing instruction in EFL classrooms is heavily influenced by the effectiveness of teachers in providing both cognitive and emotional support to their students. A learner-centered, process-oriented approach that combines continuous practice with emotional reinforcement promotes both language skills and personal growth. According to Richards and Renandya (2002), it is vital to create a positive and

encouraging classroom environment to ensure continuous growth in writing, particularly in foreign language situations where learners' confidence and motivation can be easily compromised (p. 303). When students recognize writing as a structured and manageable process within a positive learning environment, they are more likely to remain committed to their efforts and develop the necessary skills for success in academic and professional settings.

5.2.2.6. Enhancing EFL Writing through Cross-Module Integration

Writing is often regarded as one of the most challenging and anxiety-provoking skills for many EFL learners. This difficulty is frequently aggravated by a disjointed method of language teaching, where writing is presented as a separate skill instead of being integrated into a comprehensive curriculum. In numerous university settings, particularly for first-year EFL students at Naama university, this separation results in few chances to utilize and strengthen the language knowledge gained from other subjects, including grammar, linguistics, civilization, and literature. As a result, students frequently find it hard to convert theoretical concepts into well-structured and meaningful written work.

To effectively address this challenge, it is essential to weave writing instruction into various content areas of the EFL curriculum. Shanahan (2016) contends that integrating writing instruction across the curriculum improves students' comprehension of its significance in various fields and provides greater chances to cultivate and enhance their writing techniques (p. 88). When writing is incorporated into a range of subjects, it evolves from a separate task into a significant and purposeful element of academic communication. This interdisciplinary strategy allows students to leverage new vocabulary, grammar, and discourse features learned in different modules, thereby strengthening their writing abilities through ongoing exposure and practical application.

In addition, effective integration necessitates a dual framework that encompasses both synchronic and diachronic elements. The synchronic component focuses on the simultaneous enhancement of writing alongside other language skills—such as reading and speaking—during the same academic term. This approach facilitates

contextualized learning and reinforces the interconnectedness of receptive and productive skills (Nation, 2009). Conversely, the diachronic aspect pertains to ongoing collaboration across various modules throughout the academic program. By consistently reinforcing writing conventions, textual organization, and genre-specific structures across multiple classes, students gradually assimilate academic writing standards, thereby promoting cumulative learning (Hyland, 2004).

Additionally, coordinating the goals and materials of writing instruction with other EFL modules fosters a unified educational experience that connects theoretical frameworks with practical implementation. For instance, writing tasks that are associated with literature readings or discussions in cultural studies can promote critical thinking and improve students' skills in expressing their ideas in writing. According to Leki (2007), involvement in writing tailored to specific disciplines enables students to comprehend the different rhetorical conventions and academic requirements pertinent to distinct areas of study (p. 63). This integration not only enhances the transfer of language skills but also enriches students' engagement with the course material through written communication.

In summary, the incorporation of writing instruction throughout various modules is crucial for enhancing students' academic writing skills. By encouraging collaboration among instructors from diverse courses and integrating writing assignments into the wider EFL curriculum, educators can offer students continuous and significant opportunities to refine their writing abilities. This strategy not only fosters linguistic precision but also enhances rhetorical understanding, enabling students to evolve into more self-assured and capable academic writers. Ultimately, the integration of writing across modules redefines it from a solitary task into a vibrant instrument for learning and communication within the academic realm.

5.2.2.7. Integrating Language Skills to Enhance Writing Proficiency

The fusion of writing with other language skills is an important strategy for enhancing students' overall language proficiency, especially in the context of EFL instruction. By intertwining writing with listening, speaking, and reading, students are afforded many opportunities to bolster their writing skills through engaging and

relevant practice. This integrated approach ensures that writing is not an isolated activity but part of a broader, interconnected educational experience that enhances students' linguistic abilities across all areas. As students navigate through various activities involving listening, speaking, and reading, they not only enhance their writing skills but also develop the critical thinking and organizational skills necessary for coherent and effective written communication.

Listening Phase

Writing assignments associated with listening exercises can greatly enhance students' skills in organizing and synthesizing information. For example, activities that involve reconstructing a text using key points from a listening task enable students to learn how to identify significant ideas and convert them into well-structured written material. This process necessitates that students interpret auditory information and utilize their understanding to create a written document. Vandergrift (2007) indicates that when students listen to oral texts and subsequently engage in writing tasks, it can effectively integrate their receptive language abilities with their writing skills (p. 42). Through this practice, students improve both their listening comprehension and writing fluency.

Speaking Phase

The speaking phase is essential for the development of writing skills. Engaging in classroom discussions offers students a wealth of ideas, perspectives, and arguments that can be utilized in their writing. By participating in oral dialogues prior to composing their texts, students can brainstorm concepts, express their thoughts clearly, and arrange their arguments more effectively. Swain (2006) emphasizes the significance of "collaborative dialogue" in aiding students to clarify and refine their ideas, which can subsequently be transformed into written expression. Thus, speaking acts as a foundation for writing by aiding in the organization of thoughts, enhancing vocabulary, and improving the overall quality of written work.

 Reading Phase

The relationship between reading and writing is well-documented in the field of language acquisition. When students are exposed to diverse text types—such as narrative, descriptive, expository, and argumentative; they gain insight into the structural and stylistic characteristics of various writing genres. Harris (1993) emphasizes that an essential aspect of writing instruction is to assist learners in understanding the structural organization of texts (p. 44). By interacting with authentic texts, students can examine how authors utilize language to fulfil specific communicative objectives, thus enhancing their ability to incorporate these strategies into their own writing. This comprehension is vital for students as they learn to modify their writing style according to different contexts and audiences.

A highly effective method for enhancing students' understanding of textual structure involves the use of scrambled texts. In this approach, students are tasked with rearranging sentences, paragraphs, or sections to create a coherent narrative. Such activities not only boost reading comprehension but also increase awareness of the cohesion and coherence essential for proficient writing. By engaging in scrambling tasks, students are prompted to critically analyse how sentences and paragraphs interconnect to produce a unified written work, thereby improving their writing abilities.

In summary, the integration of writing with other language skills such as: listening, speaking, and reading is crucial for improving students' writing abilities. This interconnected strategy enables students to strengthen their writing through a variety of meaningful activities, promoting a more comprehensive understanding of language. By incorporating listening exercises that necessitate written responses, participating in speaking tasks that inform writing, and providing exposure to diverse reading materials, EFL educators can establish a well-rounded learning environment that nurtures the growth of skilled and confident writers. Ultimately, this holistic approach not only enhances writing capabilities but also boosts students' overall language proficiency, aiding their success in both academic and practical communication.

5.2.2.8. Teacher Impact on EFL Writing Instruction

Within the framework of EFL writing instruction, the teacher holds a vital position in promoting the effectiveness of the teaching and learning process. A critical element of successful writing instruction is the teacher's ability to recognize and respond to the diverse needs and expectations of their students. This understanding is crucial for developing a course that caters to those needs. According to Boylan (1984), instructors who have a more thorough grasp of their students' individual learning preferences and personal insights are more adept at adjusting their instructional approaches to fulfill the distinct needs of learners (p. 53). By determining whether students require writing for communication, learning, or both, and whether their participation in the course is voluntary or obligatory, teachers can make informed decisions about how to structure and present the course materials. Additionally, initiating discussions with students at the beginning of the course clarifies their goals and expectations, allowing them to formulate specific learning objectives. Boylan (1984) argues that this process of identifying and discussing student needs is beneficial for both teachers and students, facilitating a more focused and effective course design.

Writing teachers bear the important responsibility of creating a classroom environment that is both engaging and supportive, a task that can often be quite difficult. Building such an atmosphere requires considerable time, effort, and resilience, especially given the natural variabilities that accompany the learning process. Educators must be dedicated to nurturing a setting where students feel valued, confident, and eager to share their ideas. According to Harmer (1991), motivation is significantly associated with learners' positive attitudes, which are crucial for facilitating effective and successful learning outcomes (p. 72). Teachers should respect their students' ideas, promote independent thought, and encourage positive interactions in the classroom. This approach can help establish a learning environment that fosters academic success and improves students' writing capabilities.

Additionally, it is crucial for writing instructors to acknowledge the unique characteristics of their students, including factors such as age, gender, and educational attitudes. These individual differences can greatly influence students' approaches to

writing assignments. Given that students may possess diverse values regarding education and respond differently to various teaching techniques, it is vital for educators to modify their approaches to accommodate these distinctions. This adaptation fosters a more inclusive and supportive learning atmosphere, ultimately aiding all students in achieving success in their writing endeavours.

Furthermore, part of the teacher's role is to function as a needs analyst, capable of recognizing the specific challenges students face and selecting appropriate instructional techniques to address those challenges. As stated by Hamp-Lyons and Heasley (1987), "there is no right way to teach writing" (p. 2). It is crucial for educators to be flexible and adjust their strategies based on the writing weaknesses of their students. This approach fosters a supportive and dynamic classroom environment, allowing students to experiment with different strategies to improve their writing skills.

In conclusion, a writing instructor must fulfil the roles of motivator, resource, and feedback provider, as outlined by Harmer (2001). As a motivator, the instructor should cultivate an atmosphere that inspires students to brainstorm and actively participate in writing assignments. In the capacity of a resource, the instructor offers vital language assistance and direction throughout the writing journey. As a feedback provider, the instructor delivers constructive critiques that aid students in enhancing their writing skills.

To summarize, the responsibilities of a writing instructor in an EFL setting are diverse and evolving. This role encompasses recognizing and responding to students' needs, fostering a nurturing and interactive classroom atmosphere, acknowledging individual differences, and delivering focused support to improve writing abilities. By implementing effective teaching methods and promoting motivation, instructors can assist students in acquiring the necessary skills for success in both academic and professional writing. As noted by Harmer (1991), motivation is a key factor in effective learning, and the instructor's role in promoting this is vital for achieving favourable results in writing education.

5.2.3. Suggestions for Enhancing EFL Writing Instruction

The significance of improving writing instruction for first-year EFL students is increasingly acknowledged as a crucial element of their academic achievement. Historically, EFL classrooms have been dominated by traditional grammar-centric methods; however, there is a growing recognition of the necessity to transition towards more dynamic, strategy-oriented approaches. This transition not only seeks to enhance the technical aspects of writing but also aims to engage students in a manner that fosters a deeper, more practical comprehension of writing as a means of communication. As highlighted by Hymes (1972), mere mastery of grammatical rules is inadequate for effective written communication; learners must also grasp how to utilize these rules in real-life situations. In this context, explicit writing instruction that integrates strategic use is essential. Thus, proficient writing necessitates not just a command of language skills but also the incorporation of strategic competencies to effectively navigate the writing process (Hamzaoui, 2006).

In the same context, Algerian EFL university students generally show a shortfall in metacognitive awareness, which appears to be a result of their earlier educational experiences at the fundamental and secondary levels, where reflective thinking and inquiry are often disregarded in favour of repetitive drills and memorization (Hamzaoui, 2006).

Traditionally, EFL writing instruction has emphasized methods that prioritize grammatical precision. These techniques often concentrate on sentence structures, sometimes employing implicit teaching methods that overlook the more intricate elements of writing. Although approaches like Communicative Language Teaching (CLT) have highlighted fluency over accuracy, they frequently neglect the development of writing skills, especially at the university level. Consequently, there exists a disparity between students' grammatical understanding and the writing competencies required for academic tasks at the university. As noted by Reid (1993), writing instruction must go beyond simple sentence accuracy to include the organization of ideas, such as paragraph structure, coherence, and cohesion. This

comprehensive approach to writing instruction is essential for helping students create clear and well-structured texts.

To address this issue, a shift towards explicit writing instruction is essential. Celce-Murcia (1997) highlights that effective writing instruction requires assisting students in comprehending the proper application of sentence structures, their interpretation in written texts, and their functional roles in communication (p. 185). It is vital to combine linguistic precision with an understanding of discourse to enable students to create well-structured and meaningful texts. First-year EFL learners frequently struggle to incorporate grammatical rules seamlessly into their ideas, which hinders their capacity to produce writing that is both cohesive and coherent. Therefore, writing instruction must be crafted to merge linguistic accuracy with techniques for organizing thoughts and developing logical, cohesive arguments. As noted by Ourghi (2002), grammar instruction should be situated within a context that emphasizes both accuracy and discourse-level competencies, thereby enhancing students' ability to produce texts that are both structurally robust and meaningful.

In summary, improving EFL writing instruction necessitates a fundamental change from conventional grammar-focused methods to more holistic, strategy-oriented approaches. By prioritizing not only linguistic precision but also advanced skills like coherence, cohesion, and the logical arrangement of ideas, educators can more effectively equip first-year EFL students to tackle the challenges of academic writing. As highlighted by the referenced scholars, the incorporation of explicit teaching and strategy-driven writing practices will enhance writing proficiency, enabling students to develop greater confidence and skill in their writing.

5.2.3.1. Shifting from Sentence-Level to Discourse-Level Writing

A key recommendation for enhancing EFL writing instruction highlighted in this study is the necessity to transition from a focus on sentence-level skills to the cultivation of higher-order writing abilities. While the importance of grammar and sentence structure cannot be overlooked, they should be incorporated into a comprehensive writing framework. The researcher's findings suggest that, despite the emphasis on sentence-level proficiency in educational settings, students frequently

encounter difficulties in structuring their ideas into coherent and cohesive arguments when required to produce more complex academic texts.

According to Widdowson (1984), proficiency in grammar alone does not guarantee the ability to write fluently and coherently (p. 101). This assertion is bolstered by the researcher's findings, which reveal that a singular focus on grammar leaves students unprepared for the rigors of university writing. They often lack the skills required to progress from forming individual sentences to organizing their thoughts into cohesive paragraphs and essays. Likewise, Hamzaoui (2006) points out that "merely teaching learners new vocabulary and grammatical structures is not enough" (p. 220), emphasizing the need to instruct students on how to utilize these linguistic tools in a wider context to create coherent and cohesive texts.

In accordance with these findings, Squire (1982) and Ourghi (2002) highlight the importance of direct instruction that guides students in structuring their thoughts into cohesive paragraphs and essays. This type of instruction is essential for not only enhancing grammar proficiency but also for developing the skills needed to logically arrange and connect ideas. The analysis conducted by the researchers indicates that existing teaching methods, which frequently prioritize sentence-level precision, fall short in equipping students for more intricate writing assignments that necessitate the organization of ideas around central themes. Consequently, it is crucial to integrate explicit writing techniques such as summarizing, paraphrasing, and organizing ideas logically into the curriculum, enabling students to create coherent argumentative essays rather than merely concentrating on sentence formation.

An effective instructional approach includes guiding students in understanding paragraph structure. Each paragraph should concentrate on a single main idea, with sentences that flow logically from one to the next. According to Muncie (2000), it is vital to provide feedback on the organization of content, as this facilitates students in identifying confusing aspects and improving the coherence and logical structure of their arguments (p. 52). This aligns with the researcher's insights that feedback on content organization can assist students in identifying weaknesses in their writing and improving their arguments. The researcher suggests that providing more feedback on

how to effectively organize ideas can lead to significant improvements in students' writing skills and their ability to produce coherent, well-structured texts.

Moreover, the inclusion of discourse-level writing skills in the curriculum could serve to link sentence-level proficiency with the more complex writing tasks required in academic contexts. By concentrating on the organization of thoughts and the logical progression of ideas, the researcher advocates for teachers to better equip students for the writing challenges they will encounter in their university education. This proposal is in line with the broader educational aim of this study, which seeks to enhance EFL writing instruction by addressing the limitations of existing practices that overly emphasize grammar and sentence-level accuracy, neglecting the teaching of higher-order writing skills.

The transition from focusing on sentence-level writing to discourse-level writing necessitates a more cohesive method of teaching writing. This approach should merge grammar instruction with clear strategies for structuring and linking ideas. The research indicates that by integrating these strategies, educators can greatly improve students' skills in constructing coherent and persuasive academic texts, thus equipping them more effectively for the academic demands they will face in university.

5.2.3.2. Integrating Writing Strategies into Instruction

A crucial improvement in EFL writing instruction involves the integration of writing strategies into the teaching process, particularly for first-year university students. This integration is necessary due to the noticeable instructional gap present in many classrooms, where the emphasis of writing instruction is often limited to sentence-level skills rather than embracing a comprehensive, strategic approach that cultivates overall writing competence. As noted in the literature, writing is not merely a mechanical endeavour; it is a recursive process that encompasses planning, drafting, revising, and reflecting (Flower & Hayes, 1980, 1981). Therefore, it is essential for EFL students to learn how to effectively engage with and navigate these stages, especially in a university setting where the demands of academic writing are more complex.

Teaching writing strategies explicitly is vital for addressing the challenges that EFL students encounter when trying to organize and present coherent, well-structured texts. Flower and Hayes (1980) contend that writing is not a linear endeavour; rather, it is a dynamic and recursive process where writers continually revise and improve their work. By guiding students to actively engage in this process, EFL instructors can help them cultivate the skills necessary to monitor, adjust, and refine their writing over time. This recursive approach is key to overcoming the obstacles students face in producing cohesive and logically structured writing, as it facilitates continuous improvement and a deeper connection to the writing task.

Furthermore, Grunewald (1999) and Yi et al. (2007) argue that writing strategies must be systematically integrated into teaching practices, ensuring that students grasp both how to apply and when to use these strategies. This approach transcends simply enumerating strategies; it necessitates that educators offer clear guidance on their effective use. By incorporating techniques such as brainstorming, outlining, summarizing, and paraphrasing into the writing process, teachers can assist students in navigating the intricacies of academic writing, facilitating their progression from basic sentence construction to more advanced tasks like essay writing and argument formulation. For example, providing explicit instruction on how to organize a paragraph around a central theme or how to link ideas between sentences can greatly enhance students' organizational abilities and coherence in their writing.

Beyond concentrating on the 'how' of writing strategies, it is essential to underscore the 'when'-guiding students on when to apply particular strategies in relation to the specifics of the writing task. According to Kinoshita (2003), an effective writing strategy curriculum should encompass not only the provision of strategies but also instruction on how to modify their use in accordance with task requirements and writing aims. This can enhance students' flexibility as writers, allowing them to adjust their strategies for various academic contexts, including essays, research papers, or reflective journals.

Cohen (1998) further stresses the importance of nurturing student independence in the writing process. He asserts that encouraging students to take ownership of their

learning through reflection on their writing practices is crucial for fostering long-term writing abilities. This notion is supported by the findings of this study, which showed that many students lack the awareness necessary to effectively monitor and revise their writing. By creating opportunities for self-reflection, peer feedback, and revision, students are inspired to actively contemplate their decisions during the writing process, resulting in more thoughtful and polished work.

For first-year university students, who frequently face anxiety and uncertainty about academic writing, it is essential to cultivate a strategic approach. By incorporating writing strategies into their education, students can gain the skills needed to become more self-sufficient writers, enabling them to tackle their writing assignments with increased confidence. This sense of autonomy is particularly significant in academic contexts, where students encounter a range of writing challenges across various courses and disciplines. As they learn to adapt these strategies to different situations, students not only enhance their academic writing capabilities but also cultivate the critical thinking and organizational skills that are vital for their overall academic success.

In conclusion, the adoption of writing strategies within EFL instruction signifies a pivotal change that can greatly improve the writing skills of first-year university students. Through targeted strategy instruction, consistent application, and the encouragement of student independence, learners can progress from fundamental sentence writing to creating more intricate, well-structured, and cohesive written works. This approach, which is a primary recommendation of this study, aligns with the larger goal of refining writing instruction and equipping students for the academic challenges they will face during their university education and beyond.

5.2.3.3. Implementing Collaborative Writing in EFL Writing Instruction

The importance of writing as a fundamental skill in language learning is widely recognized, particularly in EFL contexts, where students often encounter significant difficulties in achieving proficiency. At Naama University, traditional writing instruction frequently employs a teacher-centered approach that emphasizes grammatical precision and the final output, rather than the various phases of the

writing process (Gibbons, 2002; Anggraini et al., 2020). In these conventional approaches, students are typically required to produce written work within strict time constraints, often lacking adequate support for developing and structuring their ideas. This method tends to overlook critical components of writing, such as content, organization, and vocabulary, while placing greater emphasis on grammar and rote learning, particularly in preparation for assessments (Lestari, 2008; Mokhtar, 2016). For example, EFL writing instructors at Naama University generally dedicate one hour and thirty minutes each week to writing instruction, primarily concentrating on the final product. This restricts students' chances to participate in prewriting activities, such as brainstorming or organizing their thoughts (Anggraini et al., 2020).

According to Lestari (2008), when educators assign topics without sufficient guidance on idea development, students often find it challenging to create cohesive and well-organized compositions. The traditional focus on grammar and vocabulary tends to encourage students to memorize rules and apply them rigidly, which can hinder their creativity and restrict their capacity to express ideas openly (Mokhtar, 2016). This method promotes a limited emphasis on sentence-level skills, thereby providing minimal opportunities for fostering critical thinking or collaboration among students (Lesiak, 2015).

In order to overcome existing limitations and enhance writing instruction, educators are increasingly urged to integrate collaborative writing into their teaching methodologies. This approach entails students collaborating in pairs or small groups to create, edit, and refine texts based on collective ideas and feedback (Belaid & Belmekki, 2021). In contrast to traditional techniques that often isolate students and restrict interaction, collaborative writing fosters a more dynamic and engaging environment, enabling students to participate in every phase of the writing process—from brainstorming and outlining to drafting, revising, and editing (Barkley et al., 2005). This method not only improves writing quality by facilitating idea generation and peer feedback but also encourages critical thinking as students assess ideas and collaboratively address writing challenges (Shehadeh, 2011; Dobao, 2012). Furthermore, students acquire essential social and academic competencies, including

collaboration, negotiation, and the ability to offer constructive feedback (Khodabakhshzadeh & Samadi, 2017).

Research indicates that collaborative writing is effective in EFL settings, revealing that students who participate in such activities often produce superior work and enhance their language abilities. This collaborative approach fosters student confidence by alleviating anxiety and motivating them to take creative risks in their writing (Tsui, 1996). Tsui (1996) notes that involving students in collaborative writing tasks—either in pairs or groups—lessens their anxiety and motivates them to take more significant risks in their writing (p. 98). Additionally, students engaged in collaborative writing gain greater autonomy as they learn to edit their own and each other's work, which further boosts their self-assurance and writing skills (Tsui, 1996; Shehadeh, 2011). This transition from teacher-led to student-led methodologies aligns with constructivist principles, which advocate for active learning and recognize knowledge acquisition as a communal endeavour (Bassou, 2015).

Collaborative writing offers substantial benefits, particularly for first-year university students who may find it challenging to organize their content and generate ideas. Through teamwork, students can support one another in addressing these difficulties, which ultimately leads to enhanced writing skills and increased motivation (Shehadeh, 2011; Khodabakhshzadeh & Samadi, 2017). Additionally, this approach cultivates a supportive educational environment that allows students to experiment with new vocabulary and language structures, resulting in improved language proficiency and greater self-assurance in their writing capabilities. Studies further indicate that collaborative writing significantly boosts students' vocabulary acquisition, comprehension, and engagement (Shehadeh, 2011; Ghufroon & Hawa, 2015).

In conclusion, the traditional writing instruction techniques employed at Naama University, which prioritize grammar and the final product, tend to limit student engagement and creativity. On the other hand, collaborative writing provides a promising alternative. By integrating collaborative writing methods into EFL classrooms, educators can create a more engaging and supportive learning environment. This strategy not only improves the quality of writing but also

encourages student autonomy, reduces anxiety, and prepares students to become confident and competent writers in both academic and practical settings.

5.2.3.4. Learner Peer Conference

One effective strategy in collaborative writing that can significantly boost EFL writing instruction is the peer conference. In this strategy, students hold discussions with their peers after completing a draft, where they receive feedback from classmates in small groups. This feedback mechanism empowers students to revise and enhance their drafts based on the constructive insights and suggestions from their peers, rather than relying exclusively on the teacher's comments (Topping, 2009). The peer conference model promotes a sense of independence, encouraging learners to take ownership of their writing and the feedback process, which aids in their development as self-sufficient writers (Legutke & Thomas, 1991).

The participation of peers in the writing process creates a collaborative setting that allows students to exchange ideas, reflect on their work, and improve their drafts based on the input of their peers. Legutke and Thomas (1991) suggest that this form of engagement encourages students to take charge of their learning, which is vital for their evolution into self-sufficient writers. When peer feedback is properly structured and facilitated, it not only helps students enhance their existing writing but also fosters the critical thinking skills needed to approach future writing endeavours with greater self-assurance (Zhao & Lai, 2009).

Within this framework, the teacher's function evolves from that of a traditional authority figure providing feedback to that of a facilitator who aids students in executing effective peer conferences. This alteration in responsibility encourages students to assume control over their writing processes, leading to a more profound understanding of writing as a skill that develops through interaction and revision (Rollinson, 2005). As teachers guide these peer conferences, they can exemplify how to offer constructive, specific, and supportive feedback, teaching students not only how to review but also how to accept and utilize feedback to elevate the quality of their work (Tsui & Ng, 2000).

Furthermore, implementing peer conferences within the classroom enhances the cultivation of collaborative skills. Students are required to communicate clearly, negotiate interpretations, and offer constructive feedback respectfully. These abilities are crucial for creating a positive and dynamic learning atmosphere, where students participate in significant discussions regarding their writing, thereby gaining advantages from both the writing process and the interactions with their peers (Topping, 2009).

By embedding peer conferences within the writing instruction process, educators can cultivate an engaging and interactive classroom setting. This strategy promotes a deeper involvement with writing tasks and encourages students to adopt a more reflective and proactive stance in their writing endeavours. Consequently, it not only sharpens writing skills but also nurtures essential collaborative abilities, preparing students for the requirements of academic and professional writing contexts.

5.2.3.5. Eclectic Approach to Writing Instruction

Eclecticism in language teaching provides educators with the opportunity to integrate various methods and techniques to meet the varied needs of their students. According to Mackey (1965), this approach, known in France as the "la Méthode Active," serves as a middle ground between the Direct Method and more traditional grammar-based methods. It encompasses a range of activities, including oral practice, reading aloud, and interactive question-and-answer sessions, to systematically develop language skills in the order of speaking, writing, comprehension, and reading. According to Mackey (1970), the eclectic approach to teaching languages incorporates a variety of methods, including the use of translation, deductive grammar teaching, and audio-visual materials to enhance the educational process. By merging different teaching strategies, eclecticism empowers teachers to choose or create techniques that align with the distinct needs of their classroom.

In EFL writing instruction, eclecticism signifies the purposeful blending of different teaching strategies to cater to the varied requirements of learners. This technique is notably effective in SBWI, which prioritizes the enhancement of learners' cognitive, metacognitive, and socio-affective strategies to boost writing competence. By

integrating aspects from multiple methodologies, educators can adapt their teaching to aid learners in the processes of planning, drafting, revising, and editing their compositions.

Studies demonstrate the effectiveness of eclectic strategies in EFL writing classrooms. For instance, Sundari et al. (2021) point out the advantages of merging product and process approaches to cater to the diverse needs of learners. In a similar vein, Rakrak (2022) advocates for a hybrid product-process model that combines the strengths of both approaches, creating a comprehensive framework for writing instruction. These findings emphasize the necessity of flexibility and adaptability in teaching methods to promote effective writing skills in EFL learners.

By incorporating SBI into an eclectic framework, educators can effectively address various components of the writing process. This includes teaching students how to brainstorm ideas, organize their content, and evaluate their own progress. Through the application of diverse instructional strategies, teachers can establish a conducive learning environment that fosters learner independence and confidence in their writing abilities.

Furthermore, the integration of eclecticism with strategy-based instruction presents a vibrant and flexible method for EFL writing pedagogy. It allows educators to cater to the varied requirements of learners and encourages the cultivation of effective writing strategies that are vital for academic success. This adaptability allows educators to draw upon a broad spectrum of resources and strategies to address the particular writing challenges that students encounter. By focusing on flexibility, the eclectic approach empowers teachers to tailor their techniques to fit the individual needs and strengths of their students. The ability of educators to blend different methodologies is crucial for fostering a well-rounded and nurturing educational atmosphere.

In the eclectic approach, the educator is seen as the primary decision-maker tasked with determining the most appropriate method for the local context. Palmer (1964) emphasizes that "teaching requires a certain balance" (p. 10), highlighting the importance of teachers being adaptable and responsive to the needs and circumstances of their students. The teacher's capacity for decision-making is shaped by their

continuous interactions with students and their understanding of the students' challenges and advancements. Consequently, both the educator and the teaching method must be flexible and ready to address the unique requirements of the classroom setting.

Eclecticism facilitates the combination of various teaching methodologies, enabling educators to leverage the strengths of established approaches. As noted by Prodromou (1992), instructors can blend elements from different methods, including the Grammar Translation Approach, the Direct Method, the Structural and Audio-Lingual Approach, and the Communicative Approach. For example, teachers might utilize the Grammar Translation Approach's incorporation of the mother tongue for enhanced comprehension, the Direct Method's focus on the target language, the Audio-Lingual Approach's emphasis on systematic practice, and the Communicative Approach's understanding of language as a means of communication. This synthesis empowers educators to design dynamic, engaging, and effective lessons that address diverse student needs and foster improved writing skills.

Furthermore, eclecticism should not be viewed as a random collection of techniques; it is based on a thoughtful approach aimed at addressing the needs of students and achieving specific learning objectives. Richards and Lockhart (1996) argue that utilizing an accessible metalanguage is a key element in facilitating language understanding and learner production within an eclectic teaching framework. In addition, eclecticism supports collaborative teaching and learning, fosters student autonomy, and includes project work, all of which contribute to a more engaging and effective educational experience. As noted by Sultana (2001), a significant principle of eclecticism is the encouragement of "critical multiculturalism" (p. 26), which promotes an appreciation of diverse perspectives and enhances the learning experiences of students.

Considering the wide array of student needs and the different obstacles they encounter in writing, it is advisable to adopt an eclectic approach to writing instruction. This teaching style enables educators to utilize a variety of methods and techniques tailored to the unique requirements of their students, especially in environments where

writing skills differ greatly. Such an approach prioritizes adaptability, allowing instructors to modify their strategies according to the individual strengths and weaknesses of their students, as well as the specific goals of each lesson.

Incorporating various methodologies, including both process and product approaches to writing, can significantly improve instructional effectiveness. The process approach prompts students to concentrate on the different phases of writing; planning, drafting, revising, and editing whereas the product approach highlights the importance of the final written work. By merging these two strategies, educators can offer a more holistic framework for students' writing growth. Furthermore, integrating additional methods and techniques guarantees that the writing process remains engaging and approachable for all learners, irrespective of their skill levels.

Ultimately, it is suggested that writing courses should not be delivered in isolation within the framework of writing instruction. There ought to be a collaborative effort between writing courses and other skill-focused modules to foster a more unified and integrated educational experience. Such alignment ensures that writing instruction remains pertinent to the students' wider academic aspirations and opens avenues for interdisciplinary learning. By linking writing with other subjects, instructors can promote a more holistic method of EFL writing instruction, enhancing students' comprehension of language and its various contexts.

In conclusion, eclecticism provides a versatile and adaptable framework for teaching EFL writing. This approach allows educators to utilize various methods and techniques to meet the varied needs of their students. By harmonizing different teaching methodologies and emphasizing learner-centered principles, eclecticism creates an engaging and effective educational atmosphere that promotes the enhancement of students' writing abilities. Additionally, the incorporation of writing within other subjects increases the significance and effectiveness of writing instruction, enabling students to utilize their writing skills in wider academic and real-life situations

5.2.3.6. Feedback's Role in EFL Writing Assessment

Effective evaluation and assessment in writing instruction is essential for enabling students to not only track their development but also enhance their writing capabilities in a significant manner. Assessment allows students to display the knowledge they have gained and to obtain important feedback regarding their strengths and areas needing improvement. In this regard, Urquhart and McIver (2005) underscore the idea of “assessment as writing-to-learn,” indicating that assessment serves as a crucial instrument for learning (Urquhart & McIver, 2005, p. 27). For numerous students, writing assessments, such as essays, present a vital chance to practice and hone their writing skills. Nevertheless, some educators have observed that the limited time available during regular classes may restrict students' opportunities for extensive writing practice. Consequently, examinations and composition assignments become essential for students to exhibit their writing proficiency and further cultivate their skills.

Upon finishing their composition examinations, students are afforded the opportunity to revise their drafts, assess their performance across various writing contexts, and enhance their understanding of their writing abilities. Feedback is essential in this revision process, allowing students to enhance their writing by concentrating on different elements of their work. Nation (2008) highlights the importance of feedback in motivating students to participate more actively in writing and fostering a positive attitude towards it. He elaborates that providing responses to the substance of students' writing can significantly boost their writing productivity and improve their general view of writing as a valuable endeavor (p. 137). By offering feedback on both content and structure, educators assist students in pinpointing areas for improvement and guide them in honing their writing skills.

An important recommendation for enhancing EFL writing instruction is the provision of thorough and constructive feedback. Such feedback is crucial for assisting students in improving not only the grammatical precision of their writing but also the overall coherence and clarity of their ideas. According to Reid (1993), feedback should be both specific and actionable, addressing both local-level concerns (such as sentence

structure) and global-level aspects (like text organization). This method enables students to grasp the intricacies of sentence formation while simultaneously considering the broader framework of their compositions.

According to Muncie (2000), students place great importance on feedback that pertains to content and organization, particularly in the realm of university writing. This observation points to the necessity of valuing the written feedback given by instructors, which addresses both surface-level and deeper meaning errors (Reid, 1993). In such educational contexts, feedback ought to help students comprehend how to organize their arguments, connect their ideas, and maintain a coherent flow throughout their texts.

Offering prompt and constructive feedback enables students to make significant revisions and observe their writing progress over time. This approach not only improves their writing abilities but also enhances their confidence and motivation. Feedback should extend beyond merely identifying errors; it should also inspire students to enhance their work and develop their current skills. Thus, assessment serves not only to evaluate students' writing at a specific moment but also to promote continuous growth and advancement.

The outcomes of composition assessments, therefore, offer students valuable insights into their performance levels and encourage them to consider ways to enhance their skills. This process of self-reflection is essential to learning, as it prompts students to critically evaluate their strengths and areas for improvement. Additionally, educators can utilize these assessments to identify students' writing challenges, allowing them to modify their teaching approaches to better meet individual needs. Consequently, feedback acts as a diagnostic resource, enabling teachers to pinpoint specific areas where students may need additional assistance and adjustments in their instructional methods.

Evaluating students' writing and offering constructive feedback is a vital component of the educational experience. The primary objective is to help students recognize their errors and guide them in correcting these mistakes. Feedback should extend beyond merely identifying faults; it should also include positive reinforcement, acknowledging

the strengths in students' writing. Harmer (2001) emphasizes the importance of feedback throughout different phases of the writing process, including drafting, revising, and finalizing. Harmer (2001) states that feedback encompasses more than just identifying learners' mistakes; it also includes assessing their performance and offering constructive remarks during various stages of the writing process. This comprehensive approach encourages students to engage with their writing in a more critical and constructive manner.

Furthermore, educators must ensure that their feedback remains both encouraging and supportive. Wajnryb (1992) indicates that excessively harsh or frequent corrections can lead to student demotivation and hinder their willingness to take risks in future writing endeavors. Wajnryb (1992) contends that overcorrection may diminish students' motivation and dissuade them from engaging in risk-taking during their subsequent writing assignments. It is crucial for teachers to find a balance between providing corrective feedback and offering positive reinforcement, thereby motivating students to explore new ideas and writing methods without the fear of making mistakes. Educators should perceive student writing as a continuous journey, assisting students in revising their work rather than viewing it as a finished product. This iterative approach enables students to learn from their errors, enhance their skills, and develop greater confidence in their writing capabilities.

According to Urquhart and McIver (2005), effective assessment should be grounded in four essential characteristics: clarity, variety, sound pedagogy, and reliable research. Clarity is crucial as it ensures that both educators and students comprehend the assessment criteria and objectives. Variety entails the incorporation of diverse writing tasks to evaluate various writing competencies, including descriptive, narrative, expository, and argumentative forms. Sound pedagogy emphasizes the implementation of teaching methods that facilitate the learning experience, such as reflective practices like goal sheets, which prompt students to evaluate their own writing. Urquhart and McIver (2005) describe how educators can motivate students to contemplate their writing by asking them to fill out a goal-setting worksheet, similar to the example shown in the figure provided. This approach enables students to actively track their development and contemplate their educational progress.

Sound research supports effective assessment practices by ensuring that feedback is based on evidence-driven strategies. It enables educators to grasp the broader implications of assessment on the development of student writing, underscoring the necessity of timely and constructive feedback in nurturing student advancement. Thus, assessment and feedback function not merely as evaluative tools for students' writing but also as vital components of the educational process that enhance their ongoing development.

In the field of L1 and L2 writing assessment, varieties of evaluation techniques have been developed. Weigle (2002) emphasizes the importance of recognizing the unique principles, processes, and outcomes associated with writing evaluation in the EFL context when implementing these frameworks (p. 78). The selected definition of writing and its instructional implications also play a significant role in shaping the assessment process. For writing assessments to be effective, they must be transparent, ensuring that students understand the criteria for quality writing. In the absence of clear guidelines, students may lack confidence and resort to imitating successful essays rather than enhancing their own skills. It is crucial to provide an evaluation rubric that includes essential elements such as organization, clarity, analytical reasoning, integration of research, and language proficiency. Additionally, employing a variety of assessment methods, including assignments, portfolios, and peer feedback, facilitates a more precise evaluation of students' capabilities and aids them in becoming acquainted with writing standards and audience expectations.

In conclusion, the integration of diverse teaching approaches along with comprehensive and constructive feedback is essential for improving EFL writing instruction. Educators ought to employ a range of strategies to captivate students and cater to their unique requirements, while ensuring that feedback is precise, actionable, and encouraging. By incorporating these components into their instructional methods, teachers can assist students in enhancing their writing abilities, boosting their confidence, and developing greater writing proficiency. Ultimately, feedback and assessment should be regarded as dynamic instruments that promote ongoing enhancement in student writing, aiding them in honing their skills and becoming more effective communicators.

5.2.3.7. Adopting a Holistic Approach to Writing Instruction

To improve EFL writing instruction, it is essential to implement a more thorough and explicit strategy-based methodology. Writing encompasses a range of skills that demand focus on not just linguistic precision but also on discourse-level competencies, including the organization of ideas, the structuring of arguments, and the utilization of advanced writing strategies (Hyland, 2003). An integrated approach that encompasses these diverse elements equips students with the essential skills needed for success in both academic and practical writing endeavours.

Conventional writing instruction often prioritizes accuracy at the sentence level, focusing on grammar and vocabulary (Leki, 2001). While these components are fundamental, they are not sufficient by themselves to enhance students' overall writing proficiency, particularly in higher education, where complex writing assignments necessitate more than just mechanical correctness. Flower and Hayes (1981) underscore that writing encompasses a multifaceted and non-linear process that necessitates both technical proficiency and the capability to generate and enhance ideas throughout the act of writing (p. 366). Therefore, it is essential for educators to assist students in mastering skills such as idea organization, coherent argument structuring, and the application of strategies like summarizing and paraphrasing (Flower & Hayes, 1981; Sommers, 1982). These strategies are critical for effective writing, as they empower students to engage with texts more analytically and produce well-developed, coherent written work.

The inclusion of explicit writing strategies in teaching is aimed not just at enhancing language abilities but also at enabling students to assume responsibility for their educational journey. Studies indicate that when students engage in writing strategies within a structured framework, they develop into more autonomous writers capable of self-regulation and self-editing (Zimmerman, 2002). This level of autonomy is vital for achieving long-term academic success, as it equips students to tackle various writing challenges across disciplines. Carter (2007) observes that students who cultivate self-regulation abilities are better prepared to face the academic challenges they encounter throughout their university education (p. 386). Additionally,

transitioning from a grammar-centric approach to one that emphasizes strategies offers students a deeper comprehension of the writing process. Bereiter and Scardamalia (1987) assert that writing is more than just mechanical execution; it encompasses cognitive processes such as problem-solving and the continuous evolution and enhancement of ideas (p. 11). By instructing students in strategies like outlining, drafting, and revising, educators can provide them with the cognitive resources necessary to improve their writing skills over time. Consequently, writing instruction evolves into a means of fostering critical thinking and problem-solving abilities, which are essential for success in academic environments and beyond.

To conclude, implementing a holistic strategy in writing instruction is vital for nurturing capable and confident writers. By merging linguistic correctness with strategic writing abilities, instructors can enhance the growth of first-year students, preparing them for the rigors of university writing and ensuring their sustained academic achievement.

5.3. Fostering Autonomy in EFL Writing Instruction

The transition to learner-centered education has significantly transformed the educational environment, highlighting the necessity for students to take charge of their own learning. This change marks a departure from traditional teaching methods, where educators are viewed as the main sources of knowledge, towards a more interactive model in which students emerge as independent learners. In the context of higher education, this evolution challenges the traditional perception of the teacher as the primary authority on knowledge, as noted by Bereiter and Scardamalia (1987). Instead, it posits that learning should be approached as a process of tackling “not yet completely solved problems” (Ourghi, 2002, p. 311). This perspective frames learning as an active engagement rather than a mere absorption of information. If students accept all information presented without critical questioning, true learning has not taken place, raising concerns within the realm of higher education.

It is crucial to promote autonomy in learning throughout all educational stages, allowing students to adjust to the swiftly changing environment characterized by scientific and technological advancements that require the enhancement of critical

thinking, creativity, and problem-solving skills (Hamzaoui, 2006; Bellalem, 2008; Aimeur, 2011). Within the realm of language learning, autonomy involves more than just independent study; it requires students to engage in self-reflection, assess their strengths and weaknesses, and work collaboratively with others to deepen their understanding of the content (Lap, 2005).

The advantages of promoting learner autonomy are numerous. It encourages independent problem-solving (Nunan, 1992; Lap, 2005, as cited in Bassou, 2015) and empowers students to take control of their educational experiences, which can ultimately enhance their engagement and motivation. Donato (1994) notes that the target language serves a dual purpose in this context, acting as both a medium for classroom interaction and a resource for learning and self-reflection. This allows learners to actively engage with the content while also contemplating their educational progress, thereby increasing their autonomy. Little (2002) and Bassou (2015) highlight that nurturing autonomy prompts educators to continually evaluate and improve their teaching methods.

Two significant benefits arise from encouraging autonomous learning. The first is that students become more introspective about their educational experiences, which helps them recognize their strengths and identify areas for improvement. The second advantage is that when learners comprehend the essential elements of future content, they can approach their studies with increased readiness and motivation, thereby lightening the teacher's workload and enhancing the classroom atmosphere. While it is often thought that students may not inherently possess a desire to learn, especially in writing, the practice of autonomous learning can foster a more positive and engaged attitude, as noted by Wenden (1991) and Bassou (2015).

Therefore, promoting learner autonomy in writing instruction necessitates an environment where students assume responsibility for their educational objectives, select suitable resources, and adopt strategies that correspond with their individual learning styles (Dam, 1995; Little, 2002). This may involve participating in activities that align with their interests, such as composing pieces on subjects they are enthusiastic about (Johns, 1997), thereby cultivating a setting that nurtures both critical

thinking and creativity. Additionally, this approach alleviates the burden on teachers, allowing them to establish conditions that foster effective learning instead of exerting complete control over the educational process. As Semmoud (2015) points out, educators should refrain from learning on behalf of their students and instead concentrate on creating an environment conducive to self-directed learning.

In this framework, the teacher's function transitions from being the primary source of information to a facilitator who promotes interaction, dialogue, and teamwork among students. This change in teaching methodology minimizes the necessity for extensive explanations and cultivates a setting where learning occurs more naturally and reflectively. Scrivener (1994), as referenced in Semmoud (2015), indicates that effective teaching may not always be apparent through the teacher's overt actions, as learning can take place even when educators adopt a less direct approach. Ultimately, fostering learner autonomy in language acquisition involves not only providing options but also motivating students to assume initiative and accountability for their own educational journey. As Kohonen (1992) emphasizes, learners should evolve from being passive recipients of knowledge to active contributors, taking the lead in initiating, organizing, and executing their own learning activities both within and beyond the classroom. This strategy is essential for nurturing critical thinking and creativity, allowing students to gain a deeper understanding of their learning processes and apply them to real-world contexts.

Engaging in reflective practice and diverse writing exercises; whether in the classroom or beyond allows students to advance their writing skills. Such activities not only refine their writing capabilities but also foster independence, preparing them for ongoing education and thoughtful engagement with their surroundings (Head & Taylor, 1997). In conclusion, promoting learner autonomy in writing instruction is in harmony with the fundamental aims of higher education, empowering students to tackle the complexities of the contemporary world with assurance and innovation.

5.3.1. The Significance of Critical Thinking in Higher Education

The significance of education in achieving economic sustainability and improving quality of life cannot be overstated, as it involves not only the acquisition of knowledge but also its practical implementation. According to Silva (2008), modern educational approaches should concentrate on how students utilize their knowledge rather than the quantity they possess. Likewise, Ben-David (2008) underscores the necessity for public education to prepare upcoming generations with vital skills for success in a competitive landscape. As a result, education must promote critical thinking, problem solving, and adaptability, ensuring that learners can apply their knowledge effectively in practical situations.

There is no single definition of critical thinking that is accepted universally; however, a commonly endorsed definition by experts like Facione (1990, as referenced in Zhao, Pandian, & Singh, 2016) characterizes critical thinking as a purposeful and self-guided process that encompasses the interpretation, analysis, evaluation, and conclusion drawing, all based on pertinent evidence, concepts, methods, criteria, or context (p. 15). In addition, Dwee et al. (2016, 633) present a further insightful definition, describing critical thinking as the ability of learners to understand concepts through self-reflection on their learning journeys and to identify solutions to problems from various perspectives.

In today's higher education landscape, critical thinking has emerged as not only an academic skill but also a key intellectual disposition that shapes learners' abilities to reason, challenge assumptions, and navigate intricate issues. As highlighted by Paul and Elder (2006), critical thinking is crucial for nurturing intellectually disciplined learners who are capable of engaging in reflective and independent thought. This emphasis is reflected in academic institutions around the world, which seek not only to impart knowledge but also to empower students to become critical and creative problem-solvers ready for the evolving social and professional realities (Fry, Ketteridge, & Marshall, 2008). In this environment, academic writing serves as a significant medium through which critical thinking is articulated, scrutinized, and assessed. Writing has evolved beyond merely demonstrating content knowledge; it

now requires the construction of reasoned arguments, the synthesis of information, and the engagement with a variety of perspectives ; all of which demand advanced thinking skills (Hyland, 2003).

Within EFL settings, the amalgamation of critical thinking into writing instruction introduces both possibilities and challenges. For students whose familiarity with English is limited to classroom interactions, writing becomes a cognitive activity that requires more than just linguistic ability; it necessitates active engagement with ideas and the proficiency to articulate them clearly. Scholars such as Shirkhani and Fahim (2011) have emphasized the strong connection between students' critical thinking skills and their performance in writing tasks. In a similar vein, Liaw (2007) points out that cultivating critical thinking among EFL learners can enhance their ability to generate, organize, and evaluate ideas in writing - crucial competencies for academic communication.

In the context of Algerian universities, these issues are especially relevant. Numerous EFL students start their university education with a limited background in writing, primarily restricted to sentence-level exercises and grammatical drills. Their experience with argumentative writing, critical reading, and the development of ideas is often quite limited, which significantly hinders their capacity to excel in writing-intensive academic courses. Observations in various classroom environments reveal that Algerian EFL learners often depend on rote memorization instead of engaging in analytical reasoning when confronted with essay prompts or writing tasks. This challenge is exacerbated by a writing pedagogy that frequently remains focused on product-oriented methods emphasizing accuracy and form, rather than fostering content creation or strategic thought. The gap between the ideal objectives of writing instruction “namely, critical engagement with ideas” and the actual practices observed in classrooms has tangible consequences for students' academic achievements and their overall communicative abilities. (Abi Ayad, 2018; Belaid, 2014; Bouyakoub, 2012; Hamzaoui, 2006; Ourghi, 2002).

To fill this gap, the adoption of SBWI emerges as a compelling educational solution. Grounded in the findings of Flower and Hayes (1981), who conceptualized writing as

a recursive and strategic process, this instructional strategy encourages learners to purposefully plan, draft, evaluate, and revise their work. Graham and Harris (2005) further contend that direct instruction in writing techniques can greatly enhance students' writing outcomes by aiding them in internalizing metacognitive strategies. When coupled with critical thinking, such instruction empowers learners not only to write accurately but also to write with depth. In Algeria's EFL classrooms, where writing is frequently taught separately from reading, critical discourse, and strategy application, the incorporation of WSBI could act as a bridge aiming to assist students in transitioning from superficial writing to more profound and reflective academic involvement. This instructional transformation is not only pedagogically valid but also essential for equipping Algerian EFL students with the necessary skills to excel in academic settings that require both clarity of thought and sophistication in expression.

5.3.2. Addressing Individual Writing Needs

An essential component of effective writing instruction is acknowledging the varied needs of students. Each student engages with writing through a distinct lens of expectations, obstacles, and experiences, influenced by their educational history, cultural background, and language skills. These individual variations greatly impact the design and implementation of writing instruction. As noted by Hyland (2003), it is crucial to recognize and address these differences to create an environment conducive to the effective development of students' writing abilities. In this regard, comprehending the specific writing requirements of students allows educators to establish focused instructional objectives that not only fulfil academic criteria but also resonate with students' personal and career goals.

Students come to the classroom with diverse writing experiences. For instance, those writing in an academic setting are often expected to demonstrate both proficient writing skills and a solid grasp of their subject matter. This dual expectation calls for writing tasks that are tailored to the specific demands of the students' disciplines (Gere, 1994). Science students may need to focus on technical writing, while humanities students might be required to construct well-supported arguments and engage in critical analysis. It is essential to adapt writing instruction to these varied expectations

to ensure that students are well-prepared for the specific writing challenges they will face in their academic and professional careers (Bazerman et al., 2005).

A major obstacle in numerous educational contexts is the gap between writing assignments and their applicability in real-world situations. According to Bazerman et al. (2005), when writing tasks lack a clear connection to practical uses or professional scenarios, students may find it difficult to recognize their significance, which can result in reduced motivation and involvement. This lack of engagement can impede the acquisition of vital writing skills. To remedy this situation, educators should ensure that writing assignments are not only academically challenging but also pertinent to the students' prospective careers. By creating writing tasks that are meaningful and tied to real-world contexts, teachers can enhance student motivation and engagement, thereby making writing a fundamental aspect of students' academic and professional identities.

Furthermore, it is crucial to acknowledge how cultural context shapes students' writing practices. Writing is not merely a linguistic skill; it is also an activity deeply rooted in cultural traditions. The expectations surrounding writing can vary significantly between cultures, leading students from different backgrounds to approach writing in ways that may not align with the academic norms of their new surroundings. For example, students from collectivist cultures often emphasize group consensus and harmony in their writing, while those from individualistic cultures tend to focus on personal viewpoints and arguments (Casanave, 2002). By understanding these cultural variations, instructors can better support students in navigating the differences between their cultural writing practices and the academic writing standards they encounter.

Acknowledging the distinct writing needs of individuals also encompasses their language proficiency. In EFL contexts, it is essential to consider the diverse levels of language proficiency among students when developing writing instruction. While some learners may face difficulties with fundamental grammar and vocabulary, others might be adept in language use yet require assistance with more intricate elements of academic writing, such as constructing arguments and substantiating claims (Grabe &

Kaplan, 1996). Customized writing activities that target these specific challenges—like peer reviews, collaborative writing exercises, and scaffolding techniques—can enhance students' confidence and skills in writing. As highlighted by Hyland (2003), recognizing students' language proficiency levels is vital for creating tasks that are both demanding and attainable.

In summary, catering to the unique writing requirements of students is essential for effective writing instruction. By acknowledging the varied backgrounds, cultural settings, and language skills of learners, educators can create writing assignments that are not only relevant to their studies but also personally significant. Customizing writing instruction to address the individual needs of students helps to link classroom experiences with real-world applications, ultimately promoting their growth as skilled and self-assured writers in both academic and professional environments. As noted by Bazerman et al. (2005), writing assignments should be designed to connect academic achievement with students' future career paths, thereby establishing writing as a crucial skill for ongoing learning and career advancement.

5.3.3. Fostering Self-Regulated Learning in Writing

The concept of self-regulated learning (SRL) is vital for effective writing instruction, as it allows learners to oversee their writing processes, set personal goals, monitor their advancement, and evaluate their own achievements. Zimmerman (2002) describes self-regulated learners as those who take an active role in their education by planning, organizing, and reflecting on their progress. In EFL writing instruction, encouraging self-regulated learning strategies can significantly boost students' writing abilities by fostering independence and strategic thinking in their writing practices (Oxford, 2017).

An essential component of self-regulated learning in writing is Goal-setting. According to Zimmerman and Schunk (2011), formulating specific and attainable writing objectives enables learners to channel their efforts efficiently and maintain their motivation. For example, an EFL student may strive to enhance coherence by concentrating on the use of suitable transition words or aim to create more robust

thesis statements. By defining clear goals, students can perceive writing as a systematic and manageable endeavour instead of an overwhelming task.

Furthermore, metacognitive strategies are essential for effective self-regulated learning. Wenden (1998) characterizes metacognition as "the ability to think about one's thinking" (p. 518), underscoring the significance of self-awareness in the learning process. In the context of writing, this entails planning prior to drafting, monitoring one's progress throughout the writing journey, and critically assessing the final output. For example, students can utilize self-questioning methods to determine if their arguments are logically organized and if their supporting evidence is pertinent. By teaching students to engage in reflective practices through self-assessment checklists and structured reflection prompts, their capacity to manage their learning can be significantly improved.

Self-monitoring and self-correction are key strategies in the practice of self-regulated writing. Graham and Harris (2005) argue that self-monitoring encourages a deeper engagement with the writing process, prompting students to identify errors and weaknesses in their work. They highlight that EFL learners can greatly benefit from revising their drafts multiple times, concentrating on different writing aspects such as grammar, coherence, and argumentation. Additionally, providing revision guides and opportunities for peer feedback can further enhance learners' skills in independently assessing and improving their writing.

In order to foster self-regulated learning in EFL writing instruction, educators should incorporate strategy training alongside scaffolding methods. Chamot (2005) suggests that providing explicit instruction in learning strategies "such as brainstorming, outlining, and revising" enables students to tackle writing assignments with greater confidence and independence. Additionally, teachers can motivate students to keep writing journals or portfolios, allowing them to monitor their development and reflect on their strengths and areas needing improvement. These reflective practices are consistent with a learner-centered approach, which highlights the importance of students as active contributors to their educational experience (Little, 2007).

In conclusion, cultivating self-regulated learning strategies in writing is essential for enhancing the writing skills of EFL students. By encouraging goal-setting, metacognitive awareness, self-monitoring, and strategy training, educators can empower learners to become more independent and strategic in their writing. According to Graham and Perin (2007), offering direct instruction in self-regulation strategies greatly improves students' writing skills (p. 458). Therefore, promoting self-regulated learning should be a key focus in writing instruction within EFL environments.

5.4. Effective Writing Tasks for Skill Development

To confront effectively the writing challenges that first-year EFL students encounter, this research advocates for the integration of strategic writing tasks and activities that aim to enhance writing proficiency and promote learner autonomy. Drawing on findings from SBI, the study underscores the necessity of tasks that actively involve students in the writing process while encouraging reflective practices. Raimes (1983) emphasizes that writing is not merely about assembling words into coherent sentences; it entails crafting a text that conveys meaning to the reader. This endeavour is further complicated by the need for students to grasp the concepts of audience and purpose, which elevate writing from a mechanical skill to an expressive effort. Consequently, by broadening the types of writing tasks and moving beyond sentence-level instruction, the study aspires to cultivate a more profound engagement with the writing process and its diverse dimensions.

According to Halliday (1985), writing is essentially a form of communication. This perspective suggests that writing encompasses more than just a collection of discrete skills; it is a multifaceted process; that includes both the structure of language and the organization of content. Consequently, writing instruction should extend beyond an exclusive focus on conventions and grammar, which are frequently overstressed in contemporary teaching methods in general and in English department at Naama university in particular. In accordance with this viewpoint, the activities outlined in the following section are designed to promote a more integrated approach to writing education, one that incorporates higher-order thinking, content structuring, and

awareness of the audience. This transition is consistent with the primary goals of strategy-based instruction, which encourages students to take charge of their learning and develop into reflective, self-regulated writers (Chamot, 1999).

The proposed tasks are intended for first-year EFL students who typically rely on sentence-level writing and a formulaic approach. These activities aim to lead them towards the development of more sophisticated writing skills that enhance cognitive engagement and strategic thought. In addition to tackling their current writing difficulties, these tasks are designed to cultivate a metacognitive awareness of the writing process. By prompting students to consider their strategies and progress, these activities encourage the learner autonomy necessary for sustained writing growth.

The implementation of developmental activities, such as journals, magazines, portfolios, surveys, and projects, serves as a vital method for encouraging the ongoing advancement of EFL learners. These activities furnish students with essential tools and experiences that support their current educational efforts while also preparing them for future academic and career challenges. According to Head and Taylor (1997), an activity is regarded as developmental if it carries true personal relevance for the individuals participating (p. 5). This perspective reinforces the importance of including writing tasks that are intrinsically meaningful to students, thus fostering greater engagement and motivation.

Ensuring authenticity in writing education requires that students be allowed to delve into topics that reflect their interests and life experiences. Johns (1997) contends that students ought to be given the autonomy to select topics that resonate with their individual interests and should be motivated to assume collaborative or instructional positions within the writing classroom (p. 130). By granting students this autonomy, the writing process evolves into a dynamic and meaningful journey, enhancing their sense of ownership and responsibility for their educational growth.

The development of writing skills can be approached through three interconnected dimensions: individual, collaborative, and universal. At the individual level, students can enhance their abilities by maintaining journals, which act as a reflective outlet for self-expression and linguistic exploration. On a collaborative front, writing proficiency

can be bolstered through peer collaboration, group projects, and activities that foster cooperative learning and idea exchange. Finally, on a universal level, the internet provides a broad platform for students to interact with diverse audiences, share their creations, and receive constructive feedback from a larger community.

Arrange of activities can facilitate student growth and encourage learner independence, thereby enhancing writing skills in an engaging and learner-centered approach. Journals provide students with the opportunity to chronicle their educational paths, assess their progress, and reflect on both linguistic difficulties and accomplishments. Magazines and portfolios create structured platforms for students to assemble and present their work, cultivating a sense of pride. Surveys and projects promote research-driven writing, allowing students to delve into real-world issues while refining their critical thinking and analytical skills.

Through the integration of these activities into writing education, educators can create a setting where students enhance their writing abilities while simultaneously building their independence and confidence in communicating effectively.

5.4.1. Journals as Reflective Writing Tools

The ability to write is a vital skill in the process of learning a language, as it demands not only grammatical correctness but also the skill to convey ideas in a clear and reflective manner. One of the most beneficial activities for improving writing competence and encouraging learner independence is journal writing. This practice provides students with an avenue for self-expression, facilitating meaningful writing experiences while they reflect on their educational journeys. By incorporating journal writing into EFL classes, students can boost their metacognitive awareness, enhance their writing skills, and develop a greater sense of ownership over their learning experiences.

Journaling serves a significant function in writing instruction by prompting students to engage in consistent writing while reflecting on their thought processes, difficulties, and strategies. As noted by Wenden (1998), journal writing enhances learner autonomy by allowing students to partake in self-directed writing, which ultimately fosters metacognitive awareness. This activity provides students with a deeper

understanding of their writing processes, enabling them to identify their weaknesses and the strategies they implement to overcome challenges. Such reflective practice is essential for writing development, as it helps learners recognize their strengths and pinpoint areas that need further attention.

From an educational standpoint, journal writing fulfils several important roles. It offers students a secure environment for ongoing writing practice, alleviating the immediate stress associated with formal assessments. This activity encourages them to utilize different writing techniques in a low-pressure setting, which enhances their confidence and fluency in written communication. Additionally, as students revisit their journal entries over time, they can observe their growth, gaining a better insight into their evolution as writers. Instructors also gain advantages from journal writing, as it allows them to effectively track student progress and provide personalized feedback. Serving as a formative assessment tool, journal writing helps teachers pinpoint specific challenges and create focused instructional strategies to address student needs.

Genesee and Upshur (1996) identify numerous advantages of journal writing, highlighting its significance in personalizing instruction. They assert that journals:

- Offer valuable insights for customizing teaching to meet students' needs, including their writing techniques, experiences, attitudes, and aspirations. - Enhance authentic and practical communication between educators and learners.
- Empower students to express themselves using language in a personal and relevant way.
- Promote student involvement and a feeling of responsibility for their educational journey.
- Allow teachers to gain a deeper understanding of their students, leading to more effective instructional practices.

Journal writing, therefore, not only fosters self-reflection but also improves students' problem-solving skills. It is beneficial for students to document the challenges they face and their strategies for overcoming them, thereby enhancing their metacognitive awareness of their cognitive processes (Chamot, 1999). This practice

serves three key functions: it enables students to track their own development, allows teachers to assess learners' needs, and facilitates ongoing communication between both parties. Ultimately, journaling is regarded as a crucial step towards achieving autonomy in both learning and writing. Kern (2000) posits that maintaining a journal encourages self-evaluation while simultaneously deepening students' comprehension of writing as a means to explore, develop, and communicate ideas.

Teachers' responses to students' journals are crucial in determining their effectiveness. Rather than prioritizing grammatical corrections, it is essential for teachers to engage with the ideas presented in students' writing, offering constructive feedback and improvement suggestions. This strategy ensures that journals serve as a genuine, language-oriented activity rather than a source of evaluation-related anxiety. Genesee and Upshur (1996) emphasize that evaluation should be introduced only when there is clear evidence of ongoing writing issues, allowing educators to create more formal writing assignments tailored to the individual needs of students.

Furthermore, studies indicate that the advantages of journal writing are amplified when students are motivated to share their entries with classmates. Engaging in collaborative learning through journal-sharing activities enables students to exchange thoughts, address writing difficulties, and obtain valuable feedback. This peer interaction enhances the communicative nature of writing, transforming it into a more dynamic and interactive experience. The collaborative aspect of journal writing not only enhances students' writing abilities but also fosters a nurturing learning atmosphere where they can learn from each other.

In conclusion, journal writing is a significant instrument in EFL instruction, aiding in the development of writing abilities and promoting learner autonomy. Engaging in reflective and self-directed writing allows students to enhance their metacognitive awareness and adopt more strategic approaches to writing. Additionally, journaling encourages continuous interaction between students and teachers, providing valuable insights for customized instruction. When effectively integrated into the curriculum, journals serve as a powerful tool for improving writing proficiency, fostering self-assessment, and nurturing a sense of ownership in the learning journey. Thus, journal

writing should be recognized as a fundamental component of writing instruction, guiding students toward becoming independent and confident writers.

5.4.2. Book Reports for Critical Engagement

Another effective method for enhancing students' writing abilities is the book report, which promotes both understanding and critical analysis. This educational approach serves to develop essential writing competencies while also fostering critical thinking skills among EFL students. For first-year university students, this assignment goes beyond mere comprehension, compelling learners to interact with texts on a more profound, analytical level. Crafting a book report generally entails summarizing the main ideas of a chosen text, pinpointing significant themes or arguments, and providing a personal and critical evaluation. This exercise not only bolsters students' reading comprehension but also cultivates vital academic writing skills, including organization, synthesis, and assessment.

According to Chamot (2004), engaging in learning tasks that involve synthesizing information and presenting it coherently significantly boosts learners' strategic writing abilities. She notes that these tasks facilitate the development of critical skills such as summarizing, paraphrasing, and constructing logical arguments, all of which are essential for academic success. This is particularly relevant for first-year EFL students, who are often transitioning from basic sentence writing to more complex structures like paragraphs and essays. By participating in book report writing, students practice combining diverse sources and viewpoints, which helps them produce organized and meaningful written work.

Furthermore, the structure of a book report compels students to go beyond the mere reproduction of information. Bloom's taxonomy highlights that higher-order thinking includes analysis, synthesis, and evaluation-skills that are stimulated when learners are tasked with commenting on or responding to a text rather than just recalling its content (Anderson & Krathwohl, 2001). This notion corresponds with Paul and Elder's (2014) interpretation of critical thinking, which they describe as a methodical process of scrutinizing and appraising thought to elevate its quality (p. 2). Through a critical

examination of a text, EFL students begin to question the author's purpose, uncover hidden assumptions, and evaluate the relevance and validity of the ideas presented.

To aid students in reaching their academic objectives, educators play a vital role in scaffolding their learning experiences. This entails delivering comprehensive, systematic (step-by-step) instructions on the format of a book report and explicitly teaching how to weave analysis into their written responses. Hyland (2003) emphasizes the necessity of explicitly defining genre-specific conventions and assisting students in comprehending and conforming to the standards of academic discourse (p. 21). By providing examples, outlining assessment criteria, and discussing instances of effective critical writing, instructors can simplify the process and create realistic expectations for their students.

In summary, integrating book reports into EFL writing instruction provides students with essential cognitive and linguistic skills necessary for achieving academic literacy. This activity promotes abilities in organization, synthesis, and critical analysis, enhancing students' writing skills while also motivating them to become more thoughtful and active readers and thinkers. Consequently, the book report acts as an important link between basic and advanced writing assignments, establishing a foundation for the progression towards more intricate written communication.

5.4.3. Portfolios for Reflective Assessment and Progress Tracking

In this study's context, a fundamental task that significantly enhances the writing abilities of first-year EFL students is the utilization of writing portfolios. These portfolios serve as a dynamic and all-encompassing tool for tracking the evolution of students' writing skills over time, facilitating reflection for both students and instructors on their growth and highlighting areas that need additional focus. Phung (2016) emphasizes that portfolios enable students to assemble their best pieces, engage in self-reflection, and revise their work with a commitment to continuous improvement. This process not only empowers students to take charge of their educational journey but also provides them with a tangible sense of success as they observe the development of their writing.

According to Johns (1996: 132-134), portfolios play a crucial role in the academic experiences of students, serving as a visual documentation of their writing development and offering insights into their future directions. The significance of portfolios lies in their capacity to monitor students' writing evolution over time, creating a comprehensive record of their progress. For first-year EFL students, portfolios are especially advantageous as they facilitate reflection on their development throughout different writing phases. By revisiting and refining previous drafts, students can enhance specific works while simultaneously deepening their comprehension of the writing process. Thus, portfolios function as both a record of advancement and a means for continued learning.

Furthermore, the act of selecting entries for a portfolio encourages students to engage in metacognitive reflection, allowing them to assess their strengths and recognize areas for growth as writers. This practice aligns with the principles of SBWI, which focuses on self-regulation, reflection, and the strategic implementation of writing techniques. Genesse and Upshur (1996: 103-104) highlight that portfolios can promote student engagement in learning, as they require students to take an active role in choosing and reflecting on their work. By deciding which pieces to include and reflecting on their writing experiences, students are empowered to evaluate their own development, which is vital for fostering autonomous, self-directed learners.

The incorporation of portfolios, alongside activities like journaling and book reports, offers first-year EFL students vital opportunities to develop their writing abilities while fostering strategic thinking and metacognitive awareness. Each task is constructed to promote active participation in the writing process, encourage reflection on their learning experiences, and aid in the implementation of effective writing strategies. This comprehensive approach is in line with the fundamental tenets of strategy-based instruction, which is a key focus of this study. Notably, the use of portfolios bolsters students' capacity to self-manage their writing processes and embrace strategies that enhance the quality of their writing over time.

Moreover, Johns (1997: 132-134) identifies two main categories of portfolios: the reading portfolio and the writing portfolio. The reading portfolio is likely to include a

range of texts from a single genre, textbook entries, summaries, and individual reading selections. On the other hand, the writing portfolio may consist of timed argumentative essays, research projects, summaries, and personal reflections. Each entry in both portfolios is supplemented with a reflective analysis, which encourages students to engage critically with their work. This method not only enhances their writing skills but also facilitates an ongoing conversation between students and teachers regarding their progress and potential areas for improvement.

For portfolios to be successfully implemented, it is crucial that students and teachers work together actively. Genesse and Upshur (1996: 103-104) emphasize that teachers should empower students to select the items they wish to include in their portfolios, engage in discussions about assessment methods, and facilitate opportunities for students to showcase their portfolios to their peers. The integration of portfolios in a collaborative and nurturing environment fosters a positive and reflective learning experience for students. Teachers are vital in guiding students throughout this process, making certain that portfolio assignments are meaningfully woven into the curriculum.

Reflective questions are a vital resource for encouraging students to interact with their portfolios in a meaningful and analytical way. At the start of a course, educators can distribute a questionnaire featuring inquiries like the following: “What aspects make this project valuable or engaging?”, “What insights did you gain from completing this project?”, and “Which skills did you develop while working on this project?”. These reflective prompts motivate students to evaluate their achievements, challenges, and learning journeys, fostering a more profound comprehension of their development as writers.

In summary, incorporating writing portfolios into the curriculum for first-year EFL students offers significant opportunities for enhancing writing abilities and promoting metacognitive awareness. Through the process of creating portfolios, students gain a more profound insight into the writing process, practice self-regulation, and reflect on their development. This method is consistent with the principles of strategy-based writing instruction, which focuses on cultivating independent, reflective, and strategic

writers. Ultimately, the implementation of portfolios fosters a more effective, student-centered approach to writing education, catering to the unique needs of first-year EFL students and improving their academic writing skills. By thoughtfully integrating portfolios and other reflective activities, educators can assist students in not only refining their writing capabilities but also in developing the autonomy and self-regulation essential for success in academic writing.

2.4.4. Enhancing Writing through the Magazine Project

One of the primary recommendations from this research is to include the university magazine project within the writing curriculum. This endeavour offers first-year EFL students at Naama University a valuable chance to participate in significant, real-world writing tasks. Considering that the current writing instruction at the university largely centers on sentence-level skills and offers limited emphasis on the writing process and strategic development, the implementation of the university magazine project can significantly enhance students' writing proficiency beyond fundamental sentence creation.

The university magazine project serves as an effective tool for inspiring students to apply their writing skills in a practical and collaborative setting. It enables students to explore a wide array of writing genres such as: reports, stories, reviews, and poetry thereby enhancing their exposure to diverse writing techniques. This variety of assignments contrasts sharply with the current focus on sentence-level writing and conventions, which often does not capture students' interest and can limit their development as versatile writers.

Moreover, the project's collaborative framework directly confronts a key challenge identified in the research: the insufficient interaction between writing educators and instructors from other disciplines who heavily rely on writing for assessing student understanding. The university magazine initiative has the potential to bridge this divide by promoting teamwork among these varied faculty members. Writing teachers and those from non-writing courses can join forces to help students produce high-quality written materials while enhancing their comprehension of writing as a vital tool for knowledge communication across different subjects. This comprehensive strategy

allows students to apply their writing skills in diverse academic environments, thereby reinforcing the notion that writing is not just an isolated ability but also a critical component of academic achievement across all disciplines.

This initiative emphasizes the importance of viewing writing as a process instead of merely a final product. In contrast to the conventional emphasis on sentence-level exercises, the university magazine provides students with the opportunity to immerse themselves in the entire writing journey, which includes brainstorming, drafting, revising, and finalizing their pieces. Students are empowered to choose their topics, perform research, and work together on the magazine's design, fostering a more profound comprehension of the writing craft.

Apart from the benefits, it offers to students, the university magazine project encourages metacognitive reflection. By reviewing and editing their writing, students assess their development, recognize aspects that require improvement, and become more conscious of their writing capabilities and limitations. This self-assessment is in line with the principles of SBI, which focuses on self-regulation and the implementation of writing techniques. Engaging in such reflective practices allows students to gain significant insights into their writing progress, ultimately enhancing their overall skill set.

The university magazine project serves as a significant opportunity for first-year EFL students at Naama University to enhance their writing skills in a collaborative, authentic, and engaging environment. It motivates students to undertake meaningful writing assignments, fosters cooperation among teachers from various disciplines, and offers avenues for reflection and personal growth. By launching this project, Naama University can tackle the current shortcomings in writing instruction, delivering a more enriching and comprehensive educational experience that equips students for the academic challenges they will face. Furthermore, it cultivates a stronger link between writing and the broader academic framework, providing students with vital skills for success both inside and outside the classroom.

5.4.4. Enhancing Writing Instruction through Technology

Incorporating technology into writing instruction is now a fundamental aspect of modern education, especially for first-year EFL students at Naama University. With the availability of computer labs and internet access, the key challenge is to make effective use of these resources to enhance writing education. By strategically implementing technological tools, educators can provide students with more engaging, interactive, and collaborative learning experiences that support both their independence and the development of their writing skills.

One of the key benefits of technology is its ability to offer immediate feedback on writing tasks. Tools such as grammar checkers, style analysers, and online writing platforms enable students to recognize and amend errors as they compose, thereby reinforcing effective writing practices and motivating them to revise their work. McArthur et al. (2015) emphasize that technology possesses the capability to advance the writing process through the provision of immediate and focused feedback, which aids students in refining their strategies and achieving higher-quality writing (p. 120). This swift feedback mechanism allows students to take more ownership of their writing progress, fostering a sense of independence in their learning experience.

Apart from offering tailored feedback, technology supports collaborative writing via online platforms that permit multiple users to edit a single document concurrently. Applications such as Google Docs allow students to collaborate in real-time, share their thoughts, and provide feedback to one another, thus broadening their educational experience beyond the confines of the classroom. Warschauer (2007) emphasizes that online platforms created for collaborative writing offer students enhanced opportunities to engage, collaborate, and participate more actively in writing tasks (p. 49). This digital collaboration enriches students' engagement with writing strategies, encourages teamwork, and helps them enhance their writing through peer reviews.

Furthermore, incorporating web-based projects into writing education allows students to authentically interact with the global digital environment. With access to a computer lab and the internet, our students can participate in various web publication initiatives, enabling them to transcend conventional sentence-level tasks and produce

significant content for wider audiences. Engaging with real-world online writing platforms enhances their research and composition abilities. As noted by Crystal (2001), the internet grants access to a growing repository of published information, providing students with essential resources to improve their writing. This access, along with tools that deliver immediate feedback, empowers students to independently hone their writing skills while staying connected to a global network.

Technology broadens the scope of learning beyond traditional classroom settings, enabling students to engage in real-time communication with a varied audience. Participation in online discussions and email correspondence facilitates interactions with both native and non-native English speakers, thereby improving their writing skills and cultural understanding. Kern (2000) underscores the positive aspects of such exchanges, indicating that they facilitate interaction with authentic interlocutors, the exploration of cross-cultural perspectives, and an increase in motivation through dialogue with native speakers. Furthermore, these exchanges prompt students to contemplate their experiences in comparison to others. According to Kern (2000), when learners engage in discussions about their personal lives and surroundings, they are motivated to reflect on their daily experiences and contrast them with those of individuals from diverse cultural settings (p.257), thereby enriching their comprehension of diverse cultural viewpoints.

Beyond traditional written communication, multimodal tools significantly enhance the writing experience by enabling students to interact with content through various formats. For instance, mind-mapping software assists students in visually structuring their thoughts, while digital storytelling applications allow for the combination of text with images, audio, and video. These tools not only make the writing process more engaging but also more accessible, especially for those who find conventional text-based writing challenging. Lankshear and Knobel (2003) highlight that multimodal tools present students with a range of options for engaging in the writing process, which empowers them to articulate their thoughts in more innovative and original ways (p. 112). By integrating these resources into writing education, teachers can address a broader spectrum of learning preferences and inspire students to explore various writing techniques.

The incorporation of technology into writing instruction necessitates a transformation in pedagogical approaches. Students should not merely passively absorb digital content; their interaction with the internet should extend beyond browsing websites or engaging in conversations. Educators are tasked with facilitating active participation in digital tools, which may include generating online content, collaborating on research initiatives, or enhancing their search techniques. Conducting workshops focused on "utilizing technology in teaching" and "strategizing how students can locate desired texts" can equip students with the skills to critically assess online resources and enhance their research methodologies.

The incorporation of technology into writing education presents a variety of advantages, such as prompt feedback, enhanced collaboration, engagement with international audiences, and access to various learning modalities. The literature highlights that technology, especially the internet, "represents a growing and significant influence in all areas of language education, including English language instruction." Nevertheless, technology should not be employed merely for its own sake; it must aim to enrich the educational experience and deliver real benefits to both students and educators. By thoughtfully integrating digital resources into writing instruction, teachers can transcend basic sentence-level tasks and cultivate more holistic, meaningful, and interactive writing experiences that equip students for success in both academic and professional realms.

5.5. Essential Requirements for Composition Writing

Proficient composition writing is a complex skill that demands not only language proficiency but also strategic insight, critical analysis, and a grasp of rhetorical frameworks. For first-year EFL students, mastering these skills can be particularly daunting, as they navigate both language learning and the principles of academic writing. To improve their writing skills and cultivate their growth as self-assured, analytical, and competent writers, educators should focus on several key elements of composition writing. These elements encompass effective planning and organization, grammatical and lexical precision, coherence and cohesion, as well as a clear comprehension of writing objectives.

The essence of effective composition writing is rooted in the proficiency of fundamental writing skills, including planning, grammar, vocabulary, and paragraph structure. It is essential for students to understand that quality writing does not occur by chance; instead, it is a deliberate process that necessitates careful planning and revision. According to Nunan (1993), effective writing demands a robust understanding of grammar, punctuation, and spelling, along with the skill to arrange ideas in a logical and coherent fashion (p. 91). This observation underscores the crucial relationship between grammatical precision and logical organization, both of which are vital for successful communication between the writer and the audience.

At the sentence level, it is essential for EFL students to grasp and implement conventions such as punctuation, capitalization, and accurate spelling. These fundamental elements, often overlooked, are crucial for maintaining clarity in writing. Additionally, the choice of suitable vocabulary should align with the subject matter and the target audience. Proper lexical selection not only improves the accuracy of the writing but also affects its tone. Hyland (2003) points out that the process of choosing words in writing does more than communicate concepts—it also defines the writer's position and influences how the reader perceives the message (p. 23). This highlights the significance of vocabulary in not only delivering information but also in shaping the rhetorical effect of a piece.

The organization of ideas into cohesive and coherent units of meaning is equally crucial. Writing composition transcends the mere assembly of grammatically correct sentences; it requires a structured and unified text where ideas are developed logically. Halliday and Hasan (1976) emphasize the importance of cohesion in achieving textual unity, asserting that “a text is a unit of meaning, not of form,” and that cohesion is essential for linking sentences and ideas into a recognizable whole (p. 1). In a similar vein, Hoey (1983) posits that coherent writing is defined by a logical progression of ideas, where each point transitions seamlessly into the subsequent one (p. 12). Consequently, EFL instructors should assist learners in progressing beyond isolated sentence construction to enhance their paragraphing skills, thereby facilitating a logical flow of ideas.

Maintaining a continuous flow of thought is vital for ensuring the coherence of a written piece. This can be accomplished through thorough pre-writing activities, including brainstorming, outlining, and categorizing ideas under specific themes. Such processes assist students in collecting pertinent information, recognizing logical relationships, and preventing sudden shifts or fragmented ideas. Hedge (2005) highlights the importance of the pre-writing phase in assisting writers to structure their thoughts and achieve clarity prior to beginning the drafting process (p. 11). This preparatory stage not only fosters coherence but also cultivates the strategic practices essential for effective academic writing.

Understanding the purpose of writing is another essential aspect of EFL composition instruction. According to Harmer (2004), there are two main orientations: "writing for learning" and "writing for writing." Writing for learning is typically employed to reinforce language structures and vocabulary, serving as a mechanism for language acquisition. In contrast, writing for writing is centered on enhancing students' capacity to communicate effectively through written language. According to Harmer, the fundamental purpose of writing-for-writing activities is to boost learners' writing abilities by helping them to convey their thoughts in a clear and organized way (p. 33). Both purposes are important, but the latter plays a critical role in developing learners who can engage with content thoughtfully and articulate their ideas in a structured and persuasive manner.

The primary objective of composition teaching in EFL environments should be to encourage students to perceive writing as more than merely an academic obligation; it should be recognized as a significant means of communication. Instruction in writing should prioritize clarity, coherence, critical thinking, and strategic planning. By directly addressing these aspects and offering continuous support and feedback, educators can empower first-year EFL students to enhance their confidence and writing skills. Similarly, Silva (1990) contends that successful writing instruction for learners of a second language must embrace a holistic approach that incorporates focus on the writing process, the end product, and the contextual situation in which writing takes place (p. 13).

5.5.1. Engagement and Interest in Writing

Beyond acquiring the technical skills of writing; including grammar and structure, EFL students need to focus on creating content that captivates and holds the reader's interest. The capacity to engage a reader is a crucial element of successful writing. Although first-year students are typically in the process of building their confidence and proficiency in English, it is important to cultivate an engaging writing style from the beginning. Engagement is not solely a product of linguistic precision; it is closely linked to the writer's perspective on the topic and their skill in presenting ideas in an appealing manner.

As stated by Johns (1997), the influence of writing is heightened when students demonstrate both intellectual engagement and personal commitment to the subject they are exploring (p. 72). This engagement is often what separates an uninspired piece from one that captivates the audience. When students write about subjects that truly interest them, they are more likely to communicate their ideas with clarity and passion, thus improving the reader's experience. First-year students, who are still refining their linguistic skills, can start to develop this engagement by choosing topics that personally or intellectually resonate with them.

Students frequently find themselves limited by rigid assignments that prioritize accuracy at the expense of creativity, often resulting in dull and overly simplistic writing. Dehghanpishen (1979) notes that such monotonous writing typically stems from insufficient specificity, a lack of sentence variety, and a minimal engagement with the subject matter. He asserts that the writer's engagement with the subject matter stimulates expressive writing, converting ordinary text into powerful and significant communication (p. 47). Therefore, it is essential to motivate learners to transcend basic sentence structures and generic content in order to cultivate their unique writing voice.

The role of teachers is crucial in this process. They can enhance students' enthusiasm by offering choices in writing topics, suggesting prompts that promote personal reflection, or weaving in real-world themes that ignite curiosity. Moreover, instruction should not be limited to grammar corrections; it should also involve conversations about style, tone, and understanding the audience. Hyland (2003)

emphasizes the importance of student writers understanding writing as a socially contextualized activity, shaped by its intended purpose and the audience's expectations (p. 21). Thus, when students reflect on how their writing may engage or influence their readers, they become more intentional and reflective in their writing choices.

An effective composition is one where ideas are not only coherently linked but also conveyed in a way that displays the writer's true passion. This necessitates fostering an understanding of one's voice and a sense of responsibility for one's writing. According to Raimes (1983), it is essential to promote students' readiness to explore in their writing and to nurture their individual voices, regarding these factors as equally important as grammatical precision (p. 259). By providing encouragement and structured support, educators can assist students in perceiving writing as a lively and expressive form of communication, rather than just a routine task to accomplish.

In conclusion, effective writing stems from a combination of talent and enthusiasm. While grammatical correctness serves as a foundation, it is the writer's personal engagement and clarity of thought that elevate a piece from satisfactory to remarkable. With suitable guidance and encouragement, first-year EFL students can start to utilize writing as a means to articulate their views, passions, and ideas. This endeavour not only enhances their language abilities but also contributes to their evolution as thoughtful and involved communicators.

5.5.2. Grammatical and Lexical Proficiency

In the context of teaching EFL, mastering writing skills involves more than just forming grammatically accurate sentences. Effective writing requires a well-integrated approach that combines grammatical correctness, suitable lexical choices, and strong rhetorical organization. These three aspects; grammar, vocabulary, and rhetorical structure which are fundamental to proficient academic writing. For first-year EFL students, it is vital to cultivate the ability to balance these elements to achieve writing that is clear, coherent, and persuasive.

While grammar instruction is frequently seen as the most straightforward element of writing education, it is vital for empowering students to express their ideas effectively. Mastery of grammatical rules forms the basis for writing that is both clear

and credible. Krashen (1992) points out that although grammar instruction by itself cannot guarantee communicative competence, it significantly aids in enhancing accuracy in second language writing (p. 136). Similarly, Green (1992) stresses that grammar should not be treated as an isolated skill but as a tool, that facilitates meaningful communication. In this light, Scott (1989) and Terrell (1991) advise against prioritizing grammar to the detriment of expression, arguing that grammar should serve to improve clarity rather than be an end goal. Scott (1989) contends that grammar possesses genuine significance solely when it allows learners to articulate their intended meaning with enhanced clarity (p. 59).

In addition to grammar, a strong vocabulary is essential for effective written communication, especially for students who seek to articulate complex or abstract concepts. Limitations in vocabulary can obstruct students' ability to express their intended messages, often leading them to depend on direct translations from their native language or to choose unsuitable words. This lexical interference can diminish the clarity and sophistication of their writing. Consequently, educators should prioritize vocabulary enhancement not just as rote memorization but also as the application of words in context. By encouraging the use of dictionaries and thesauruses, even during assessments, students are empowered to discover more precise and diverse vocabulary options. According to Nation (2001), having a comprehensive and practical vocabulary is crucial for attaining proficiency in writing in a second language (p. 145). Teachers should create writing assignments that introduce students to a variety of lexical domains and offer specific feedback on their word choices to foster lexical precision and depth.

The third fundamental aspect of effective writing is rhetorical organization. This includes the development of paragraphs, coherence, cohesion, and the overall unity of the structure. It is crucial for students to recognize that a composition is not simply a series of grammatically accurate sentences, but rather a logically structured flow of ideas. As noted by Dehghanpishen (1979), rhetorical competence entails an awareness of style, the application of transitional phrases, and the unity of paragraphs, all of which are vital for effectively presenting arguments. Pincas (1982) emphasizes this concept by asserting that a well-constructed paragraph transcends the simple

amalgamation of grammatically accurate sentences; it should demonstrate internal coherence and fulfill a particular role within the broader framework of the text (p. 78). Therefore, teaching should focus on the use of cohesive elements such as: conjunctions, pronouns, and lexical repetition along with the principles of logical sequencing and argumentation.

The enhancement of grammar, vocabulary, and rhetorical structure is not a straightforward progression; instead, it is a cohesive process. In the context of EFL, it is crucial for writing educators to embrace a comprehensive approach. This involves incorporating grammar and vocabulary teaching within significant writing tasks that highlight rhetorical skills. According to Ferris and Hedgcock (2005), effective writing education requires a comprehensive approach that merges a focus on linguistic accuracy, content development, and rhetorical organization (p. 125), allowing students to recognize how their grammatical and lexical selections affect the effectiveness of their communication.

In summary, the writing abilities of first-year EFL learners are contingent upon their command of grammar, suitable vocabulary selection, and a thorough understanding of rhetorical frameworks. It is essential for educators to provide instruction that integrates these components in a contextually relevant manner, emphasizing both form and meaning. By promoting awareness of grammar and vocabulary within a rhetorical context, teachers can prepare students to create clear, coherent, and compelling academic texts.

5.5.3. Integrating Reading and Writing in EFL Instruction

The combination of reading and writing in EFL teaching is essential for enhancing students' communicative abilities, rather than simply being a matter of instructional choice. A wealth of research has demonstrated a significant link between reading and writing skills, indicating that these two aspects of language are interconnected and support one another (Krashen, 1984; Durukan, 2011). In EFL settings, where learners frequently face challenges in both receptive and productive skills, integrating reading and writing serves as an effective teaching strategy that promotes linguistic awareness, critical thinking, and comprehensive language proficiency.

Reading acts as a valuable resource for language learners, introducing them to new vocabulary, grammatical patterns, and various rhetorical techniques. According to Krashen (1984), extensive reading improves writing skills by offering "comprehensible input" that learners can absorb and later express in their writing. Supporting this view, Durukan (2011) discovered that students who participated in regular reading activities achieved significantly higher scores in writing tasks than those with limited reading experiences. As learners read more, they gain a better understanding of how to structure ideas, manage transitions, and develop arguments essential skills for effective writing.

From an educational perspective, researchers like Celce-Murcia (2001) and Grabe (2001, 2003) highlight the significance of integrating reading and writing instruction instead of treating them as separate entities. Celce-Murcia (2001) asserts that reading and writing are dynamic, interconnected processes that ought to mutually enhance one another in the context of language instruction (p. 234). Similarly, Grabe (2003) emphasizes that when students read with the intention of writing about their reading, whether through summarization, synthesis, or critical response, they engage in higher-order thinking that enhances their writing skills. Therefore, the combination of these abilities not only boosts language proficiency but also promotes intellectual growth and effective communication.

The relationship between reading and writing is further elucidated by Bereiter and Scardamalia (1987), who differentiate between two writing methodologies; "knowledge telling" and "knowledge transforming". The former entails the mere repetition of information, whereas the latter encourages students to reinterpret and synthesize knowledge, thereby generating new meanings. Grabe and Kaplan (1996) note that accomplished writers practice knowledge transforming, leveraging their reading experiences to sharpen their arguments and articulate fresh perspectives. This process is facilitated when students are taught to engage critically with texts instead of passively absorbing them. When students read with intent analysing, questioning, and assessing. They are more capable of writing in a reflective and persuasive manner. A notable challenge in various EFL classrooms is the decline in students' reading habits. This shortfall in reading exposure significantly restricts their ability to cultivate

writing skills, particularly in academic contexts that necessitate complex language and structured reasoning. As a result, instructors should strive to create integrated tasks that connect reading and writing. For example, requiring students to read an article and then write a critical response not only enhances comprehension but also promotes synthesis and evaluation skills. Additionally, these tasks provide students with authentic examples of written discourse, which they can use as a reference in their own writing.

In summary, reading and writing ought to be regarded as interrelated skills that support and enrich one another. By incorporating reading into writing lessons, educators can equip EFL students with the linguistic resources and cognitive strategies essential for proficient written expression. As noted by Krashen (1984) and Grabe (2003), it is through meaningful interaction with texts that learners develop the ability to articulate intricate concepts in a clear and organized fashion.

5.5.4. Writing as Discovery: A Strategic Perspective

Within the framework of EFL teaching, writing is not just a method for documenting thoughts; it is an active and iterative process, through which meaning is developed. As learners may not always have a clear idea of what they wish to communicate from the outset, writing becomes a process of exploration rather than a mere transmission of established concepts. This understanding of writing emphasizes the need for an educational approach that values the generation, organization, and refinement of ideas throughout the writing journey. Therefore, effective composition instruction should focus on providing strategic guidance at various stages, helping students recognize writing as an ongoing process that encompasses planning, drafting, revising, and editing.

This perspective underscores the importance of incorporating revision as a core element of writing instruction. Research has demonstrated that strategies that prioritize grammatical accuracy and correctness often neglect the development and refinement of ideas through writing (Braddock et al., 1963). Traditional methods tend to focus on the end product rather than the cognitive and metacognitive processes that contribute to effective writing. Consequently, students may not realize that writing is an

exploratory endeavour that involves multiple drafts and self-reflection. Furthermore, when instruction emphasizes structural accuracy at the expense of idea development, students are deprived of the chance to develop crucial writing strategies that could enhance their ability to express ideas clearly.

Traditionally, composition studies have focused more on the final product than on the writing process itself. Early investigations, such as those by Braddock et al. (1963), aimed to assess the effectiveness of various grammatical methods, operating under the assumption that enhancements in grammar and structure would automatically yield superior writing results. This viewpoint, however, neglected essential factors like purpose, audience, and the iterative nature of writing. Consequently, inquiries into the motivations behind students' writing and their intended audience were often overlooked, leading to teaching methods that did not adequately address the intricate nature of written communication. Additionally, there was a lack of emphasis on how writers progress through different phases of the writing process, from brainstorming to revising, and how educational strategies could support this journey.

A prevalent challenge in writing instruction, especially within EFL classrooms, is the tendency for both educators and students to perceive writing as a linear process instead of a recursive one. Due to limited time, students frequently generate only a single draft, with little opportunity for revision or rethinking their ideas. Nevertheless, the processes of writing and revising are crucial for developing writing skills, as they enable students to critically engage with their work and improve their arguments. This approach is consistent with the tenets of writing strategy-based instruction, which promotes explicit training in cognitive and metacognitive strategies that assist learners in planning, monitoring, and assessing their writing. By increasing students' awareness of revision techniques, motivating them to create multiple drafts, and cultivating self-editing abilities, their writing proficiency can be significantly improved.

While research focused on processes underscores the necessity for learners to formulate their own distinct strategies, the classroom setting is essential in shaping their writing development. Byrne (1988) posits that effective writing instruction should assist students in recognizing that writing is inherently a communicative

process, which demands clarity of intention, reader engagement, and a logical structure of ideas. This perspective is consistent with the understanding that writing encompasses both cognitive and social dimensions, where students must address linguistic, rhetorical, and contextual aspects to generate coherent and meaningful written works.

In recent years, the conventional separation between process and product in writing education has faced growing scrutiny. Finocchiaro (1982) contends that this distinction is largely superficial, asserting that successful writing instruction must integrate aspects from both methodologies. Likewise, Brown (2001) warns against adopting extreme viewpoints, promoting a balanced strategy that utilizes process-oriented techniques to enhance the creation of coherent and refined texts. This viewpoint is further supported by Elbow (1973), who characterizes writing as an active endeavour of meaning development and refinement rather than simply a means of conveying ideas.

From an educational perspective, the combination of process-oriented teaching and the examination of written examples in the classroom can greatly benefit EFL students. Hamp-Lyons and Heasley (1987) highlight that successful writing instruction must include stages such as pre-writing, drafting, and revising, all while keeping a strong emphasis on the intended audience and purpose. This organized yet adaptable method guarantees that learners actively participate in constructing meaning and acquire essential techniques to improve and polish their writing.

Given the various challenges that first-year EFL students encounter in writing, it is vital to embrace a strategy-based instructional model that explicitly teaches the cognitive and metacognitive aspects of composition. Writing instruction should go beyond focusing on sentence-level accuracy and instead offer learners a range of strategies that help them effectively generate, organize, and refine their ideas. Moreover, students should be encouraged to see writing as an ongoing process rather than a singular task, which will lead to increased engagement in revision and self-editing practices.

In addition, EFL instructors play an essential role in supporting this process by offering specific feedback, demonstrating effective writing techniques, and assisting students through the different phases of writing. Instead of merely pointing out mistakes, teachers should concentrate on equipping learners with the skills required for independent revision and self-management. This method not only improves writing skills but also promotes increased learner independence, as students gain a better understanding of their own writing methods and strategies.

In conclusion, the adoption of process-oriented instruction in EFL writing courses calls for a re-evaluation of pedagogical priorities. Instead of perceiving writing mainly as a product to be assessed, instructors should focus on it as a vehicle for discovery and exploration. By nurturing an environment that emphasizes strategic planning, revision, and critical reflection, educators can empower students to acquire the skills needed to become competent and confident writers.

5.5.4.1. Boosting Writing Instruction with Strategy Training

The teachability of LLS has emerged as a central theme in language education, significantly influencing learners' language development, particularly in writing. Given that writing is a multifaceted skill that necessitates various strategies for effective enhancement, incorporating LLS into writing instruction can greatly improve students' writing proficiency. Research conducted by Carrier (2003), Rasekh & Ranjari (2003), Dreyer & Nel (2003), and Nakatani (2005) highlights that increasing awareness of LLS between both educators and students can lead to more successful language acquisition. Cohen (1998) argues that when students understand the array of strategies at their disposal, their learning becomes more effective. Additionally, Oxford (1990) reinforces this idea by indicating that students who undergo explicit strategy training generally achieve better results than those who do not, especially in tasks that demand higher-order cognitive and writing skills.

Within the context of SBWI, there remains an active discourse on the effectiveness of teachers in enhancing students' awareness of writing strategies and whether this awareness leads to measurable improvements in writing skills. Although empirical studies do not consistently demonstrate a direct link between strategy awareness and

better writing performance (Rees-Miller, 1993), numerous investigations have identified a significant correlation between the application of specific writing strategies and positive language learning outcomes (Chamot & Rubi, 1994; Cohen, 1998; Kinoshita, 2003; Cohen & Macaro, 2007; Oxford, 2011). Instruction in writing strategies is frequently delivered through organized frameworks referred to as "strategy instruction," "learner training," or "learning to learn training." Among these, "strategy instruction" has become the most prevalent and recognized term for the explicit teaching of writing strategies.

Approaches to Writing Strategy Training

Writing strategy training (WST) can be categorized into two main methods: explicit and integrative. On one hand, explicit strategy training focuses on the direct teaching of writing techniques, usually conducted in dedicated sessions separate from standard classroom instruction. This method employs programs aimed at raising awareness or consciousness to familiarize learners with different strategies that can enhance their writing skills. Although this approach proves beneficial for certain students, it does have its drawbacks. A significant issue is that learners frequently do not have enough time to practice and incorporate these strategies into their personal writing assignments (O'Malley & Chamot, 1990).

On the other hand, integrative strategy training merges writing strategies with conventional classroom instruction. Students not only learn these strategies but also implement them during their continuous involvement with writing activities. This approach is regarded as more effective since it aligns strategy application with practical writing scenarios. By embedding these strategies within daily writing tasks, students establish a more profound connection with them, which promotes increased engagement and skill mastery over time.

The concept of SBWI, as proposed by Cohen (1998), serves as a notable illustration of an integrative approach. SBI is defined as a student-centered technique that merges the explicit teaching of writing strategies with their use in routine writing assignments. Cohen indicates that this strategy not only aims to increase students' awareness of the appropriate contexts and methods for utilizing specific strategies but also stresses the

necessity of embedding these strategies within regular classroom materials. This integration empowers students to take greater ownership of their writing development and fosters independent learning. As a result, SBI cultivates learner autonomy, which is vital for sustained progress beyond the classroom environment.

Models of Strategy-Based Writing Instruction

The subsequent section will highlight the different models associated with SBWI.

❖ **CALLA Model (O'Malley & Chamot, 1990):**

Numerous models have been created to support strategy-oriented writing instruction. A notable example is the Cognitive Academic Language Learning Approach (CALLA), introduced by O'Malley and Chamot in 1990. The framework for strategy instruction presented in the CALLA model can be illustrated as follows:

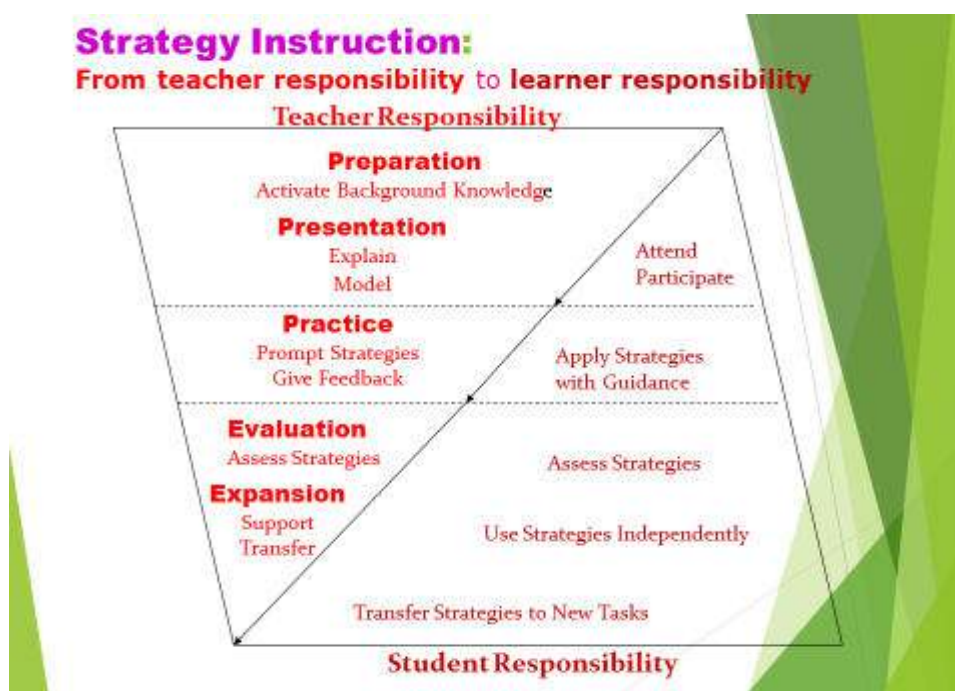


Figure 5.1. Strategies Instruction Framework (Chamot et al., 1990).

This five-phase framework integrates direct teaching of writing techniques while highlighting the importance of metacognitive growth. The phases of the CALLA model are detailed in the table that follows:

Table 5.1. The Phases of the CALLA Model

Phase	Description
Preparation	Teacher identifies learners' current strategies for familiar writing tasks.
Presentation	Teacher demonstrates and explains how and when to use a new writing strategy.
Practice	Students practice the strategy with teacher guidance, focusing on independent use.
Evaluation	Students self-assess their use of the strategy immediately after practice.
Expansion	Students transfer strategies to new writing tasks, refine them, and build a repertoire of preferred strategies.

It is necessary to highlight from the previous table that this model's recursive design allows for the reassessment and adaptation of its stages as needed, ultimately enhancing learner independence over time (Chamot et al., 1990). The CALLA model serves as a comprehensive guide for instructors when executing strategy-based instruction in writing classrooms.

Oxford's Strategy Training Model (1990)

The Strategy Training Model developed by Oxford in 1990 represents another key framework, emphasizing the integration and explicit teaching of writing strategies while also addressing motivational aspects. This model is tailored for long-term strategy training and comprises eight fundamental steps:

1. Identify the needs of learners and the time available for training.
2. Choose appropriate strategies for teaching purposes.
3. Consider the incorporation of strategy training into the curriculum.
4. Focus on motivational factors to enhance the use of strategies.
5. Prepare relevant materials and activities that encourage strategy application.
6. Facilitate comprehensive strategy training sessions.
7. Evaluate the success of the strategy training initiatives.
8. Revise the training approach based on feedback and performance from students.

Grenfell and Harris's Strategy Training Model (adapted from Harris, 2003)

In contrast to the CALLA model, Oxford's framework highlights the importance of motivation as a vital component for effective strategy training, acknowledging its influence on the consistent application of strategies in writing tasks. Oxford's approach is thorough, facilitating extensive preparation and assessment, which guarantees the long-term effectiveness of strategy training. Additionally, Grenfell and Harris (1999) introduced a six-step cycle that prioritizes practice, encouraging students to engage in proactive and independent behaviours. This cycle includes steps such as identifying current strategies, modelling new ones, and engaging in discussions. Unlike other frameworks, Grenfell and Harris's model places a stronger focus on the practice phase, fostering greater independence among learners and enhancing their autonomy in writing tasks. The final step of this model assesses the effectiveness of each learner's action plan, as illustrated in the accompanying figure:

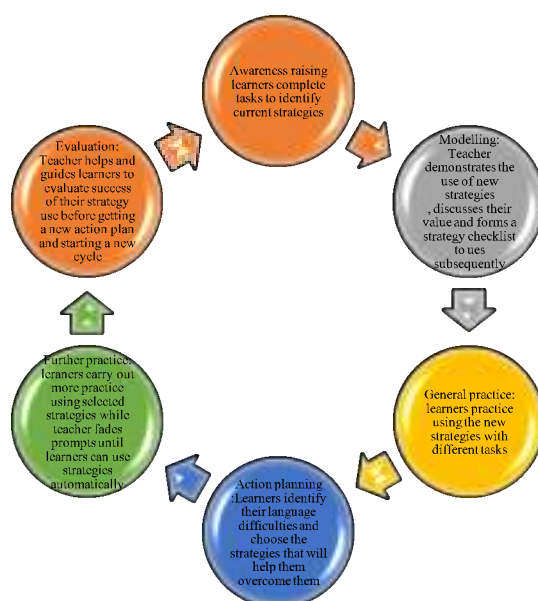


Figure 5.2. Grenfell and Harris (1999) Strategy Training Model (adapted from Harris, 2003).

This iterative method highlights the importance of ongoing evaluation and refinement of strategy implementation, making it a powerful means of improving writing abilities. The three instructional frameworks examined CALLA, Oxford's model, and the model proposed by Grenfell and Harris feature organized steps that facilitate the application of research insights into real-world classroom practices.

According to O'Malley and Chamot (1990), instructional frameworks and resources are vital in demonstrating the effective translation of research-based insights into practical teaching applications (p. 187). These frameworks are essential tools for educators seeking to effectively integrate SBI into language education.

The fundamental aim of implementing SBI in writing is to bolster learners' proficiency in applying effective writing strategies across a range of tasks. Through the organized teaching of these strategies and the provision of extensive practice, students can achieve greater metacognitive awareness and a more comprehensive understanding of their writing processes. This method fosters autonomy and independence in writing by enhancing learners' skills in monitoring and evaluating their own writing.

The ultimate aim of implementing SBI in writing, therefore, is to cultivate a more collaborative and learner-focused educational setting. By equipping students with both the strategies and the skills to manage and adapt them, teachers can empower learners to take ownership of their writing journey. This transformation from passive participation to an active, self-directed approach is vital for ensuring long-term success in writing.

As conclusion, integrating SBI into writing programs serves as an effective means to enhance the writing abilities of language learners. By merging explicit and integrative strategies within established frameworks such as CALLA, Oxford's model, and the approaches of Grenfell and Harris, writing instruction transforms into a more engaging and student-focused experience. These frameworks promote the growth of self-sufficient learners who can utilize effective writing strategies across various situations. As both research and practice advance, the significance of SBI in writing persists as crucial for nurturing independent and skilled writers in language education.

5.5.4.2. Reframing EFL Writing Instruction through Strategy-based Pedagogy

In the field of EFL education, especially regarding writing instruction, there is an increasing awareness that conventional teaching methods, typically centered on sentence-level exercises and product-focused evaluations, do not adequately prepare students with the strategic skills required for proficient written communication. In

numerous EFL settings, writing instruction continues to emphasize sentence expansion, grammar exercises, and the identification of sentence structures, while overlooking essential higher-order processes such as planning, organization, and revision(the same case as the current research). This limited approach encourages students to rely on memorization techniques to manage essay assessments across different courses, ultimately impeding their growth as independent writers. Recent studies indicate that these issues are further intensified by a lack of collaboration among course instructors and by writing educators who frequently resort to lecture-based teaching without incorporating SBI.

The introduction of SBI marks a significant transformation in the approach to teaching writing to EFL learners. SBI advocates for the direct instruction of learning and writing strategies that assist students in planning, organizing, composing, revising, and managing their writing processes. According to Oxford (1990), effective learning is a joint process that requires learners to enhance their strategic learning capabilities, with teachers playing a vital role in supporting and guiding this process (p. 201). Consequently, educators should not only serve as knowledge providers but also as facilitators who support students in becoming strategic and autonomous writers. Nevertheless, the effective application of SBI is frequently obstructed by a disconnect between teachers' professed beliefs about writing instruction and their actual classroom practices. Although many educators demonstrate an understanding of strategy-based approaches, observations in the classroom often show that instruction is predominantly limited to sentence-level activities, failing to encourage active learning or the transfer of strategies.

A primary reason for this discrepancy is the insufficient professional training that prepares educators to transition from conventional roles to the diverse responsibilities demanded in SBI. According to Nyikos (1996) and O'Malley and Chamot (1990), teacher training should extend beyond theoretical knowledge to include hands-on experience in creating and implementing strategy-focused lessons. In-service training, whether delivered through workshops or extensive development programs, is essential for equipping teachers to recognize and meet the varied learning needs of their students through the integration of strategies. In the absence of such training, educators

may be resistant to adopting innovative practices, especially if they are used to traditional roles as lecturers and grammar teachers.

This resistance is closely linked to the broader evolution of teacher identity. Embracing Styles and Strategy-based instruction model (SSBI) requires a shift in the perception of a teacher's role from that of an authoritative figure to that of a diagnostician, trainer, and coach. Cohen (1998) emphasizes that this shift “does not diminish the value of teachers; rather, it allows them to focus more on helping students become independent learners” (p. 66). His SSBI model illustrates how educators can effectively assist students by assessing their current strategy usage (diagnostician), teaching relevant strategies explicitly (trainer), and offering ongoing feedback and support (coach). Although this model provides a clear framework, its successful implementation can be hindered when teachers lack the necessary institutional backing, time, or resources to effectively assume these roles. Targeted, role-specific training can help alleviate these obstacles, allowing educators to adapt their methods more effectively.

Additionally, the shift from a general EFL educator to a writing-centered instructor signifies a profound change in professional identity. According to Lee (2010), this transformation caused teachers to rethink their professional roles; evolving from general EFL instructors into educators who concentrate specifically on writing instruction (p. 335). This change encompasses not only pedagogical aspects but also social and institutional dimensions, necessitating reflective practices and continuous professional support. Lee (2010) noted that as teachers adopt this revised professional identity, they become increasingly proficient in helping students to advance their writing skills through strategies that prioritize both collaboration and technique (p. 343).

Equipping students with effective writing strategies has a direct positive impact on learners, particularly those who encounter difficulties in writing. Studies conducted by Graham and Harris (2005) and MacArthur, Graham, and Fitzgerald (2006) reveal that instruction focused on planning, composing, revising, and editing can greatly improve students' writing skills and their confidence levels. This educational approach aligns

with Maria Montessori's philosophy that successful teaching is reflected in students' ability to work autonomously. The Self-Regulated Strategy Development (SRSD) model specifically demonstrates how writing instruction can be enhanced by integrating explicit teaching of self-assessment, goal setting, and strategic application. As a result, students with lower academic performance are empowered to take charge of their writing processes, leading to enhanced outcomes.

For successful implementation of writing strategy instruction in EFL settings, educators should focus on several essential practices:

- **Direct Instruction:** Provide clear guidance on writing strategies and assist students through every stage of the writing process.
- **Self-Monitoring:** Motivate students to establish objectives, evaluate their own work, and utilize feedback in a constructive manner.
- **Personalized Assistance:** Deliver tailored instruction to meet the specific needs of learners, especially those facing challenges in writing.
- **Strategy Application:** Blend various writing strategies into regular classroom activities to guarantee that students can apply their learning in different contexts.

These practices, when combined, create a conducive learning environment where writing instruction is embedded within a holistic, strategy-focused educational model, rather than being viewed as a separate skill. Such instruction can lessen students' reliance on memorization and encourage their evolution into critical thinkers and independent writers.

To conclude, the enhancement of EFL writing instruction requires a fundamental change in both teaching strategies and professional practices. SBI provides a promising approach to create classrooms where students learn not only the skills of writing but also the strategic aspects of it. For this transition to be effective, educators need to undergo focused training that aligns with their developing roles, identities, and responsibilities. As emphasized by Cohen (1998) and Lee (2010), the transformation of teachers' identities and instructional roles anchored in reflective practices and bolstered by institutional support is vital for nurturing independent and successful

writers. By integrating strategy instruction, educators can effectively connect their beliefs with their teaching practices, ensuring that writing instruction in EFL environments truly addresses the needs of learners.

5.6. Proposed Syllabus for First-Year EFL Students

The researcher conducted an exploratory case study to explore first-year EFL writing instruction, specifically focusing on how educators apply strategy-based instruction within their classrooms. Her objective was to analyze the alignment—or absence of it—between teachers' expressed beliefs regarding writing instruction and their real teaching practices. Additionally, she aimed to identify the difficulties that first-year students encounter as they move from secondary school, where writing is integrated into general English, to university, where writing is treated as an independent module.

Her research uncovered a considerable disparity between theoretical knowledge and practical application. Although educators claim to be acquainted with strategy-based instruction, their teaching practices predominantly concentrate on sentence-level composition, grammatical rules, and lecturing. Additionally, there is a significant lack of collaboration between writing instructors and those responsible for other modular courses. Consequently, the challenges students face in writing are not merely attributable to individual shortcomings such as an excessive dependence on memorization; they are also influenced by inadequate exposure to process writing, insufficient implementation of cognitive, metacognitive, and social-affective strategies, and a deficiency in cohesive institutional support for integrated writing development.

In response to these challenges, she advocates for a first-year syllabus that adopts a scaffolded framework. It begins with essential sentence-level instruction in the first two weeks of the first semester, then shifts to paragraph development and process writing. The second semester covers the principles of essay writing. Throughout both semesters, the syllabus incorporates strategic instructional approaches—emphasizing writing as a process and encouraging collaborative and reflective learning—to systematically enhance students' academic writing proficiency in a contextualized manner.

The purpose of this syllabus is to establish a recommended, detailed, and structured framework for first-year EFL students, with the goal of improving their writing skills throughout a written comprehension and expression modular course spanning two semesters. This syllabus emphasizes SBWI, underscoring the iterative nature of writing as a process. It has been crafted in response to the shortcomings identified in the researcher's exploratory case study concerning current practices and challenges in writing instruction at Naama University. Through this syllabus, students will undergo systematic training in the essential skills required for academic writing, beginning with paragraph-level composition in Semester one and advancing to essay writing in Semester two .

A fundamental objective is to address the inadequacy of unified instruction in writing methodologies, reading comprehension, and the understanding of diverse academic subjects. This approach acknowledges writing as a developmental process that unfolds over various phases, supported by reading, revision, and constructive feedback, rather than perceiving it simply as a final product to be achieved on its own.

This syllabus employs the core principles established in notable literature on writing instruction, including the contributions of Oshima & Hogue (2006), Raimes (1983), and Miller & Cohen (2009), to devise a balanced and effective framework for teaching academic writing to EFL students in the context of higher education.

At the end of the year, students will be equipped to:

-  Write well-structured paragraphs that include clear topic sentences and supporting details.
-  Utilize various writing strategies to enhance their writing processes.
-  Develop coherent essays that effectively articulate a central argument or idea.
-  Apply reading comprehension strategies to bolster their writing skills.
-  Integrate feedback from peers and instructors effectively to refine their writing.
-  Demonstrate an understanding of the interplay between reading and writing by analyzing how reading materials shape their writing processes.

❖ **Semester 1: Laying the Groundwork in Writing – Focus on Sentence-Level Writing, Writing Conventions, and Paragraph Writing through SBWI and Writing as a Process**

 Week 1: Introduction to Writing Strategies

- **Objective:** Familiarize students with fundamental writing techniques, emphasizing the cyclical nature of the writing process, which includes prewriting, drafting, revising, and editing.
- **Key Activities:**
 - ✓ A presentation on Strategy-Based Writing Instruction (SBWI), elucidating the cyclical nature of the writing process.
 - ✓ A review of the various phases involved in writing: prewriting, drafting, revising, and editing.
 - ✓ Students will participate in small group discussions to exchange their writing experiences and challenges.
- **Reading:**
 - ✓ Miller & Cohen (2009) – "Reasons to Write: Strategies for Successful Academic Writing": This reading outlines key writing strategies, stressing that writing ought to be regarded as a perpetual process instead of a singular action. It highlights the recursive aspect of writing, where each step affects and improves the other steps.
- **Assignments:**
 - ✓ Write an introductory paragraph that briefly presents oneself, highlighting the clarity of structure while outlining personal interests, aspirations, and writing background.
 - ✓ The emphasis should be on organizing the paragraph efficiently, with a clear topic sentence, supporting details, and a concluding sentence.

 Week 2: Understanding Paragraph Structure

- **Objective:** Grasp the structure of a coherent paragraph, concentrating on the significance of the topic sentence, supporting details, and the concluding sentence.
- **Key Activities:**

- ✓ **Paragraph analysis:** Students will examine sample paragraphs to determine the function of each element.
- ✓ **Group activity:** Evaluation of written paragraphs through peer review to ascertain strengths and identify areas for structural enhancement.
- ✓ A classroom discussion regarding the role of a topic sentence in establishing the foundation for the development of a paragraph.
- **Reading:**
 - ✓ Savage & Shafi (2010) – "Effective Academic Writing 1: The Paragraph": This reading will assist students in comprehending the structural components of a well-crafted paragraph and the significance of coherence and unity in writing.
- **Assignments:**
 - ✓ Write a paragraph about a favourite hobby or personal interest, making sure to include a clear topic sentence, relevant supporting details, and a concluding sentence.
 - ✓ Students are encouraged to use specific examples or experiences to support their ideas.

Week 3: Prewriting Techniques

- **Objective:** Develop efficient prewriting strategies to produce ideas and structure thoughts, such as brainstorming, mind mapping, and outlining.
- **Key Activities:**
 - ✓ **Interactive brainstorming:** Students collaborate in pairs to brainstorm ideas on a specified topic, emphasizing on quantity of ideas not accuracy
 - ✓ **Mind mapping:** Students use a mind map to discover possible angles for their writing topic.
 - ✓ **Outlining:** Based on their mind map, students create an outline for organizing their ideas.
- **Reading:**
 - ✓ *Larsen-Freeman (2000) – "Techniques and Principles in Language Teaching"*: This reading reveals how engaging in prewriting activities

can boost both creativity and organization in writing, underlining the significance of prewriting in influencing the overall structure of the composition.

- ✓ **Hedge (2005) Writing:** This publication highlights the importance of prewriting strategies in generating ideas and organizing thoughts prior to the commencement of writing. Hedge points out that activities like brainstorming, group discussions, questioning, and reading are crucial techniques that assist learners in exploring and structuring content, thereby promoting coherence and purpose in their written works. According to Hedge, the incorporation of these strategies improves learner autonomy and critical thinking during the writing process (Hedge, 2005).
- ✓ **Richards&Renandya (2002)– Methodology in Language Teaching:** This collection emphasizes the significance of prewriting as an essential stage in process writing methodologies. Activities like free writing, listing, clustering, and the use of graphic organizers are introduced as effective tools to inspire learners' thoughts and facilitate their engagement with the writing task. The editors contend that these techniques not only support learners' cognitive processes but also alleviate anxiety by assisting students in organizing their ideas prior to drafting (Richards & Renandya, 2002).

➤ **Assignments:**

- ✓ Complete a mind map or outline for a paragraph on a given topic, ensuring all relevant ideas are organized clearly.

 Week 4: Drafting and Revising Paragraphs

- **Objective:** Highlight the importance of drafting and revising as crucial components of the iterative writing process, concentrating on enhancing clarity and coherence.

➤ **Key Activities:**

- ✓ **Drafting:** Students will write the first draft of a paragraph based on their outline from Week 3.

- ✓ **Peer review:** Students exchange drafts and provide feedback on clarity, structure, and relevance of supporting details.
- ✓ **Revision:** After receiving feedback, students revise their paragraphs, focusing on improving the topic sentence and supporting details.
- **Reading:**
 - ✓ **Raimes (1983) – "Techniques in Teaching Writing" :** This book delves into the fundamental aspects of drafting and revising as vital components in the enhancement of writing skills, illustrating the importance of continuously reviewing and improving one's work at all phases.
 - ✓ **Seow (2002) – "The Writing Process and Process Writing" in Methodology in Language Teaching (Richards & Renandya, Eds.):**Seow identifies drafting as a crucial phase in the writing process, during which learners convert their prewriting concepts into a coherent written form. He emphasizes that drafting is not merely a single attempt but rather a recursive activity that may necessitate multiple iterations. Furthermore, revising is highlighted as a chance for learners to reorganize their content, enhance clarity, and refine their language usage. Both of these stages are considered vital for cultivating effective writing strategies and fostering learner independence (Seow, 2002).
 - ✓ **Hedge (2005) – Writing:**Hedge highlights the importance of the drafting stage in the exploration and organization of ideas into a structured format, particularly in the context of paragraph writing. She defines revision as a reflective exercise that enables students to detect logical inconsistencies, enhance coherence, and refine their arguments. According to Hedge, guiding learners to regard revision not just as correction but as a process of rethinking cultivates metacognitive awareness and improves their overall writing competence (Hedge, 2005).
- **Assignments:**
 - ✓ Revise the paragraph written in Week 3 based on peer feedback, ensuring clearer expression and stronger coherence between sentences.

 Week 5: Writing Topic Sentences

- **Objective:** Understand the importance of topic sentences in guiding paragraph structure, clarity, and focus.
- **Key Activities:**
 - ✓ Analyse sample paragraphs to identify strong and weak topic sentences.
 - ✓ Topic sentence practice: Students write their own topic sentences for various paragraph topics, ensuring they are clear and concise.
- **Reading:**
 - ✓ Oshima & Hogue (2006) – "Writing Academic English": This reading highlights how topic sentences serve as a roadmap for the paragraph, guiding the development of supporting details and ensuring coherence.
 - ✓ **Zemach and Rumisek (2005) – Academic Writing: From Paragraph to Essay:** Zemach and Rumisek present topic sentence instruction as a strategy for organizing thought and enhancing paragraph unity. They argue that topic sentences should not only introduce the paragraph's subject but also express the writer's attitude or stance. Explicit training in topic sentence formulation, they suggest, enables learners to develop more persuasive and academically appropriate paragraphs (Zemach & Rumisek, 2005).
 - ✓ Boardman and Frydenberg (2002) – Writing to Communicate: Boardman and Frydenberg emphasize that teaching students how to compose effective topic sentences is foundational in paragraph development. They propose that a strong topic sentence guides both the writer and the reader, acting as a roadmap for the rest of the paragraph. Their approach integrates controlled practice with communicative tasks, fostering learners' ability to construct topic sentences that reflect clear and relevant main ideas (Boardman & Frydenberg, 2002).
- **Assignments:**
 - ✓ Write five topic sentences on different paragraph topics to practice the skill of crafting focused, clear, and argumentative topic sentences.

 Week 6: Developing Supporting Details

- **Objective:** Learn the process of creating supporting details that are both pertinent and comprehensive, thereby enhancing the topic sentence.
- **Key Activities:**
 - ✓ ***Supporting details analysis:*** Students will review and assess paragraphs to identify how supporting details clarify the topic sentence.
 - ✓ ***Writing practice:*** Students will concentrate on creating examples, explanations, and evidence to substantiate their topic sentence.
- **Reading:**
 - ✓ ***Miller & Cohen (2009)– "Reasons to Write: Strategies for Successful Academic Writing":*** This reading explores techniques for elaborating on topic sentences by incorporating detailed and pertinent supporting information.
 - ✓ ***Oshima & Hogue (2006) – Writing Academic English:*** This text illustrates the role of supporting sentences in elaborating and elucidating the main idea of a paragraph through the use of explanations, examples, or factual information. It distinguishes between specific details and general statements while offering organized exercises aimed at enhancing cohesion and coherence. Educators can access this content in Chapter 1: "Writing a Paragraph", particularly in the section titled "Supporting Sentences" on pages 11-12
 - ✓ ***Zemach & Rumisek (2005) – Academic Writing: From Paragraph to Essay:*** This text elucidates the importance of learners intentionally selecting and expanding upon supporting details—such as reasons, facts, and examples—to enhance the central idea. Students are instructed to steer clear of ambiguous content and to instead create specific, topic-related support. This concept is presented in Unit 1, within the section titled "The Development of a Paragraph" (pp. 3–7) and is further emphasized in later units.

- ✓ Boardman & Frydenberg (2002) – Writing to Communicate 2: Paragraphs and Essays: This document presents methods for systematically organizing supporting sentences to strengthen the topic sentence. It includes guided classroom exercises that concentrate on descriptive, causal, and factual elaboration strategies, enhancing coherence and unity. Teachers should refer to Chapter 1: "The Organization of Paragraphs", particularly in the sections "The Body (Supporting Sentences)" on page 6, and further detailed under "Supporting Sentences" on pages 14–15, with development exercises found on pages 33–35.

➤ **Assignments:**

- ✓ Compose a paragraph with a well-defined topic sentence and relevant supporting details that elaborate on and clarify the main idea presented in the paragraph.

 Week 7: Writing Coherent Paragraphs

- **Objective:** Prioritize paragraph coherence by using transitions and by maintaining a logical flow from one sentence to another.

➤ **Key Activities:**

- ✓ **Coherence exercises:** Students will pinpoint coherence devices in sample paragraphs, such as transitional phrases, logical connectors, and repetition of key terms.
- ✓ Engage in the practice of composing coherent paragraphs by utilizing suitable transitions and connectors to guarantee a logical progression of ideas.

➤ **Reading:**

- ✓ **Tribble (1996)– "Writing":** This reading underscores strategies for bolstering coherence, concentrating on the utilization of transition words and devices to preserve logical flow and clarity.
- ✓ **Oshima & Hogue (2006) – Writing Academic English:** This text elucidates the means by which coherence in paragraph composition is attained through the logical arrangement of concepts, the application of

transitional signals, and the maintenance of consistent grammatical structures. Students are familiarized with techniques for organizing supporting sentences and connecting them via cohesive devices. The instruction is based on Chapter 2: "Unity and Coherence", specifically the sections "Coherence" and "Coherence through Sentences" (pp. 18–23), which offer practical examples and exercises aimed at preserving paragraph flow and enhancing reader understanding.

- ✓ **Zemach & Rumisek (2005) – Academic Writing: From Paragraph to Essay:** This text emphasizes the significance of internal paragraph logic and cohesion by presenting different linking words and illustrating their application in clarifying the relationships among ideas. The text demonstrates the use of chronological, logical, and cause-effect order through annotated examples. Educators may consult Unit 2: "Coherence" (pp. 20–25), which contains both explanations and targeted exercises aimed at writing logically structured and cohesive paragraphs.

➤ **Assignments:**

- ✓ Write a coherent paragraph on a given topic, ensuring that transitions between ideas are clear and logical.

 Week 8: Mid-Semester Review

- **Objective:** Assess the skills and techniques developed so far and recognize opportunities for advancing writing proficiency.
- **Key Activities:**
 - ✓ **Peer feedback:** Students will exchange written paragraphs and provide constructive feedback on organization, clarity, and coherence.
 - ✓ **Individual revision:** Students will revise a paragraph written earlier in the semester based on feedback from peers and instructor.
- **Reading:**
- **Review of readings from the first week to the seventh week:** This review session will allow students to re-examine critical concepts and strategies, creating an opportunity to strengthen their grasp of writing strategies.

➤ **Assignments:**

- ✓ Revise an earlier paragraph based on the feedback received, applying the lessons learned throughout the semester

 Week 9: Writing Topic Sentences and Supporting Details

- **Objective:** Reinforce the importance of strong topic sentences and relevant supporting details in paragraph writing.

➤ **Key Activities:**

- ✓ Review the structure of a well-developed paragraph (topic sentence, supporting sentences, concluding sentence).
- ✓ Focus on developing strong topic sentences that reflect the main idea.
- ✓ Practice writing supporting details with adequate explanations and examples.

- **Reading:** Oshima, A., & Hogue, A. (2006) – *Writing Academic English* (Ch. 4: "The Body of a Paragraph").

➤ **Assignments:**

- ✓ Write a paragraph with a strong topic sentence and supporting details.
- ✓ Peer review: Exchange paragraphs and provide feedback on the topic sentence and support.

 Week 10: Developing Coherence and Unity in Paragraphs

- **Objective:** Focus on creating coherence and unity within paragraphs.

➤ **Key Activities:**

- ✓ Discuss the importance of coherence in paragraph writing, including logical flow between sentences.
- ✓ Teach students how to use transition words and phrases to create smooth connections between ideas.
- ✓ Practice revising paragraphs to improve coherence and unity.

➤ **Reading:**

- ✓ Raimes, A. (1983) – *Techniques in Teaching Writing* (Ch. 3: "Coherence and Cohesion").

- ✓ Boardman & Frydenberg (2002) – *Writing to Communicate 2: Paragraphs and Essays*: This reading outlines specific techniques for assisting students in composing paragraphs that flow effectively by utilizing transitions, recurring key nouns, and pronoun references. The authors point out the relevance of both micro-level (sentence-to-sentence) and macro-level (idea-to-idea) coherence. These strategies can be located in Chapter 2: "Coherence and Transitions" (pp. 40–44), where structured practice tasks facilitate learners in developing cohesive writing.

➤ **Assignments:**

- ✓ Revise a paragraph to improve coherence and unity, focusing on transitions.
- ✓ Write a new paragraph with clear unity and coherence using appropriate transitions.

 Week 11: Using Examples and Evidence to Support Ideas

- **Objective:** Teach students how to use effectively examples and evidence to support their ideas in a paragraph.

➤ **Key Activities:**

- ✓ Discuss the role of examples and evidence in academic writing.
- ✓ Explore different types of supporting evidence (facts, statistics, anecdotes, personal experiences).
- ✓ Practice incorporating examples and evidence into paragraphs.

➤ **Reading:**

- ✓ Davis, J., & Liss, R. (2010) – *Effective Academic Writing 2* (Ch. 4: "Developing and Supporting an Argument").
- ✓ Oshima & Hogue (2006) – *Writing Academic English*: This text highlights the importance of concrete examples and logical evidence in crafting effective academic paragraphs that support the topic sentence. The authors instruct learners on differentiating between general statements and specific support, incorporating suitable examples, and clearly structuring them within a paragraph. These teaching strategies are detailed in Chapter 1:

“Paragraph Structure”, particularly in the section “Supporting Sentences: Examples” on pages 11–13, where sample paragraphs and exercises are included to assist students in presenting their ideas with clarity and relevance.

- ✓ Zemach & Rumisek (2005) – Academic Writing: From Paragraph to Essay: This reading material introduces students to the strategic implementation of supporting evidence, especially through real-life examples, definitions, and personal experiences. It assists learners in honing their writing skills by illustrating how examples can clarify abstract ideas and make them more persuasive. These methods are explored in Unit 1: “The Paragraph”, within the sub-section “Supporting Sentences and Examples” on pages 4–7, where students engage in model reading and writing tasks aimed at enhancing paragraph development.
- ✓ Boardman & Frydenberg (2002) – Writing to Communicate 2: Paragraphs and Essays: This reading provides instruction to students on how to elaborate on their ideas with specific details, reasons, and examples. It highlights the significance of examples in supporting a controlling idea and improving coherence. Teachers are referred to Chapter 3: “Supporting Details” on pages 46–48, which includes explanations and structured exercises for practicing detailed and relevant paragraph development using appropriate evidence.

➤ **Assignments:**

- ✓ Write a paragraph that integrates at least two types of evidence to support the main idea.
- ✓ Peer review: Provide feedback on the use of evidence in peers' paragraphs.

 Week 12: Peer Review and Feedback

- **Objective:** Enhance students' ability to provide constructive feedback and use peer review to improve their writing.
- **Key Activities:**
 - ✓ Introduce peer review techniques, focusing on how to give constructive feedback.

- ✓ Engage in peer review of paragraphs with an emphasis on content, coherence, and grammar.
- ✓ Discuss the process of revising based on peer feedback.

➤ **Reading:**

- ✓ Raimes, A. (1983) – *Techniques in Teaching Writing* (Ch. 4: "Peer Review and Editing").
- ✓ Richards & Renandya (2002) – *Methodology in Language Teaching: An Anthology of Current Practice*: This reading presents peer feedback as a crucial component of process writing, enabling students to participate in collaborative revision and reflective thought. It highlights how peer review fosters learner autonomy, enhances critical reading abilities, and increases awareness of audience and purpose. In Chapter 19: "Process Writing and the Process of Writing" by Susser, found on pp. 233–239, the author details classroom strategies for peer feedback, stressing its advantages for enhancing content, organization, and clarity through constructive engagement.
- ✓ Harmer (2004) – *How to Teach Writing*: This reading examines the role of peer review in fostering a supportive learning atmosphere where students evaluate and enhance each other's drafts. It details how organized peer feedback aids learners in internalizing assessment standards and cultivating self-editing skills. Educators can consult Chapter 5: "Revising and Editing", particularly the section "Responding to Students' Writing" on pp. 115–118, which offers various models of student-to-student feedback, including structured peer response sheets.
- ✓ Zemach & Rumisek (2005) – *Academic Writing: From Paragraph to Essay*: This reading emphasizes the educational significance of peer editing by illustrating how students can provide and receive feedback regarding grammar, coherence, and paragraph development. Practical checklists and inquiries assist in facilitating the peer review process. Educators will discover this material in Unit 4: "Editing and Proofreading" on pp. 60–63,

where learners are guided through collaborative error identification and revision procedures.

➤ **Assignments:**

- ✓ Review a peer's paragraph and provide detailed feedback on strengths and areas for improvement.
- ✓ Revise your paragraph based on peer feedback and submit for evaluation.

 Week 13: Revising and Editing for Clarity and Accuracy

➤ **Objective:** Refine the skills of revising and editing for grammatical accuracy, clarity, and conciseness.

➤ **Key Activities:**

- ✓ Review common grammatical errors in paragraph writing (e.g., subject-verb agreement, article usage, punctuation).
- ✓ Focus on revising paragraphs to improve clarity and precision.
- ✓ Engage in editing exercises to correct errors in peer paragraphs.

➤ **Reading:**

- ✓ Oshima, A., & Hogue, A. (2006) – *Writing Academic English* (Ch. 5: "Editing for Clarity").

➤ **Assignments:**

- Edit your paragraph for grammar and clarity.
- Submit a revised paragraph with corrections highlighted.

 Week 14: Final Peer Review and Reflection

➤ **Objective:** Complete the final revisions and reflect on the learning process for paragraph writing.

➤ **Key Activities:**

- ✓ Conduct a final peer review session where students provide feedback on each other's paragraphs.
- ✓ Reflect on the writing process, focusing on how strategies for paragraph writing have been applied.

- ✓ Discuss areas for further improvement and set goals for the next semester.
- **Reading:** Scrivener, J. (2010) – *Learning Teaching* (Ch. 10: "Peer Feedback and Reflection").
- **Assignments:**
 - ✓ Revise your final paragraph based on peer feedback.
 - ✓ Write a brief reflection on the writing process, identifying strengths and areas for improvement.

Table 5.1 Recap of semester 1 suggested SBWI syllabus

Week	Topic	Key Activities	References
Week 1	Introduction to Writing Strategies	SBWI introduction, writing process overview	Miller & Cohen (2009), Raimes (1983)
Week 2	Understanding Paragraph Structure	Paragraph analysis and model identification	Savage & Shafi (2010), Oshima & Hogue (2006)
Week 3	Prewriting Techniques	Mind mapping, brainstorming, outlining	Larsen-Freeman (2000), Tribble (1996)
Week 4	Drafting and Revising Paragraphs	Writing drafts, peer feedback sessions	Raimes (1983), Oshima & Hogue (2006)
Week 5	Writing Topic Sentences	Topic sentence analysis and practice	Oshima & Hogue (2006), Jordan (1997)
Week 6	Developing Supporting Details	Supporting details practice with examples	Miller & Cohen (2009), Zemach & Rumisek (2005)
Week 7	Writing Coherent Paragraphs	Coherence practice, transition words	Tribble (1996), Raimes (1983)
Week 8	Mid-Semester Review	Peer feedback, individual revision	Oshima & Hogue (2006), Raimes (1983)
Week 9	Writing Topic Sentences and Supporting Details	Topic sentence development, writing supporting details	Oshima & Hogue (2006), Savage & Shafi (2010)
Week 10	Developing Coherence and Unity	Using transitions, revising for coherence and unity	Raimes (1983), Tribble (1996)
Week 11	Using Examples and Evidence	Incorporating examples and evidence into paragraphs	Davis & Liss (2010), Miller & Cohen (2009)
Week 12	Peer Review and Feedback	Providing constructive feedback, revising based on peer reviews	Raimes (1983), Larsen-Freeman (2000)
Week 13	Revising and Editing for Clarity and Accuracy	Grammar review, editing for clarity, practicing editing exercises	Oshima & Hogue (2006), Scrivener (2010)
Week 14	Final Peer Review and Reflection	Final peer review, reflecting on the writing process	Scrivener (2010), Hedge (2000)

As outlined in the preceding table, the syllabus for the first semester is structured to assist first-year EFL students in progressively enhancing their paragraph writing abilities. By emphasizing essential elements such as crafting clear topic sentences, ensuring coherence and unity, utilizing evidence, and engaging in peer review, students acquire the vital skills needed to create robust academic paragraphs. The integration of writing strategies through SBWI enables students to perceive writing as a process, further reinforced by peer review and revision activities. These methodologies promote greater reflection and self-awareness in students regarding their writing, cultivating competencies that will aid their transition to essay writing in the second semester.

This approach, therefore, tackles the recognized deficiencies in students' writing by creating a well-organized and supportive setting for skill enhancement. It also prepares them for more advanced writing assignments in the upcoming semester. Each weekly task and assignment aims to improve particular elements of paragraph writing, focusing on critical thinking, clarity, and adherence to academic writing standards. By engaging in consistent peer feedback and revision processes, students will not only refine their writing abilities but also cultivate the skill to assess and improve their own work.

❖ Semester 2: Moving Forward to Essay Writing

Week 1: Introduction to Essay Writing

- **Objective:** Transition from paragraph writing to essay writing by introducing the structure of an academic essay.
- **Key Activities:**
 - ✓ Introduce the structure of an argumentative essay (introduction, body paragraphs, and conclusion).
 - ✓ Discuss the importance of a thesis statement and how it guides the essay.
 - ✓ Overview of academic essay types, focusing on the argumentative essay.
- **Reading:**
 - ✓ .Zemach & Rumisek (2005) – Academic Writing: From Paragraph to Essay: This section familiarizes students with the framework of the five-paragraph

essay and the progression from paragraph writing to essay composition. It highlights prewriting techniques such as brainstorming, outlining, and pinpointing main ideas to aid in idea development and organization-essential components in SBWI (Unit 5, pp. 64–72).

- ✓ Oshima & Hogue (2006)– Writing Academic English (4th ed.): This chapter delineates the elements of an essay introduction, which includes engaging openings, background context, and thesis statements. The exercises assist learners in the planning and structuring of essays, thereby enhancing strategic planning and coherence (Chapter 3, pp. 86–99).

➤ **Assignments:**

- ✓ Write an outline for an argumentative essay on a given topic.
- ✓ Identify the thesis statement in a model essay.

 Week 2: Crafting a Strong Thesis Statement

- **Objective:** Develop skills in writing a clear, arguable thesis statement.

➤ **Key Activities:**

- ✓ Discuss what makes a good thesis statement: clear, specific, and arguable.
- ✓ Analyse examples of weak vs. strong thesis statements.
- ✓ Practice crafting thesis statements on various topics.

➤ **Reading:**

- ✓ Oshima & Hogue (2006)– Writing Academic English (4th ed.): This reading provides a comprehensive explanation of how to craft clear and precise thesis statements. It assists learners in grasping how a thesis directs essay development and fosters coherence and unity throughout paragraphs-essential skills in SBWI (Chapter 3: “Introduction to the Essay,” pp. 88–91).
- ✓ Hogue (2008) – First Steps in Academic Writing (2nd ed.): This chapter familiarizes novice writers with the function and structure of thesis statements in introductory paragraphs. It features guided exercises to aid learners in recognizing controlling ideas and articulating their purpose

effectively-facilitating goal setting and planning strategies (Unit 5: “The Essay,” pp. 74–76).

- ✓ Zemach & Rumisek (2005) – Academic Writing: From Paragraph to Essay: This section highlights the significance of a thesis statement as the core idea of the essay. It offers model introductions and exercises designed to assist students in developing focused thesis statements during their prewriting and planning phases (Unit 5, pp. 67–70).

➤ **Assignments:**

- ✓ Write three possible thesis statements for different essay topics.
- ✓ Peer review and discuss each thesis statement in class.



Week 3: Writing the Introduction

- **Objective:** Learn how to write an engaging introduction that introduces the topic and presents the thesis.
- **Key Activities:**
 - ✓ Discuss the role of the introduction in an argumentative essay.
 - ✓ Learn strategies to grab the reader’s attention (e.g., questions, facts, anecdotes).
 - ✓ Practice writing introductions with different hook techniques.
- **Reading:**
 - ✓ Davis & Liss (2010) – Effective Academic Writing 2 (Ch. 4: “Introduction to an Argumentative Essay”): This text serves to familiarize students with the process of creating introductory paragraphs for argumentative essays. It instructs learners to start with an engaging hook, offer relevant background information, and explicitly state a thesis. Through a series of guided activities, students engage in prewriting, refining topics, and determining the writer's stance—essential elements of planning and goal-setting techniques in SBWI (Chapter 4, pp. 60–69).

➤ **Assignments:**

Write an introduction for an argumentative essay, including a clear thesis statement.



Week 4: Structuring the Body Paragraphs

➤ **Objective:** Understand the structure of body paragraphs in an argumentative essay, including topic sentences, evidence, and analysis.

➤ **Key Activities:**

- ✓ Review the structure of a body paragraph: topic sentence, supporting evidence, explanation, and concluding sentence.
- ✓ Discuss the importance of coherence and cohesion in body paragraphs.
- ✓ Introduce strategies for integrating evidence and examples into body paragraphs.

➤ **Reading:**

- ✓ **Zemach & Rumisek (2005) – Academic Writing: From Paragraph to Essay:** This section specifically emphasizes the creation of body paragraphs that bolster the thesis of an essay. It instructs students to formulate a singular main idea for each paragraph and to substantiate it with examples, explanations, and logical reasoning. This reading enhances planning and outlining techniques by motivating students to clearly connect each body paragraph to the thesis statement (Unit 6: “Writing the Body,” pp. 73–79).
- ✓ **Davis & Liss (2010) – Effective Academic Writing 2 (Ch. 4: “Introduction to an Argumentative Essay”):** This chapter elucidates the process of crafting structured body paragraphs in argumentative essays, directing learners to present reasons and evidence that support their thesis. The activities foster idea development, logical progression, and paragraph coherence—all vital elements of strategy-oriented planning and drafting (Chapter 4, pp. 70–75).

➤ **Assignments:**

- ✓ Write the first body paragraph of the argumentative essay, integrating evidence.

- ✓ Peer review: Provide feedback on the coherence and development of each body paragraph.



Week 5: Developing Strong Arguments

- **Objective:** Focus on strengthening arguments with logical reasoning and evidence.
- **Key Activities:**
 - ✓ Discuss the importance of presenting clear, logically structured arguments.
 - ✓ Learn how to present counterarguments and refute them effectively.
 - ✓ Review common logical fallacies and their impact on argumentative writing.
- **Assignments:**
 - ✓ Write a second body paragraph focusing on presenting a strong argument with evidence.
 - ✓ Practice refuting a counterargument in an essay.
- **References:** Tribble (1996), Zemach & Rumisek (2005).



Week 6: Writing the Conclusion

- **Objective:** Learn how to write a clear, concise conclusion that summarizes the essay and reinforces the thesis.
- **Key Activities:**
 - ✓ Discuss the role of the conclusion in an argumentative essay.
 - ✓ Explore strategies to restate the thesis, summarize key points, and provide a final thought.
 - ✓ Avoid introducing new information in the conclusion.
- **Reading:** Davis & Liss (2010) – Effective Academic Writing 2 (Ch. 5: "Conclusion Strategies").
- **Assignments:**
 - ✓ Write the conclusion for the argumentative essay.
 - ✓ Peer review: Provide feedback on the effectiveness of conclusions.



Week 7: Revising for Coherence and Cohesion

- **Objective:** Develop skills for revising an argumentative essay to improve coherence and cohesion.
- **Key Activities:**
 - ✓ Review strategies for improving paragraph and essay coherence (e.g., transitions, logical flow).
 - ✓ Discuss cohesion devices: conjunctions, linking words, and phrases.
 - ✓ Peer review and identify areas for improvement in cohesion and coherence.
- **Reading:** Raimes, A. (1983) – Techniques in Teaching Writing (Ch. 4: "Coherence and Cohesion").
- **Assignments:**
 - ✓ Revise one body paragraph to improve coherence and cohesion.
 - ✓ Submit a revised introduction, body, and conclusion for feedback.



Week 8: Focus on Sentence-Level Writing

- **Objective:** Focus on refining sentence structures and ensuring clarity in writing.
- **Key Activities:**
 - ✓ Review sentence structures for clarity and variety (simple, compound, complex).
 - ✓ Identify and correct common sentence errors (fragments, run-on sentences, comma splices).
 - ✓ Practice combining sentences to avoid repetition.
- **Reading:** Oshima & Hogue (2006) – Writing Academic English (Ch. 3: "Sentence Structure").
- **Assignments:**
 - ✓ Edit one of your body paragraphs for sentence-level errors.
 - ✓ Practice rewriting complex sentences for clarity.



Week 9: Peer Review and Revision

- **Objective:** Use peer feedback to revise and improve the argumentative essay.
- **Key Activities:**
 - ✓ Peer review session: Provide constructive feedback on each other's drafts.
 - ✓ Revise essays based on peer feedback.

➤ **Assignments:**

- ✓ Submit a draft of the entire argumentative essay for peer review.
- ✓ Revise the essay according to feedback from peers and instructor.



Week 10: Finalizing the Argumentative Essay

➤ **Objective:** Finalize and polish the argumentative essay for submission.

➤ **Key Activities:**

- ✓ Focus on editing and proofreading strategies to correct language errors.
- ✓ Discuss the importance of a strong final draft and the steps to finalize it.

➤ **Reading:** Larsen-Freeman (2000) – Techniques and Principles in Language Teaching.

➤ **Assignments:**

- ✓ Final revision of the argumentative essay.
- ✓ Submit the finalized essay.



Week 11: Thesis Statement and Introduction Paragraph

➤ **Objective:** Guide students through crafting a clear and concise thesis statement, as well as structuring a strong introduction for their argumentative essays.

➤ **Key Activities:**

- ✓ Explain the importance of a thesis statement in an argumentative essay and its role in guiding the direction of the essay.
- ✓ Provide examples of strong vs. weak thesis statements.
- ✓ Teach students how to write an effective introduction paragraph, including a hook, background information, and a clear thesis.
- ✓ Discuss how to align the introduction with the body paragraphs that follow.

➤ **Reading:** Zemach, D. E., & Rumisek, L. A. (2005) – Academic Writing: From Paragraph to Essay (Ch. 3: "Writing the Introduction").

➤ **Assignments:**

- ✓ Write an introduction paragraph with a clear thesis statement for an argumentative essay.
- ✓ **Peer review:** Exchange drafts and provide feedback on thesis statements and introductions.

 Week 12: Structuring Body Paragraphs and Supporting Arguments

- **Objective:** Teach students how to structure the body paragraphs of their argumentative essay, focusing on the development of clear, logical arguments with supporting evidence.
- **Key Activities:**
 - ✓ Introduce the structure of a body paragraph: Topic sentence, explanation, evidence, and concluding sentence.
 - ✓ Discuss the importance of presenting balanced arguments and counterarguments.
 - ✓ Practice developing well-supported arguments using evidence such as facts, statistics, and expert opinions.
 - ✓ Focus on maintaining a logical flow of ideas and ensuring each paragraph contributes to the overall argument of the essay.
- **Reading:** Oshima, A., & Hogue, A. (2006) – Writing Academic English (Ch. 8: "Writing Body Paragraphs").
- **Assignments:**
 - ✓ Write one body paragraph for the argumentative essay, supporting a point with evidence.
 - ✓ **Peer review:** Exchange body paragraphs and provide feedback on the strength of the argument and evidence used.

 Week 13: Writing the Conclusion and Revising the Draft

- **Objective:** Guide students in writing a conclusion that effectively summarizes the main points of the essay and reinforces the thesis.
- **Key Activities:**
 - ✓ Discuss the purpose of a conclusion in an argumentative essay.
 - ✓ Teach students how to restate the thesis in a fresh way, summarize the key points, and offer a final thought or call to action.
 - ✓ Provide examples of strong and weak conclusions.
 - ✓ Focus on the importance of avoiding introducing new information in the conclusion.

- ✓ Teach students how to revise their drafts by reviewing the structure, coherence, and logical flow of ideas.
- **Reading:** Davis, J., & Liss, R. (2010) – Effective Academic Writing 2 (Ch. 7: "Writing the Conclusion").
- **Assignments:**
- ✓ Write the conclusion paragraph for the argumentative essay.
- ✓ Peer review: Exchange drafts and provide feedback on the clarity and impact of the conclusion.

Week 14: Final Revision and Editing for Clarity and Accuracy

- **Objective:** Finalize the argumentative essay through thorough revision and editing, focusing on improving clarity, grammar, and overall coherence.
- **Key Activities:**
 - ✓ Review key strategies for editing and proofreading an argumentative essay.
 - ✓ Teach students how to identify common errors in grammar, punctuation, and sentence structure.
 - ✓ Discuss the importance of clarity and conciseness in academic writing.
 - ✓ Provide guidelines for formatting the final essay.
 - ✓ Allow time for students to make revisions based on peer feedback and their own self-assessments.
- **Reading:** Scrivener, J. (2010) – Learning Teaching (Ch. 10: "Peer Feedback and Reflection").
- **Assignments:**
 - ✓ Revise and edit the argumentative essay, incorporating peer feedback and focusing on clarity and coherence.
 - ✓ Submit the final argumentative essay for evaluation.

Table 5.2.Recap of semester 2 suggested SBWI syllabus

Week	Topic	Key Activities	References
Week 1	Introduction to Essay Writing	Introduction to essay structure, thesis development	Oshima & Hogue (2006), Davis & Liss (2010)
Week 2	Crafting a Strong Thesis Statement	Thesis writing and analysis	Oshima & Hogue (2006), Savage & Shafi (2010)
Week 3	Writing the Introduction	Techniques for engaging introductions	Davis & Liss (2010), Miller & Cohen (2009)
Week 4	Structuring the Body Paragraphs	Body paragraph development and evidence integration	Oshima & Hogue (2006), Raimes (1983)
Week 5	Developing Strong Arguments	Strengthening arguments with evidence and counterarguments	Tribble (1996), Zemach & Rumisek (2005)
Week 6	Writing the Conclusion	Writing an effective conclusion	Davis & Liss (2010), Miller & Cohen (2009)
Week 7	Revising for Coherence and Cohesion	Improving paragraph and essay coherence	Raimes (1983), Oshima & Hogue (2006)
Week 8	Focus on Sentence-Level Writing	Sentence structure and error correction	Oshima & Hogue (2006), Harrison (2008)
Week 9	Peer Review and Revision	Peer feedback and revisions	Raimes (1983), Tribble (1996)
Week 10	Finalizing the Argumentative Essay	Final edits, proofreading, and submission	Larsen-Freeman (2000), Oshima & Hogue (2006)
Week 11	Thesis Statement and Introduction Paragraph	Crafting a clear thesis statement, writing an introduction paragraph	Zemach & Rumisek (2005), Volonno et al. (2009)
Week 12	Structuring Body Paragraphs and Supporting Arguments	Structuring body paragraphs, presenting arguments with evidence	Oshima & Hogue (2006), Miller & Cohen (2009), Davis & Liss (2010)
Week 13	Writing the Conclusion and Revising the Draft	Writing a conclusion, revising the argumentative essay draft	Davis & Liss (2010), Miller & Cohen (2009)
Week 14	Final Revision and Editing for Clarity and Accuracy	Editing for grammar, clarity, and coherence, final submission	Scrivener (2010), Larsen-Freeman (2000)

To put it in nutshell, the syllabus for the second semester aims to guide students in the process of writing an argumentative essay, stressing the importance of SBWI and the recursive characteristics of writing. By focusing on the creation of thesis statements, the structuring of paragraphs, the development of arguments, and the final revision stage, students will cultivate a deeper insight into how to proficiently present and defend an argument in an academic context.

Moreover, the activities specified in this syllabus are intended to be both systematic and flexible, permitting students to engage with each aspect of the writing process

while encouraging critical analysis and introspection. By integrating peer review, students will gain important feedback and learn to provide constructive criticism, which will enhance their writing proficiency.

Furthermore, incorporating readings from reputable academic sources guarantees that students are familiarized with recognized writing methodologies and scholarly standards. Each week is designed to build on the last, enabling students to enhance their writing abilities incrementally, culminating in the production of a structured and coherent argumentative essay by the semester's conclusion.

As mentioned earlier, this syllabus seeks to address the deficiencies highlighted in the researcher's case study by offering students focused practice in argumentative writing, thereby bridging the gap in skill development while underscoring the significance of writing strategies and the integration of reading. By the conclusion of Semester 2, students will be adequately equipped for more advanced writing assignments in the future.

Finally yet importantly, the suggested syllabus, which is fundamentally based on SBWI, seeks to systematically improve the writing abilities of first-year EFL students by highlighting the recursive aspects of writing. During the first semester, students will concentrate on acquiring essential skills for paragraph writing, while the second semester will guide them towards composing essays with more intricate structures. Throughout both semesters, the syllabus employs strategies such as prewriting, drafting, revising, and editing, thereby cultivating a profound comprehension of writing as a process. Moreover, the integration of reading strategies and materials from other academic subjects is designed to aid students in achieving greater coherence in their academic writing across various disciplines.

5.7. Conclusion

In this chapter, a thorough set of recommendations has been proposed to reform EFL writing instruction at Naama University in particular and EFL writing instruction in general, targeting the significant challenges uncovered during the research. The deficiencies of traditional teaching methods, notably the disproportionate focus on sentence-level instruction and the disconnect between reading and writing, have been recognized as critical hindrances to students' writing advancement. Consequently, the recommended strategies endorse a more unified, strategy-driven approach to writing instruction, paving the way to surmount these challenges and enhance student achievements.

A crucial transformation in the teacher's role is required for this change to take place. The shift from a teacher-centered model to a learner-centered one necessitates significant modifications in both teacher education and instructional practices. This study's findings underscore the importance of ongoing professional development for writing instructors, ensuring they are equipped with the necessary skills and knowledge to cater to the diverse needs of their students. Additionally, the adoption of cyclical teaching methods, which revisit key writing strategies periodically, is essential for reinforcing students' writing competencies and fostering deeper learning. Moreover, encouraging collaboration between writing instructors and faculty from various disciplines is vital for developing a cohesive and integrated writing instruction approach, thus providing a more holistic educational experience for students.

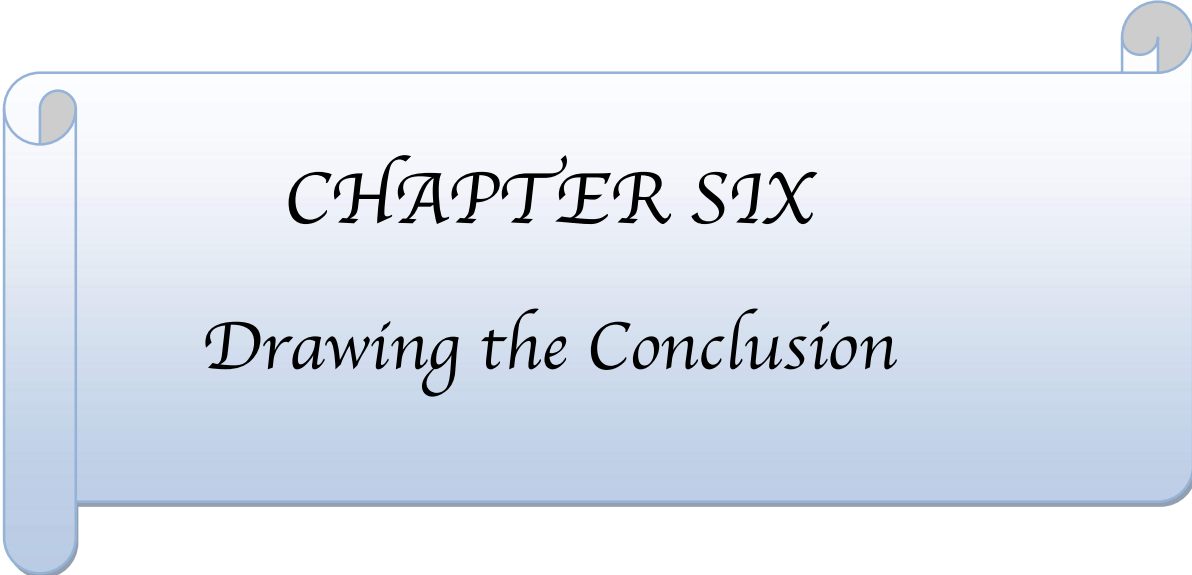
The teaching methods outlined in this chapter emphasize the necessity of surpassing conventional sentence-level writing instruction. By utilizing process-oriented writing techniques, promoting extensive writing practice, and embracing a comprehensive instructional framework, students can engage more deeply with the writing process. It is essential to integrate writing instruction with other language skills such as reading and speaking and across various academic fields to strengthen the interconnected nature of language learning. This approach enhances students' critical thinking abilities and their capacity to articulate their thoughts effectively in writing. Furthermore, it

aids students in grasping the contextual and disciplinary relevance of writing, thereby making their educational experience more meaningful and applicable.

Additionally, the chapter emphasizes the importance of incorporating collaborative writing assignments and reflective writing exercises, which play a crucial role in fostering student independence and a sense of responsibility for their writing progress. These activities motivate students to participate in genuine writing experiences and equip them with the skills needed for self-management, ongoing enhancement, and thoughtful evaluation of their work. The use of technology in writing education further bolsters these objectives by offering students modern platforms to engage with their writing, facilitating creativity, peer feedback, and the opportunity to refine their work.

The recommended syllabus for first-year EFL learners, featuring SBWI and interdisciplinary integration, offers a systematic framework for achieving the outlined objectives. By concentrating on vital components of effective writing such as student participation, grammatical competence, and the interplay between reading and writing, this syllabus provides a holistic approach to cultivating students' writing skills. Notably, it bridges the divide between theoretical concepts and real-world application, ensuring that students enhance their writing while also developing the skills necessary for effective communication in various academic contexts.

In summary, the suggestions and pedagogical recommendations outlined in this chapter provide a comprehensive and practical framework for improving EFL writing instruction at Naama University. By re-evaluating the current teaching practices, incorporating a variety of instructional methods, and promoting a more nurturing and collaborative educational atmosphere, educators can greatly enhance their students' writing skills. These modifications are crucial not only for the academic achievements of first-year EFL students but also, for their future academic and career pursuits. Through these initiatives, writing instructors can better equip their students to tackle the writing challenges of higher education and beyond, ensuring they are prepared to communicate effectively and confidently in an increasingly interconnected world.



CHAPTER SIX

Drawing the Conclusion

CHAPTER SIX

DRAWING THE CONCLUSION

- 6-1. Introduction**
- 6-2. Summary of the study**
- 6-3. Main Findings and Conclusions**
- 6-4. Contributions of the Study**
- 6-5. Limitations and Suggestions for Future Research**
- 6-6. Conclusion**

6.1. Introduction

In this concluding chapter, the study's findings are brought together to provide a thorough analysis of the main themes concerning SBWI within the framework of EFL. The research focused on examining the dynamics between EFL teachers' teaching methods, the writing difficulties experienced by students, and the effects of these factors on students' academic achievements. The study specifically targeted first-year EFL students at Naama University, who face notable challenges in writing, especially regarding coherence, organization, and clarity in their compositions.

The significance of writing proficiency in higher education is widely recognized, as it serves as a fundamental skill that enables students to engage with academic content and express their understanding effectively (Silva & Matsuda, 2012). Nevertheless, research shows that writing instruction in EFL environments, including Naama University Centre, often fails to align with the best practices advocated by writing pedagogy scholars (Hyland, 2003; Reid, 1993). This lack of alignment contributes to the ongoing challenges students encounter, particularly in crafting well-structured and coherent academic writing. The present study aimed to explore the effectiveness of SBWI in practice, illuminating the gap between theoretical ideals and actual classroom practices. This gap, as noted in existing literature, often plays a role in the persistent writing challenges faced by students.

In order to gain a comprehensive understanding of the issues at hand, the study utilized a convergent mixed-methods approach, which integrated various data sources to validate findings and present a complete perspective of the research environment. The methodologies employed included classroom observations of writing instruction, surveys distributed to first-year students, questionnaires for instructors of other subjects, and an examination of writing-related materials produced by EFL writing educators. This diverse approach facilitated a thorough investigation of the difficulties encountered by students and the instructional strategies implemented by teachers. The primary objectives of the study were to evaluate the degree to which strategy-based writing instruction was incorporated into the writing curriculum and to analyse the impact of teacher collaboration on addressing students' writing difficulties.

Utilizing this methodology, the research aimed to pinpoint shortcomings in current teaching practices while also investigating how these practices may impact students' writing development in various academic environments. The study further examined the potential for collaborative efforts among teachers, especially between writing instructors and those teaching other subjects, to assess whether such collaboration could facilitate the transfer of writing skills across different areas of study. By integrating various viewpoints from students, educators, and classroom observations, the research provides a detailed analysis of the factors that influence writing instruction and learning at Naama University. However, it is essential to clarify that this study does not intend to measure or evaluate the direct effects of these practices; instead, it establishes a basis for understanding the dynamics of EFL writing instruction in this specific context.

This chapter will start by presenting a summary of the key findings derived from the study, followed by a comprehensive discussion of the results in relation to the research questions and hypotheses. It will also highlight the contributions made by the study to the field of EFL writing instruction, stressing the implications of these findings for teaching methodologies. Additionally, the chapter will outline the study's limitations and propose future research directions, with the intent of further examining the role of SBI and teacher collaboration in enhancing the writing abilities of EFL students.

6.2. Summary of Key Findings

This exploratory case study examined the practices of first-year EFL writing instructors at Naama University, specifically assessing the degree to which SBWIs is incorporated into their teaching methods. Data collection employed a convergent mixed-methods approach, utilizing questionnaires, interviews, classroom observations, and document analysis. The key findings are outlined in direct correlation with the research objectives set for the study.

 Research Objective 1

➤ **To examine EFL writing teachers' views on strategy-based writing instruction and their reported teaching practices:**

- ✓ Teachers displayed a general understanding of the principles associated with strategy-based writing instruction. Through questionnaires and interviews, they recognized the theoretical importance of writing strategies, including brainstorming, outlining, drafting, revising, and editing.
- ✓ Despite this understanding, there was a noticeable gap between their beliefs and the actual practices observed in the classroom. Observations revealed that instruction was primarily confined to sentence-level activities, such as identifying sentence types and applying grammatical rules, with little emphasis on planning, modelling, or explicitly practicing strategy instruction.
- ✓ A majority of teachers indicated that the limited time available (1 hour and 30 minutes weekly) and their heavy workloads restricted their ability to teach writing in a strategic and process-oriented way.

 Research Objective 2

➤ **To pinpoint the key writing obstacles encountered by first-year EFL students.**

- ✓ Insights from student questionnaires and classroom observations indicated that students faced significant challenges with critical components of academic writing, including the development of topics, coherence within paragraphs, unity, and the logical sequencing of ideas.
- ✓ Writing instruction was predominantly focused on grammatical accuracy and technical correctness, which left students inadequately prepared to create organized paragraphs or lengthy essays.
- ✓ As a result, numerous students depended on rote memorization to tackle writing tasks in exams and other subjects, reflecting a failure to grasp writing as a skill that should be cultivated through a process-oriented methodology.

 Research Objective 3

➤ **To explore students' views on the writing instruction they receive and its effects on their learning outcomes.**

- ✓ Students voiced their dissatisfaction regarding the quality and relevance of the writing instruction provided. A significant number indicated that classroom activities predominantly consisted of lectures and grammar drills, offering little assistance in planning, organizing, and revising their writing.
- ✓ They viewed writing lessons as largely irrelevant to their actual academic requirements and highlighted a deficiency in practical support for developing coherent written responses across various subjects.
- ✓ This viewpoint was further emphasized by their ongoing difficulties with writing assessments, which led many to rely on memorization and the reproduction of notes given by teachers instead of formulating their own ideas.

 Research Objective 4

➤ **To explore the level of collaboration between writing instructors and educators of other subjects, and how this collaboration may influence students' writing development**

- ✓ The findings indicated a notable deficiency in coordination between writing instructors and those teaching content modules. Each educator operated independently, creating syllabi without a unified approach to writing expectations across different subjects.
- ✓ This lack of collaboration led to students experiencing uncertainty regarding writing standards, hindering their ability to consistently apply writing skills across various disciplines.
- ✓ Instructors from other subjects acknowledged that they evaluated student comprehension through writing assignments; however, they did not participate in any joint planning or support concerning writing instruction.

Research Objective 5

➤ **To investigate potential recommendations for enhancing writing instruction through the incorporation of strategy-based instruction and improved collaboration.**

- ✓ Insights from both educators and students revealed various ways to enhance writing instruction. Recommendations included extending the duration of writing sessions, explicitly integrating strategy-based activities into lessons, and promoting more practical writing assignments that extend beyond basic sentence-level instruction.
- ✓ Educators emphasized the importance of institutional support and assistance, such as training workshops and curriculum adjustments, to facilitate the implementation of strategy-based writing instruction (SBWI).
- ✓ A common suggestion across all research tools was the need for interdisciplinary collaboration to ensure that writing is recognized as a skill that spans multiple subjects rather than being limited to a single course or instructor.

In conclusion, the results clearly suggest that although teachers hold favourable views towards strategy-based instruction, their actual teaching methods do not align with this educational approach. Students face increased difficulties in writing due to an emphasis on grammar, insufficient time allocated for writing improvement, and a disjointed teaching environment. The discrepancy between teachers' stated beliefs and their observed practices highlights the critical need for a more systematic integration of strategy-based writing instruction and enhanced collaboration among teachers in the English departments.

6.3. Main Findings and Conclusions

This section presents the key findings of the study, derived from various data sources, including questionnaires for teachers and students, classroom observations, semi-structured interviews with writing instructors, and document analysis. The main aim of the researcher was to examine the implementation of strategy-based instruction

by first-year EFL writing instructors at Naama University. Additionally, the study sought to assess the alignment between the instructors' stated beliefs and their actual teaching methods, identify the primary challenges encountered by students in academic writing, and investigate the degree of collaboration between writing instructors and educators from other disciplines, as well as how this collaboration might impact students' writing progress.

The current research reveals several fundamental instructional, pedagogical, and structural problems that collectively obstruct students' writing development and their ability to implement writing strategies across different subjects. These issues are summarized as follows:

❖ The Tendency of Students to Rely Heavily on Memorization as a Coping Strategy

This study reveals that first-year EFL students significantly depend on memorization when tackling essay questions, especially in non-writing modules. Although writing is a fundamental assessment method across different disciplines, these students are not adequately prepared with strategies for planning, organizing, or articulating their thoughts in writing. As a result, they often fall back on memorized lecture notes instead of crafting independent responses. This reliance is directly associated with a lack of explicit instruction in writing strategies, minimal practice in extended writing, and insufficient guidance in idea generation and structuring.

Students expressed a sense of being overwhelmed when faced with writing assignments. One participant remarked, “I tend to recall my teacher’s feedback instead of developing my own ideas, and I focus more on the structure of my sentences than on the actual content.” This statement reflects a common inclination to emphasize grammatical precision over the generation of ideas, which can hinder critical thinking. These insights align with the findings of MacArthur et al. (2006), who indicate that students lacking strategic guidance frequently encounter anxiety and become disengaged from the writing process. In this scenario, reliance on memorization serves as a coping mechanism rather than an indication of true academic proficiency.

❖ Deficiency of a Consistent and Uniform Writing Syllabus

The current research findings revealed that university writing instructors create their syllabi on an individual basis, resulting in disparities in content, teaching methods, and learning outcomes. In the absence of a standardized framework, there is a lack of a coherent developmental trajectory in writing instruction among different student cohorts. Consequently, some students receive fundamental grammar training, while others may encounter somewhat more advanced topics, albeit without uniformity or clarity. This independence, while perhaps aimed at fostering flexibility, ultimately leads to disjointed instruction and hampers collaborative initiatives to systematically enhance students' writing skills.

❖ Sentence-focused instruction and a tendency to rely heavily on lectures.

A consistent observation from classroom assessments and teacher feedback highlights a predominant focus on instruction at the sentence level. The teaching approach primarily centers on grammar explanations, sentence corrections, and structured exercises. Lecturing is the main mode of instruction, resulting in minimal student participation or opportunities for interactive writing. The instructional methods are predominantly product-focused, neglecting essential stages like brainstorming, drafting, revising, and peer review.

Consequently, students are insufficiently equipped to develop or structure extended written pieces, such as essays or paragraphs. They often do not have the necessary exposure to techniques for articulating arguments, connecting ideas, or adapting their writing for various academic purposes. As a result, their writing tends to be stiff and incoherent, indicative of the segmented nature of the instruction they experience.

❖ Overlooking Reading Comprehension Despite the Course Title

Although the course, officially named “Written Comprehension and Expression,” largely overlooks the comprehension aspect. Classroom instruction does not include reading, which denies students access to exemplary texts that could enhance and motivate their writing. In the absence of structured reading activities that emphasize elements such as structure, coherence, tone, or the development of arguments, students

are deprived of essential insights that could aid in translating knowledge into their writing.

Reading and writing serve as complementary abilities that support each other. Without integrated instruction, students are deprived of opportunities to engage with academic discourse and struggle to understand how ideas are constructed and validated in real-world texts. This instructional deficiency considerably weakens the course's effectiveness and conflicts with its intended educational goals.

❖ Difficulties Encountered by Students in Writing Tasks within Different EFL Modules

Students often face significant challenges when tasked with writing assignments for various modules. Given that writing serves as the main means of assessing knowledge in numerous subjects, students are anticipated to exhibit coherence, clarity, and argumentative skills-abilities in which they have not received sufficient training. This gap leads to essays that are poorly organized, ideas that are inadequately developed, and a general absence of an academic voice.

These obstacles intensify students' dependence on memorization, which seems to be the most dependable method for succeeding in exams when formal writing support is lacking. The research indicates that students are not adequately equipped for the genuine academic writing requirements of other disciplines, highlighting a significant disconnect between writing education and the expectations of various fields.

❖ Insufficient Cooperation and collaboration Among EFL Educators

The results further emphasize a lack of collaboration between writing educators and instructors of other courses in the English department, especially in the area of grammar. Grammar is taught separately, without any direct connection to writing practices. Likewise, writing instruction does not gain from the integration of content or interdisciplinary cooperation.

This disjointed method prevents students from understanding the interconnectedness of grammar, vocabulary, and discourse structures in academic writing. According to Swales (1990) and Leki (2007), collaboration across teachers

within the same department is crucial for creating cohesive writing support systems. In the absence of this collaboration, students encounter mixed hints regarding writing, hindering their ability to cultivate transferable academic skills.

❖ Writing as a Display of Correctness Rather Than a Method of Conveying Ideas

The predominant perception among students is that writing serves primarily as a measure of grammatical and linguistic accuracy, rather than as a medium for communication or personal expression. This belief is reinforced by educational practices that focus on precision at the expense of idea generation, creativity, and argumentative skills. As a result, the apprehension of making mistakes often leads students to write in a careful and restrained manner, sacrificing the richness of their content for the sake of producing error-free text. This restricted viewpoint suppresses critical thinking and prevents students from viewing writing as a valuable process of creating meaning.

❖ Insufficient Writing Practice Beyond the Sentence Structure

The study reveals a significant educational deficiency represented by the almost total lack of extended writing tasks. Students are rarely given assignments that require paragraph or essay writing, nor are they supported in navigating the various stages of composition. Writing tasks are predominantly limited to single sentences or grammar-related transformations, which do not provide sufficient opportunities for students to develop their organizational and argumentative skills. As noted by Graham and Harris (2009), the implementation of strategy-based instruction in a clear and systematic way can facilitate students' progression from basic sentence-level accuracy to more advanced writing tasks that encompass planning, drafting, and revising rather than the end product.

❖ DéficientInstructionalDuration

The time dedicated to writing instruction is limited to just 1 hour and 30 minutes per week, which significantly restricts the extent and thoroughness of the writing curriculum. The current concentration on grammar and sentence-level activities results

in insufficient time for impactful writing exercises that promote organization, coherence, and the development of arguments. This restriction intensifies other educational difficulties and contributes to students being inadequately prepared for the expectations of academic writing.

❖ Discrepancy and Gap between Teachers' Beliefs and Their Implemented Practices

A notable finding from this research is the disparity between teachers' stated values and their actual practices. While many educators articulated favourable opinions regarding the advantages of strategy-based writing instruction during interviews, classroom observations indicated a reliance on conventional, teacher-centered methods, with minimal evidence of strategic or process-oriented teaching. Consequently, teachers tended to emphasize grammar-focused lessons that focus at sentence level rather than engaging activities that foster active writing and encourage student independence.

According to Dörnyei (2005) and Oxford (2017), even educators who aim to improve their teaching instruction, may find themselves relying on traditional methods due to institutional constraints, inadequate training, or time limitations. In contrast, Ferris and Hedgcock (2013) support a more balanced methodology that prioritizes accuracy while also enhancing students' skills in idea development and communication.

The current study draws the following conclusions based on its findings:

- The prevalence of memorization in student writing is attributed to insufficient strategy-based teaching and a lack of meaningful practice.
- The lack of a standardized syllabus leads to inconsistent instruction, resulting in varied learning experiences among different groups.
- Instruction focused on grammar and sentence structure takes precedence over writing development, hindering students' ability to create extended and coherent texts.
- Writing instruction neglects reading comprehension, which could provide valuable input and serve as a model for students.

- Students face challenges in writing within other modules as linguistics, civilisation and literature, indicating a disconnect between writing instruction and the requirements of academic writing.
- A lack of collaboration among instructors leads to a disjointed approach to teaching, which hampers the reinforcement of writing skills across various modules.
- Students often view writing as a test of grammatical correctness instead of a communication tool, which limits their engagement and creativity.
- Extended writing assignments are seldom given, leaving students without the experience or feedback needed to enhance their academic writing.
- The restricted instructional time exacerbates these difficulties, allowing only a superficial examination of crucial writing skills.
- Additionally, there is a noticeable discrepancy between teachers' practices and their stated beliefs regarding strategy-based instruction, revealing a gap between theoretical support and practical execution.

In summary, the results of this research provide a detailed overview of the obstacles that impede effective EFL writing instruction for first-year university students. The disparity between educators' professed beliefs regarding strategy-based teaching and their actual classroom methodologies, the lack of a cohesive syllabus, restricted instructional time, and insufficient collaboration among faculty members all contribute to students' excessive dependence on memorization and their difficulties in written communication.

Moreover, the limited concentration on grammar and sentence-level correctness, to the detriment of comprehensive writing practice through idea development and reading integration, prevents students from cultivating the cognitive and organizational competencies necessary for academic writing. Addressing these concerns demands a transition towards a more integrated, strategy-driven, and communicative framework that encourages student independence, critical analysis, and the capacity to write across various fields. In conclusion, advancing EFL writing instruction requires

systemic changes, starting with the development of curricula, training for educators, and institutional support for collaborative and skill-integrated teaching approaches.

6.4. Contributions of the Study

This research provides significant contributions to the domain of EFL writing instruction. By shedding light on the teaching methods employed by first-year University writing instructors and pinpointing the obstacles students encounter in enhancing their writing abilities, the results of this study carry theoretical, pedagogical, and practical significance. These findings can serve as a foundation for future research, inform teacher-training initiatives, and shape curriculum development focused on advancing writing instruction in EFL settings.

➤ Theoretical Contributions

This study enriches the current research on SBWI by presenting exploratory findings that reveal the disconnect between EFL teachers' stated views and what occurs in their classrooms. While earlier studies have underscored the advantages of SBI in improving students' writing skills (Graham & Perin, 2007), this investigation uncovers the obstacles that impede its successful application in university settings. Importantly, the results indicate that, despite teachers' favourable views of SBI, there exists a disconnect between these beliefs and their classroom actions. This discrepancy illustrates the challenge of converting theoretical understanding into practical application, a difficulty noted by Lee and Schallert (2016), who observed that educators frequently find it hard to incorporate intricate pedagogical strategies into their daily teaching practices.

In addition, this study enriches the literature on writing pedagogy in EFL settings by emphasizing the critical roles of teacher collaboration, syllabus development, and the integration of reading and writing instruction. Prior research has demonstrated that teacher collaboration is crucial for enhancing instructional coherence (Richards & Farrell, 2005). However, the lack of collaboration in this context highlights a significant barrier to effective writing instruction. The research also underscores the need to approach writing as a process that includes planning, drafting, revising, and reflecting, consistent with the cognitive and metacognitive theories of writing

articulated by Flower and Hayes (1981). This perspective supports the understanding that writing is not simply a mechanical task but a dynamic process that requires advanced cognitive skills (Graham & Perin, 2007).

➤ Pedagogical Contributions

From an educational standpoint, this study provides important insights into the shortcomings of the existing writing instruction framework at the university level. A key discovery is that writing instruction frequently emphasizes sentence-level tasks that prioritize mechanical correctness, while neglecting aspects such as coherence, organization, and content development. This observation aligns with previous research conducted by Weaver (1996), which contended that successful writing instruction should encompass more than just error correction, actively involving students in the entire writing process, from planning to revision.

This research promotes a holistic and interactive method for teaching writing, emphasizing the integration of reading comprehension, collaborative learning, and effective writing strategies. Notably, the study highlights the absence of a cohesive writing syllabus as a significant reason for the discrepancies in instructional practices. The lack of a standardized curriculum hinders students from obtaining a unified writing education, ultimately affecting their writing skills. The findings indicate that reforming the curriculum, especially through the implementation of a standardized writing syllabus, could improve writing instruction by including direct teaching of writing strategies, as suggested by Graham et al. (2012).

This study further emphasizes the significance of interdisciplinary collaboration. It indicates that writing educators and instructors from other disciplines, particularly those teaching grammar, often work independently, leading to a disjointed learning experience for students. This observation highlights the necessity for enhanced collaboration among teachers in curriculum development, ensuring that writing instruction is woven throughout various subjects. As noted by Snow (2010), content-based writing instruction can enhance students' comprehension of writing as a skill that extends beyond the confines of the language classroom, thereby making it more relevant and applicable to real-life situations.

➤ Practical Contributions

Practically speaking, the research presents actionable suggestions for refining writing instruction at the first-year university level. It identifies significant shortcomings, notably the omission of reading comprehension tasks in writing courses, despite the course being designated "Written Comprehension and Expression." This failure to incorporate reading and writing activities together hampers students' ability to generate structured and coherent writing. This finding aligns with the research conducted by Grabe and Kaplan (1996), which underscores the importance of integrating writing instruction with reading to bolster students' skills in text engagement and production.

A significant concern highlighted in the research is the dependence on memorization instead of utilizing writing as a means of communication and critical analysis. The study promotes a teaching strategy that transcends rote exercises, urging students to participate in structured practice focused on paragraph construction, essay composition, and argumentative writing. Additionally, integrating reading comprehension into writing education can enhance students' capacity to create coherent and logical texts, as they will have greater access to examples of well-organized writing (Graham & Perin, 2007).

Moreover, the findings of the study emphasize the necessity for sustained professional development programs for teachers. According to Richards and Farrell (2005), it is vital for teachers to engage in ongoing professional development to ensure they are aware of effective instructional techniques that align with the shifting learning requirements of their students (p. 192). This research supports the concept that workshops aimed at writing strategy instruction, collaborative learning, and formative assessment can furnish educators with valuable resources to cultivate a supportive writing environment. In particular, the study points out the importance of training programs that prioritize the integration of writing strategies, scaffolding approaches, and feedback practices to advance writing development. Furthermore, the research emphasizes the significance of peer feedback in the context of writing education. Topping (2009) asserts that participation in peer assessment activities for writing

encourages students to develop their critical thinking abilities and broadens their understanding of evaluation benchmarks, thereby contributing to an improvement in writing quality (p. 24). Engaging in peer feedback activities may lessen students' dependence on teacher evaluations and encourage self-assessment abilities, thereby cultivating a sense of ownership in their writing process.

➤ **Implications for Policy and Curriculum Development**

The findings of the study provide important insights for policy and curriculum development. It recommends that curriculum designers implement a more integrated approach to EFL writing instruction, which includes strategy-based learning across various modules. This recommendation aligns with Snow's (2010) viewpoint that the combination of writing instruction with subject matter allows students to utilize writing techniques in real-world situations, thereby increasing the significance and relevance of the writing experience (p. 78). Additionally, by integrating writing tasks that connect to students' academic courses, educators can offer students the chance to write in genuine academic environments, thus highlighting the importance of writing in multiple disciplines.

The study highlights the importance of improved coordination between writing teachers and instructors of other subjects. To establish a more integrated and effective writing instruction framework, institutional policies should support interdisciplinary collaboration in syllabus creation and evaluation criteria. The findings indicate that the existing 1 hour and 30 minutes per week dedicated to writing courses is not enough for students to adequately enhance their writing skills. By increasing the instructional time for writing and incorporating writing-intensive tasks across different disciplines, students would gain more opportunities to develop and refine their writing abilities.

To conclude, this research provides important insights into EFL writing instruction by highlighting key shortcomings in current educational practices and offering viable solutions for enhancement. By prioritizing strategy-based teaching, fostering interdisciplinary partnerships, and combining reading with writing instruction, the study establishes a beneficial framework for improving writing pedagogy at the university level. The insights gained from this research could guide future studies,

teacher development programs, and policy changes designed to promote a more cohesive and effective approach to EFL writing instruction.

Given the findings and limitations of this study, it is clear that the domain of EFL academic writing instruction is both dynamic and complex. Consequently, this research highlights the necessity for ongoing and systematic investigations to determine the critical preparation needed for EFL educators at the higher education level. Additionally, it is vital to continuously assess the changing academic and linguistic requirements of learners, alongside the creation of adaptable teaching frameworks. Future research should focus on identifying the most effective instructional strategies that assist foreign language writers in overcoming persistent challenges in writing. In this context, the research agenda should remain flexible and responsive, ensuring that teaching practices are in harmony with both theoretical developments and the realities of the classroom.

6.5. Limitations and Suggestions for Future Research

The Current Research Limitation

Although this research presents valuable perspectives on EFL writing instruction at the university level, it is important to acknowledge certain limitations. These limitations, which are mainly associated with the study's scope, methodology, and contextual factors, highlight significant areas for future research in this domain.

➤ Context-Specific Findings

A key limitation of this research lies in its context-specific approach. The study was conducted at Naama University; a single university, focusing on first-year EFL students and their two writing instructors. Although the findings offer a detailed understanding of the writing instruction challenges within this particular context, they may not be entirely applicable to other universities or educational settings that have different curricula, teacher training programs, or institutional policies. Patton (2002) notes that while case studies provide valuable depth, they may encounter difficulties in being generalized beyond the immediate context. To overcome this limitation, future research could broaden these findings by undertaking comparative studies across

multiple universities to explore whether similar challenges exist in various educational contexts.

➤ **Limited Sample Size**

This study's sample comprised four groups of first-year EFL students (fifteen students from each group) , amounting to 60 participants, and 13 permanent EFL teachers, and two writing instructors . While this sample provided important insights for an exploratory case study, a larger and more heterogeneous sample could deliver a more accurate representation of the challenges faced in writing instruction across diverse contexts. Future research should consider involving a broader spectrum of students and teachers, with varying levels of proficiency, teaching backgrounds, and institutional settings, to enhance the generalizability of the outcomes.

➤ **Methodological Constraints**

This research utilized a convergent mixed-methods approach, which included the use of questionnaires, interviews, document analysis, and classroom observations to investigate EFL writing instruction. However, the integration of qualitative and quantitative data presents inherent difficulties, especially in reconciling subjective self-reported information with observable practices. For example, the data gathered from teacher and student questionnaires, along with interviews, reflect the self-perceptions of participants, which may not consistently correspond with their actual behaviors or experiences in the classroom. As noted by Altrichter et al. (2011), while self-reports can provide valuable personal insights, they may also be subject to social desirability bias, leading participants to give responses they believe are more acceptable or expected. While classroom observations granted a clear view of instructional practices, they were restricted to a predetermined number of sessions, which could result in the omission of variations in teaching approaches over time. Yin (2018) indicates that extended observation periods could lead to a deeper comprehension of instructional dynamics and help alleviate the biases that stem from a limited number of observations.

Although the questionnaires offered quantitative insights into the viewpoints of students and teachers responsible of other modules rather than writing skill, the

research primarily depended on qualitative data gathered from interviews and classroom observations to investigate teaching methods and the challenges faced by students. Additionally, the research was specifically conducted with first-year EFL students at Naama University, which restricts the generalizability of its results to other educational institutions. A broader investigation, possibly incorporating a longitudinal study of students' writing progression, could yield more profound understanding of the enduring effects of teaching methods. Moreover, the research lacked a thorough examination of student writing samples. While the challenges faced by students were deduced from teachers' observations and perceptions, a comprehensive textual analysis of the students' written work could have provided more precise insights into their difficulties. Future studies could fill this void by performing a corpus analysis of student essays, focusing on writing techniques, coherence, and argumentative skills.

➤ **Limited Examination of External Factors**

This investigation primarily addressed instructional methods and the interactions between teachers and students. However, it is essential to consider that various external factors, including institutional policies, curriculum design, and assessment practices, may also have a substantial impact on the development of students' writing abilities. Future research could explore how institutional constraints, such as limited time for writing instruction and the absence of standardized writing curricula, affect the effectiveness of writing pedagogy. Additionally, looking into the role of teacher training programs and professional development initiatives in shaping educators' approaches to writing instruction could provide critical insights for enhancing writing education at the university level.

In conclusion, this study reveals critical deficiencies in the writing instruction provided to first-year EFL students at Naama University Centre. It underscores the necessity for improved coherence between teaching methods and holistic writing strategies. The research highlights the value of teacher collaboration, the cross-disciplinary integration of writing, and the inclusion of the writing process. By tackling these challenges, Writing teachers in particular and EFL teachers in general can more effectively foster the academic writing skills of their students. The findings

of this study add to the expanding literature on EFL writing instruction and offer actionable suggestions for improving teaching methodologies and student performance moving forward.

➤ **Suggestions for Future Research**

This research has highlighted various difficulties in EFL writing instruction, especially among first-year students at Naama University. Nonetheless, due to the intricate nature of these challenges and the constraints of the present study, there are numerous potential directions for future research that could enhance our comprehension of effective writing instruction methods and their enduring effects.

➤ **Examining the Effects of Instruction based on Writing Strategies (WSBI)**

A significant conclusion drawn from this study is the lack of effective strategy-based writing instruction within EFL classrooms. Although this research highlighted this deficiency, it did not evaluate the direct effects of SBI on students' writing capabilities. Future investigations could implement experimental or quasi-experimental methodologies to introduce and assess explicit writing strategy instruction, emphasizing techniques such as planning, drafting, revising, and metacognitive reflection. Research could explore how these strategies contribute to students' proficiency in creating coherent and well-organized texts, as well as their overall academic success over time.

➤ **Examining Interdisciplinary Collaboration Among Teachers**

A notable limitation highlighted in this study is the insufficient collaboration between writing instructors and educators of other modules, especially those teaching grammar. Future investigations could examine the potential benefits of interdisciplinary collaboration between writing teachers and instructors of specific content areas, such as grammar, civilization, linguistics, or literature, in improving student-writing performance. Research could evaluate whether the incorporation of writing-oriented assignments across diverse disciplines enhances students' capacity to utilize writing skills in various contexts beyond the writing module.

➤ **Investigating the Significance of the Connection Between Reading and Writing**

The findings of this study underscored the deficiency of reading comprehension teaching in writing classes, despite the course being designated as "Written Comprehension and Expression." Subsequent research could focus on how the integration of reading and writing instruction affects students' skills in constructing cohesive and well-argued written responses. Long-term studies could assess the ways in which organized reading activities and critical reading materials contribute to the enhancement of writing proficiency over time.

➤ **Designing and Analysing a Consistent Writing Syllabus**

An important direction for future research is the development of a standardized writing syllabus that provides clear and cohesive instruction on writing strategies. This would address the study's finding that teachers each create their own syllabi, resulting in inconsistencies in writing instruction. Future studies could focus on formulating a unified curriculum that explicitly incorporates writing strategies and evaluating its effectiveness in improving students' writing skills in various academic contexts. A standardized approach could help reduce students' dependence on memorization and enhance their critical and creative thinking abilities in writing.

➤ **Exploring the Impact of Digital Tools on Writing Education**

With the increasing integration of technology in education, there exists a significant opportunity for digital tools to improve writing instruction. Future research might explore how digital platforms—including automated writing feedback systems, collaborative online writing platforms, and AI-driven writing assistants—can facilitate the development of EFL students. Studies could investigate whether these tools enhance student engagement with writing activities, aid in real-time revisions, and ultimately assist students in honing their writing skills more effectively.

In summary, this study has offered significant insights into the existing state of EFL writing instruction, while also identifying multiple areas that require additional investigation. One potential direction for future research is the creation and assessment

of an interdisciplinary teaching model that encourages collaboration between content-based educators and writing instructors. By working together to design and evaluate writing assignments across diverse academic fields, this approach could enhance curriculum coherence and help students gain a comprehensive understanding of the interrelationships among various writing styles such as argumentative, descriptive, and analytical throughout their educational experience.

Researching the impact of collaborative practices on student writing performance may uncover optimal strategies for integrating writing instruction across various disciplines, thus narrowing the divide between writing skills and content knowledge. Additionally, further studies could investigate the link between writing strategies and actual student performance in real-world academic environments. Although this study primarily examined teachers' instructional strategies, it is vital to understand how these methods directly affects students' abilities to excel in exams, essays, and other writing tasks. Longitudinal research could provide valuable insights into the development of EFL students as they advance from basic sentence-level writing to more intricate academic compositions, evaluating the sustained effectiveness of strategy-based teaching. Understanding how students implement writing strategies in diverse contexts would contribute to a more thorough comprehension of their practical implications for academic success.

In conclusion, future studies may benefit from a student-centered approach to explore students' perceptions of the writing process and the obstacles they encounter. Although this research has provided significant insights from the teachers' viewpoints, understanding students' perspectives on their writing challenges—particularly those that extend beyond basic sentence construction could yield critical information for enhancing their development. Techniques such as focus groups think-aloud protocols, or surveys could be employed to reveal students' attitudes towards writing and identify the strategies they consider most effective.

Upcoming research should therefore prioritize the combination of strategy-based instruction with interdisciplinary collaboration, the investigation of digital tools, and an emphasis on students' experiences and attitudes. Focusing on these areas will

enhance the dynamism and responsiveness of EFL writing instruction. As research delves into these components, it will aid in the creation of new frameworks that assist educators in addressing the changing needs of EFL learners.

6.6. Conclusion

In summary, this research has explored the disparity between the perceptions of EFL teachers and their actual practices in writing instruction, with a specific focus on the incorporation of strategy-based teaching methods at the tertiary level. The findings provide significant insights into the inconsistencies in instruction and the challenges faced by learners, while also highlighting the dynamic and intricate nature of academic writing in second and foreign languages (Hyland, 2019; Manchón, 2021). A comprehensive understanding of how EFL academic writing is taught necessitates continuous research, as students originate from various linguistic, cultural, and disciplinary backgrounds, each presenting unique academic requirements and discourse conventions (Leki, 2020; Paltridge et al., 2016).

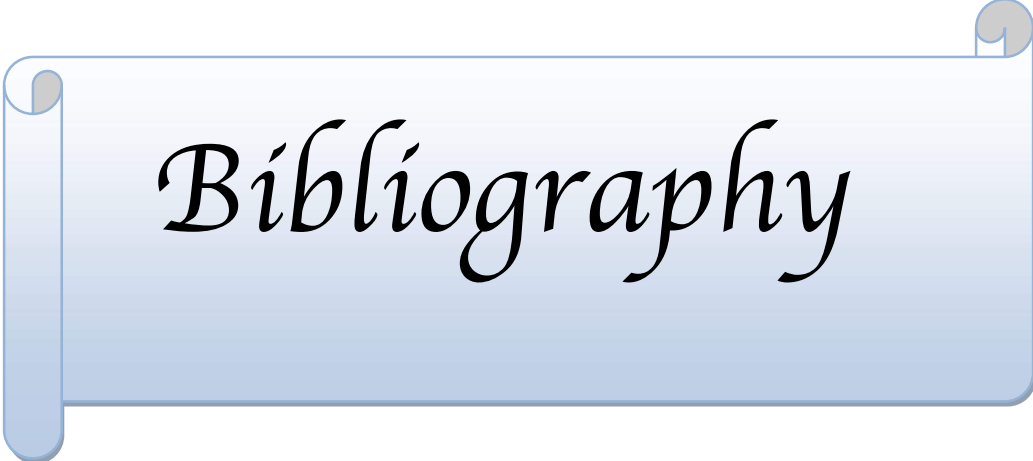
The existing diversity in educational settings necessitates a departure from standardized instructional methods, advocating instead for a pedagogy that is adaptable, grounded in research, and sensitive to specific contexts. Consequently, there is a pressing need for more empirical research to investigate instructional strategies and teacher training programs, particularly those that utilize a variety of methodological approaches, such as surveys, focus groups, experimental interventions, ethnographic studies, phenomenological research, and grounded theory analysis (Borg, 2018; Richards, 2017). These diverse methodologies have the potential to reveal the intricate realities of classroom teaching and lay the groundwork for the creation of more responsive and effective teaching models. In light of these considerations, the current study contributes to the ongoing efforts to enhance EFL writing instruction through strategy-based practices that are grounded in teachers' real classroom practices and reflective of their professional experiences and instructional contexts.

In conclusion, this research presents an overview of the current landscape of EFL writing instruction and lays the groundwork for future advancements. By integrating teaching methodologies with more holistic strategies, promoting collaboration among

teachers, and taking into account external influences such as institutional support and technological resources, Naama University and similar organizations can enhance their support for students' academic writing growth. This study enriches the existing literature on EFL writing instruction and provides practical suggestions that can help educators and policymakers refine their writing teaching strategies, ultimately leading to improved student performance in academic writing tasks.

The path to improving EFL writing instruction is still ongoing. As new challenges and opportunities arise within the educational environment, it is crucial for future research to enhance our comprehension of how to best assist EFL students in their writing progress. The inquiries posed by this study such as the effective implementation of writing strategy-based instruction in diverse contexts and the optimal structuring of interdisciplinary collaborations are vital areas that require further investigation. The dynamic nature of teaching methodologies and student requirements in EFL writing calls for ongoing exploration, indicating that the complete potential of writing instruction has not yet been achieved.

Therefore, the pursuit of research must persist, as it is essential to identify the most effective methods for providing students with the writing skills required for academic achievement in a world that is becoming increasingly complex and interconnected.



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Appendices

Semestre 1

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1.1.						6	10		
Compréhension et expression écrite 1	67h30		4h30			4	6	50%	50%
Compréhension et expression orale 1	45H		3h			2	4	50%	50%
UEF1.1.						4	8		
Grammaire de la langue d'étude 1	45h		3h			2	4	50%	50%
Phonétique corrective et articulatoire 1	22H30		1h30			1	2	50%	50%
Initiation à la linguistique 1 (concepts)	22H30		1h30			1	2	50%	50%
UEF1.1.						2	4		
Initiation aux textes littéraires	22H30		1h30			1	2	50%	50%
Culture(s)/ Civilisation(s) de la langue 1	22H30		1h30			1	2	50%	50%
UE méthodologie									
UEM1.1.						1	4		
Techniques du travail universitaire 1	45h		3h			1	4	100%	
UE découverte									
UED1.1.						1	2		
Sciences sociales et humaines 1	22H30	1h30				1	2		100%
UE transversales									
UET1.1.						1	2		
Langue(s) étrangère(s) 1	22H30		1h30			1	2	50%	50%
Total Semestre 1	337h30	1h30	21h			15	30		

Semestre 2

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1.2.						6	10		
Compréhension et expression écrite 2	67h30		3h		45h	4	6	50%	50%
Compréhension et expression orale 2	45H		4h30		45H	2	4	50%	50%
UEF1.2.						4	8		
Grammaire de la langue d'étude 2	45h		3h		45h	2	4	50%	50%
Phonétique corrective et articulatoire 2	22H30		1h30		45h	1	2	50%	50%
Initiation à la linguistique 2 (concepts)	22H30		1h30		45h	1	2	50%	50%
UEF1.2.						2	4		
Littératures de la langue d'étude 1	22H30		1h30		45h	1	2	50%	50%
Culture(s)/ Civilisation(s) de la langue 2	22H30		1h30		45h	1	2	50%	50%
UE méthodologie									
UEM1.2.						1	4		
Techniques du travail universitaire 2	45h		3h		45h	1	4	100%	
UE découverte									
UED1.2.						1	2		
Sciences sociales et humaines 2	22H30	1h30			22H30	1	2		100%
UE transversales									
UET1.2.						1	2		
Langue(s) étrangère(s) 2	22H30		1h30		22H30	1	2	50%	50%
Total Semestre 2	337h30	1h30	21h		450h	15	30		

Semestre 3

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF2.1.						6	10		
Compréhension et expression écrite 3	67h30		3h		45h	4	6	50%	50%
Compréhension et expression orale 3	45H		4h30		45H	2	4	50%	50%
UEF2.1.						4	8		
Grammaire de la langue d'étude 3	45h		3h		45h	2	4	50%	50%
Phonétique corrective et articulatoire 3	22H30		1h30		45h	1	2	50%	50%
Introduction à la linguistique 1	22H30		1h30		45h	1	2	50%	50%
UEF2.1.						2	4		
Littératures de la langue d'étude 2	22H30		1h30		45h	1	2	50%	50%
Culture(s)/ Civilisation(s) de la langue 3	22H30		1h30		45h	1	2	50%	50%
UE méthodologie									
UEM2.1.						1	2		
Techniques du travail universitaire 3	22H30		3h		45h	1	4	100%	
UE découverte									
UED2.1.						1	4		
Initiation à la traduction 1	45h				45h	1	2	50%	50%
UE transversales									
UET2.1.						1	2		
Langue(s) étrangère(s) 3	22H30		1h30		45h	1	2	50%	50%
Total Semestre 3	337h30		22h30		450h	15	30		

Semestre 4

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF2.1.						6	10		
Compréhension et expression écrite 4	67h30		3h		45h	4	6	50%	50%
Compréhension et expression orale 4	45H		4h30		45H	2	4	50%	50%
UEF2.1.						4	8		
Grammaire de la langue d'étude 4	45h		3h		45h	2	4	50%	50%
Phonétique corrective et articulatoire 4	22H30		1h30		45h	1	2	50%	50%
Introduction à la linguistique 2	22H30		1h30		45h	1	2	50%	50%
UEF2.1.						2	4		
Littératures de la langue d'étude 2	22H30		1h30		45h	1	2	50%	50%
Culture(s)/ Civilisation(s) de la langue 4	22H30		1h30		45h	1	2	50%	50%
UE méthodologie									
UE M2.1.						1	2		
Techniques du travail universitaire 4	22H30		3h		45h	1	4	100%	
UE découverte									
UED2.1.						1	4		
Initiation à la traduction 2	45h				45h	1	2	50%	50%
UE transversales									
UET2.1.						2	2		
Langue(s) étrangère(s) 4	22H30		1h30		22h30	1	1	50%	50%
Technologies de l'information et de la communication 1	22H30		1h30		22h30	1	1	50%	50%
Total Semestre 4	360h		22h30		450h	16	30		

Semestre 5

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1 (O/P) étude de la langue	135H	4h30	4h30			9	12		
Matière 1 Linguistique	45H	1h30	1h30			3	4	50%	50%
Matière2 Etude de textes littéraires	45H	1h30	1h30			3	4	50%	50%
Matière 3 Etude de textes de civilisation	45H	1h30	1h30			3	4	50%	50%
UEF2 (O/P) pratique de la langue	64H30	00	4h30			6	6		
Matière 1 compréhension et production écrite	21H30	00	1h30			2	2	100%	
Matière2 compréhension et production orale	21H30	00	1h30			2	2	100%	
Matière 3 Traduction & interprétariat	21H30	00	1h30			2	2	100%	
UEF3 (O/P) langue et usage	43H	1h30	1h30			2	4		
Matière 1 Introduction à la didactique	21H30	1h30	00			1	2		100%
Matière 2 Introduction aux langues de spécialités	21H30	00	1h30			1	2	100%	
UE méthodologie									
UEM1 (O/P)	21H30	00	1h30			2	4		
Matière 1 Techniques de recherche	21H30	00	1h30			2	4	100%	
UE découverte									
UED1 (O/P)	21H30	1h30	00			1	2		
Matière 1 Psychologie cognitive	21H30	1h30	00			1	2		100%
UE transversales									
UE T1 (O/P)	21H30	1h30	00			1	2		
Matière 1 Langues étrangères	21H30	1h30	00			1	2		100%
Total Semestre 5	315	9	12			21	30		

Semestre 6

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1 (O/P) Etude de la langue	135H	4h30	4h30			9	12		
Matière 1 Linguistique	45H	1h30	1h30			3	4	50%	50%
Matière2 Etude de textes littéraires	45H	1h30	1h30			3	4	50%	50%
Matière 3 Etude de textes civilisation	45H	1h30	1h30			3	4	50%	50%
UEF2 (O/P) Pratique de la langue	64H30	00	4h30			6	6		
Matière 1 Compréhension et production écrite	21H30	00	1h30			2	2	100%	
Matière2 Compréhension et production orale	21H30	00	1h30			2	2	100%	
Matière 3 Traduction et Interprétariat	21H30	00	1h30			2	2	100%	
UEF3 (O/P) Langue et usages	43H	1h30	1h30			2	4		
Matière 1 Introduction à la didactique	21H30	1h30	00			1	2		100%
Matière 2 Introduction aux langues de spécialité	21H30	00	1h30			1	2	100%	
UE méthodologie									
UEM1 (O/P)	21H30	00	1h30			2	4		
Matière 1 Techniques de recherche	21H30	00	1h30			2	4	100%	
UE découverte									
UED1 (O/P)	21H30	1h30	00			1	2		
Matière 1 Psychologie cognitive	21H30	1h30	00			1	2		100%
UE transversales									
UET1 (O/P)	21H30	1h30	00			1	2		
Matière 1 Langues étrangères	21H30	1h30	00			1	2		100%
Total Semestre 6	315	9	12			21	30		

Intitulé de la licence : *English*

Spécialité : *Applied Linguistics*

Semestre : *I/2*

Intitulé de la matière : *Written Expression*

-Reading Comprehension

-Written Production (writing)

Enseignant responsable de matière1 :

Enseignant responsable de matière 2 :

Objectif de l'enseignement :

The goal of this course is to improve the reading and writing skills of the student and provide him with the basics of writing in order to enable him to produce correct written language. By the end of the semester, the students will have acquired the basic skills compulsory for writing a simple and proper text.

Connaissances préalables recommandées :

Contenu de matière 1: Reading texts and identifying :

- what are Word Classes ?
- The sentence Patterns ?
- Types of Sentence ?
- Level of Sentence Structure ?
- Punctuation ?
- What is a paragraph
- Types of paragraphs
- Writing a CV?
- Writing a Dialogue

Contenu de la matière 2 : Practice

- Word Classes + Exercises
- The sentence Patterns
- Types of Sentence
- Levels of Sentence Structure
- Punctuation
- What is a paragraph
- Types of paragraphs
- Writing CV
- Writing a Dialogue

Mode d'évaluation : Contrôle continu + Examen

Dear students,

We would like to kindly ask you to help us by answering the following questions concerning your experience in learning English in general and in written comprehension and expression in particular. This is not a test so there are no "right" or "wrong" answers and you do not even have to write your name on it. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation .

We greatly appreciate your time and thoughtful responses. Your contribution is highly valued.

Sincerely,

The Researcher

Gender : male ☐

Female ☐

Age :

1. How long have you been studying English?

.....

2. Under which stream did you study English in the secondary school?

.....

3. Were your choice of English language

- -personal reasons ☐
- -parents' preferences ☐
- -orientation ☐

4. How do you assess your level in English

- Good ☐
- Average ☐
- Weak ☐
- Very weak ☐

5. Were you taught written expression in the Middle school?

Yes ☐

No ☐

6. Were you taught written expression in the secondary school?

Yes ☐

No ☐

7. Among the following language skills, which one do the University English language teachers focus more? (arrange them from the most important to the least one)

• Reading ☐

• Speaking ☐

• Writing ☐

• Listening ☐

8. According to you ,why do people write ?

➤ To demonstrate good mastery of language ☐

➤ To transmit a message ☐

➤ Both ☐

9. Do you prefer:

• To have your teacher to supervise your act of writing in the classroom ☐

• Your teacher to have the final product only ☐

10. How do you feel about writing in English ?

➤ Enjoy the writing class ☐

➤ Apprehend (dislike) it ☐

Please justify why ?

.....

.....

.....

.....

.....

Thank you very much for your Help

**APPENDIX "D" LEARNERS' QUESTIONNAIRE ON WRITING DIFFICULTIES AND
PERCEPTIONS OF THEIR TEACHER'S STRATEGY-BASED INSTRUCTION**

Dear Students,

We would like to kindly invite you to participate in this questionnaire, which aims to gather your thoughts and experiences regarding writing instruction in your English studies. Your responses will provide valuable insights to help improve writing instruction for EFL learners. The questionnaire consists of both closed-ended and open-ended questions. For the closed-ended questions, please select the option that most closely reflects your experience. For the open-ended questions, we encourage you to answer in your own words, sharing as much detail as you feel comfortable.

Your participation is entirely voluntary, and you have the option to skip any question or withdraw from the study at any point without any negative consequences. Please be assured that all responses will be kept anonymous and confidential, and will be used exclusively for academic research purposes.

We greatly appreciate your time and thoughtful responses. Your contribution is highly valued.
Sincerely,

The Researcher

➤ **Part one : Students' Assessment of their writing**

1. According to you, which of the following language skill do you find the most difficult?

Please range it from the most difficult to the least difficult from 1 to 4

Listening ☐

Speaking ☐

Reading ☐

Writing ☐

2. How do you assess your level to write in English ?

Excellent ☐

Good ☐

Average ☐

Weak ☐

3. Do you face serious difficulties when writing in English ?

Yes ☐ No ☐

If yes , concerning what?

- Finding ideas (absence of ideas, unable to start)
- How to construct sentences
- How to organize ideas and sentences
- Inadequate use of Writing mechanics (spelling, punctuation...)
- Inadequate use of grammar (Grammatical mistakes...)
- Insufficient vocabulary
- Unclear assignment

Other problems such as

4. In your opinions , are the causes of these difficulties due to:

- Unsufficient writing practice (lack of practice)
- Unsufficient teaching time devoted to writing

**APPENDIX “D” LEARNERS’ QUESTIONNAIRE ON WRITING DIFFICULTIES AND
PERCEPTIONS OF THEIR TEACHER’S STRATEGY-BASED INSTRUCTION**

- Lack of reading
- Lack of cooperation between learners in class
- Lack of cooperation between university courses and writing course
- Teacher’s focus on correcting errors rather than commenting on content
- Poor teaching methodology (inadequate writing instruction)

Others, please specify.....

- Lack of clear assignment guidelines
- Inadequate feedback on writing tasks
- Limited exposure to diverse writing styles and genres

➤ **Part two: Writing skills in Relation to Students’ Academic Needs and other teachers’ feedback as far as students writing**

5. Which modules other than written comprehension and expression require most the skill of writing in your curriculum? Order them from the least to the most important

-.....
-.....
-.....
-.....

6. Do you think that coordination between the teacher of writing course and the teachers of other courses is necessary (like grammar...) ?

7. Do teachers of other modules give you back your exam sheet to see and correct your mistakes

Yes ☐ No ☐

8. Do teachers of other modules correct your writing errors?

Yes ☐ No ☐

If yes , what are the aspects the teachers of other modules focus on most while correcting your writing ?(respondents could pick more than one answer)

- The way you present your ideas
- Organization and structure of writing
- Language and vocabulary that you use
- Cohesion and coherence
- Grammar and mechanical aspect (spelling, punctuation, capitalization)

➤ **Part three : Students perceptions towards their writing teacher’s instruction**

9. Does your written compression and expression teacher teach you how to write paragraphs and essays?

Yes ☐ No ☐

If yes , how often does she/he do it ?

- Always ☐
- Usually ☐
- Sometimes ☐
- Rarely ☐

10. When the teacher teaches writing, which part does he/she gives more emphasis,

- Grammar and vocabulary

APPENDIX "D" LEARNERS' QUESTIONNAIRE ON WRITING DIFFICULTIES AND
PERCEPTIONS OF THEIR TEACHER'S STRATEGY-BASED INSTRUCTION

- Writing strategies: (encourage you to prepare a plan before writing //encourage you to generate ideas related to the topic through discussion// encourage you to write in pairs or in groups// encourage you to write more than one drafts)
- Content (Ideas)
- Mechanics(spelling , capitalization, layout)
- Sentence construction (simple, complex, compound ..)
- Sentence expansion (how to expand simple sentences into complex, compound...)
- Paragraph construction (topic sentence , supporting sentences and concluding sentence)

11. What do the writing tasks focus on ?

- Grammatical accuracy (tenses, word order,...)
- Writing mechanics (capitalization, punctuation, spelling)
- Sentence construction (simple, complex, compound ..)
- Sentence expansion (ho to expand simple sentences into complex, compound...)
- Paragraph construction (topic sentence , supporting sentences and concluding sentence)

12. How often does your writing instruction focus on broader writing skills beyond sentence-level grammar?

- Always ☐
- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

13. How frequently do you engage in writing activities that help with organizing and developing your ideas?

- Always ☐
- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

How frequently do you

14. Are you taught specific writing strategies such as brainstorming, outlining, drafting, and editing in your writing classes?

Yes ☐ No ☐

If yes, have you practice their use in class ? (Open-ended)

.....
15. Does your written compression and expression teacher make you practice writing in English in class beyond sentence level?

Yes ☐ No ☐

16. Do you think you have enough practice to paragraph writing

Yes ☐ No ☐

Justify your answer

.....

.....

17. Does your teacher encourage you to practice writing in pairs or in groups?

- Often ☐
- Occasionally ☐
- Seldom ☐
- Never ☐

18. Does he encourage you to write paragraph and essays outside class?

Yes ☐ No ☐

If your answer is yes, how often does he make you write paragraphs and essays out of class?

- Always ☐
- Sometimes ☐
- Rarely ☐

19. Do you usually practice writing paragraphs or essays on your own to improve your English writing?

Yes ☐ No ☐

20. Does your teacher support and encourage you to engage in creative writing tasks, such as writing personal journals, letters, or short stories?

Yes ☐ No ☐

➤ **Part four : Teacher Feedback, Peer Feedback and Self-Correction**

21. Does he/she give you comments and corrections on your writing?

- Yes usually ☐
- Yes sometimes ☐
- Yes rarely ☐
- Not at all ☐

If yes , what type of feedback ?

- Related to grammar and mechanics ☐
- Related to content (ideas) ☐
- Both ☐

22. Does he/she make you correct your own writing?

- Yes usually ☐
- Yes sometimes ☐
- Yes rarely ☐
- Not at all ☐

23. Does he /she encourage you to comment on your friends' written work?

- Yes usually ☐
- Yes sometimes ☐
- Yes rarely ☐

APPENDIX “D” LEARNERS’ QUESTIONNAIRE ON WRITING DIFFICULTIES AND PERCEPTIONS OF THEIR TEACHER’S STRATEGY-BASED INSTRUCTION

- Not at all ☐

24. Does he ask you to write a second draft ?

- Yes usually ☐
- Yes sometimes ☐
- Yes rarely ☐
- Not at all ☐

If yes, What changes do you do when you rewrite your draft(s)?

- Change words
- Correct mistakes(grammar, punctuation, capitalization, spelling and vocabulary)
- Reformulate ideas and sentences
- Reorder ideas and sentences
- Other, please specify

➤ **Part five : Assessment of Writing Instruction**

25. Does the current writing instruction help you to write effectively?

Yes ☐ No ☐

Justify your answer.....

26. What additional support would help you improve your writing skills? (Select all that apply)

- More Focus on Grammar ☐
- More Practice with Writing Structure ☐
- Guidance on Developing Ideas ☐
- More Feedback on Writing ☐
- Additional Resources (e.g., workshops, online tools) ☐
- Other (please specify)

➤ **Part six : Suggestions and recommendation**

27. What would you suggest for your teacher to change in his teaching methodology if he /she wants to change something to improve writing instruction ?

.....

28. What do you suggest to your classmates to improve their writing and to overcome their writing difficulties ?

.....

Dear EFL Teachers,

You are kindly invited to take part in this research study, which seeks to gather general information related to writing within your teaching context. As an instructor in the EFL program, your experience and perspectives are valuable and will contribute to a better understanding of current practices related to writing in university-level instruction.

The questionnaire includes a set of questions about your classroom practices, your views on student writing, and your observations as a teacher. Your honest responses are highly appreciated and will be used solely for academic purposes.

Please note that your participation is entirely voluntary, and all information will be treated with strict confidentiality and anonymity. We sincerely thank you for your time and valuable collaboration.

Section 1: Background Information

1. Gender:

* Male ☐ *Female ☐

2. Years of Teaching Experience:

How many years have you been teaching in the English department?

3. Academic Qualification:

What is your highest academic qualification?

- Magister ☐
- PhD ☐

4. Modules Currently Taught:

Which modules are you currently responsible for? (Please list all that apply)

Section 2: Perceptions of Student Writing Skills

1. General Writing Skills:

How would you rate the overall writing skills of students in your module?

- Excellent ☐
- Good ☐
- Average ☐
- Poor ☐
- Very Poor ☐

2. Specific Challenges:

What specific writing skills do students struggle with the most in your module?
(Select all that apply)

- Clarity and Coherence ☐
- Argumentation and Analysis ☐
- Grammar and Syntax ☐
- Proper Referencing ☐
- Organization and Structure ☐
- Other (please specify)

Section 3: Integration of Writing in Your Module and Assessment**1. Inclusion of Writing Tasks:**

How often do you incorporate writing tasks (e.g., essays, reports) in your module assessments?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

2. Purpose of Writing Tasks:

For what purposes do you use writing tasks in your assessments? (Select all that apply)

- ☐ To evaluate understanding of module content
- ☐ To assess critical thinking and analysis
- ☐ To gauge grammar and syntax knowledge
- ☐ To measure ability to organize information
- ☐ Other (please specify)

3. Types of Writing Tasks:

What types of writing tasks do you commonly use? (Select all that apply)

- ☐ Essays
- ☐ Question and Answer
- ☐ Quizzes
- ☐ Assignments
- ☐ Other (please specify)

Section 4: Evaluation and Feedback**1. Frequency of Feedback:**

How often do you provide feedback on students' writing tasks?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

2. Types of Feedback:

What types of feedback do you typically provide? (Select all that apply)

- ☐ General Comments
- ☐ Specific Corrections
- ☐ Suggestions for Improvement
- ☐ Exemplars or Model Answers
- ☐ Peer Review Feedback

Section 5: Perceptions of Writing Instruction and Writing Strategy based Instruction**1. Importance of Writing Skills:**

How important are writing skills for student performance in your module?

- ☐ Very Important ☐
- ☐ Important ☐
- ☐ Moderately Important ☐
- ☐ Slightly Important ☐
- ☐ Not Important ☐

2. Teaching Writing Strategies:

Do you teach writing strategies as part of your module?

Yes ☐ No ☐

3. Perceptions of Writing Strategy Instruction:

"How do you perceive the importance of writing strategy instruction (whether provided by writing teachers or integrated into your own module) in improving students' writing skills?"

- ☐ "Essential" ☐
- ☐ Beneficial ☐
- ☐ Neutral ☐
- ☐ Not Very Important ☐
- ☐ Not Necessary ☐

4. Student Preparedness:

How do you perceive students' preparation for writing tasks in your module based on their writing instruction?

- ☐ Adequate Preparation ☐
- ☐ Somewhat Adequate Preparation ☐
- ☐ Inadequate Preparation ☐
- ☐ Very Inadequate Preparation ☐
- ☐ Unsure ☐

Section 6: Coordination with Writing Instruction**1. Awareness of Writing Instruction:**

Are you aware of the specific writing instruction provided by writing teachers?

Yes ☐ No ☐

2. Coordination with Writing Teachers:

Do you coordinate with writing teachers to align writing tasks and instructional strategies in your module?

Yes ☐ No ☐

3. Level of Coordination:

If you answered "Yes" to the previous question, how would you describe the level of coordination with writing teachers?

- ☐ Always ☐
- ☐ Often ☐
- ☐ Sometimes ☐
- ☐ Rarely ☐
- ☐ Never ☐

Section 7: Professional Development**1. Training on Writing Assessment:**

Have you received training on assessing writing tasks?

Yes ☐ No ☐

2. Support Needed:

What additional support would help you assess and integrate writing tasks more effectively? (Select all that apply)

- Workshops on Writing Assessment ☐
- Guidelines for Writing Task Design ☐
- Training on Providing Constructive Feedback ☐
- Collaboration with Writing Instructors ☐
- Access to Online Resources ☐
- Other (please specify).....

Section 8: Open-Ended Questions**1. Concerns:**

What are your main concerns regarding current writing instruction in your module and the lack of coordination with writing teachers?

2. Suggestions:

What recommendations do you have for improving writing skills across modules, considering the current lack of collaboration?

Dear Colleague,

I am conducting research in the area of writing instruction at the university level, particularly focusing on how educators approach teaching writing skills to first-year students. Your insights and experiences as a teacher in this field are invaluable, and I would greatly appreciate your participation in this interview.

Please feel free to ask for any clarifications you may need regarding the questions. I kindly request that you provide your honest and thoughtful responses to the following questions.

Thank you for your time and contribution to this important research.

1. What is your post-graduate field of specialization?
2. For how many years have you taught writing?
3. What is the order of the four skills (speaking, writing, listening, and reading) you think is the most suitable in the English curriculum?
4. What purpose do you mainly prepare your students for when you teach them writing (writing exam papers, writing research papers, their future career, or creative writing)?
5. What are the main components of the syllabus you are currently using?
6. To what extent are you satisfied with the syllabus provided? If unsatisfied, what are your reasons?
7. Which writing teaching approach do you adopt?
8. How do you assess first-year students' writing proficiency?
9. What do you think of the time allocated to the teaching of writing per week? Given the current 1 hour and 30 minutes allocated for writing instruction, how do you feel this impacts students' writing development? What do you consider to be an appropriate amount of time that should be devoted to writing instruction?
10. What are students' most commonly faced difficulties when producing pieces of writing (grammar, vocabulary, word order, sentence structure, organization of ideas, or link between sentences)?
11. What do you believe are the main causes of the writing difficulties faced by first-year students?
12. At which stage do you think students have the greatest difficulty when writing (the pre-writing stage, the writing stage, or the re-writing stage)?
13. What skills in writing do you emphasize in your teaching?
14. Do you teach your students any specific writing strategies to assist them in starting to write, develop ideas, and carry out the writing task successfully? If yes, could you elaborate on which strategies you find most effective and why?
15. How do you incorporate pre-writing activities into your lessons to support students before they begin writing? What benefits do you see from these activities?
16. Do you encourage your learners to write cooperatively? If yes, how do you implement cooperative writing in your classroom, and what benefits have you observed? Do you write comments on your students' papers?
17. How do you supervise your students' writing in class, and what kind of support do you provide during the writing process?

18. What is the most important feature you look for when correcting and marking students' papers (number of errors, overall organization, content, or coherence between sentences)?
19. What kinds of feedback do you provide your students on their writing? Why do you give them this particular type of feedback? (How do you balance feedback between content and form/grammar?)
20. Which type of correction do you think is more effective: individual, pair, or group correction?
21. Do you believe in any kind of cooperation between teachers of writing and other subject teachers?
22. Do you think that there should be coordination between the writing course and the other language skills courses?
23. What do you think your students lack to be regarded as good writers?
24. How do you assist your learners to overcome their writing difficulties?
25. Do you encourage them to rewrite their draft? If yes, can you describe the process you follow when guiding students through revision? What challenges do they face during this stage?
26. What professional development opportunities have you pursued related to strategy-based writing instruction?
27. Are there specific resources or tools you find helpful in teaching writing strategies?
28. What would you suggest to change in teachers' writing instruction?

- **Date:**
- **Teacher Observed (A / B):**
- **Class Level:** First-Year EFL
- **Class Duration:** 1 hour 30 minutes
- **Number of Students:**

I. Writing Strategy-Based Instruction (WSBI) Implementation

This section aims to identify **how writing teachers incorporate writing strategies** into their instruction, focusing on observed practices rather than self-reported beliefs.

Strategy Type	Classroom Practice	Yes	No	Notes
Cognitive Strategies (Pre-Writing & Drafting)	Teacher explicitly teaches brainstorming techniques (e.g., listing, mind maps).			
	Students are guided in organizing ideas before drafting (outlining, paragraph structuring).			
	Teacher incorporates reading as input for writing (e.g., model texts, summarization, analyzing rhetorical structures).			
	Students take notes or summarize key points from reading materials before writing.			
	Teacher emphasizes linking ideas (cohesion and coherence strategies).			
Metacognitive Strategies (Planning, Monitoring, Evaluating)	Teacher explains goal-setting for writing tasks.			
	Students reflect on their writing strengths and weaknesses.			
	Teacher encourages self-monitoring (e.g., rereading drafts, self-questioning).			
	Self-assessment tools (rubrics, checklists) are provided to students.			
Social Strategies (Peer Collaboration & Feedback)	Teacher integrates peer collaboration (e.g., peer review, group discussions).			
	Students revise their drafts based on teacher or peer feedback.			
	Writing tasks involve interactive discussions before and after writing.			
	Teacher encourages students to seek help from peers or the instructor when struggling.			
	Observed writing activities include topics or tasks linked to other modules (indicating potential teacher collaboration).			
Affective Strategies (Motivation & Anxiety Reduction)	Teacher provides encouragement to build students' confidence in writing.			
	Strategies for reducing writing anxiety (e.g., relaxation techniques) are used.			
	Students are encouraged to take risks instead of relying on memorization.			
	Teacher creates a supportive, non-judgmental atmosphere for writing.			

II. Teacher’s Instructional Approach to WSBI

This section focuses on whether writing teachers **actively teach** writing strategies and **move beyond sentence-level instruction**.

Observation Focus	Yes	No	Notes
Teacher explicitly teaches writing strategies instead of expecting students to apply them naturally.			
The classroom is student-centered (interactive, strategy-based) rather than lecture-based.			
Writing instruction moves beyond the sentence level to paragraphs and full texts.			
Teacher provides clear examples of how to apply strategies in writing.			
Students spend significant time practicing writing rather than just listening to lectures.			
Teacher integrates reading comprehension activities into writing instruction (e.g., using reading to develop ideas, analyzing text structures, summarizing before writing).			
Writing activities align with or reference topics from other English department modules, suggesting teacher collaboration.			

III. Writing Activities and Student Engagement

This section examines the **types of writing tasks used** and **whether they reflect strategy-based instruction**.

WritingTask Type	Yes	No	Notes
Writing tasks are meaningful and connected to real-life or academic contexts.			
Writing activities involve multiple drafts and revision.			
Students actively engage in strategy-based writing tasks.			
Students demonstrate awareness of the writing strategies being taught.			
Reading-to-writing connections are explicitly made (e.g., students analyze texts before writing, model structures are examined).			
Observed writing tasks require knowledge from other English department modules (e.g., literature, linguistics), indicating collaboration.			

IV. Institutional and Classroom Constraints Affecting WSBI

This section identifies **practical barriers** that may hinder the implementation of strategy-based writing instruction.

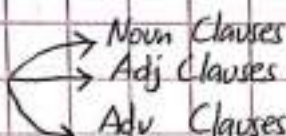
ConstraintsObserved	Yes	No	Notes
Time constraintslimit WSBI implementation.			
Large class sizes restrict individualized feedback.			
Limited materials or resources hinder WSBI use.			
Teacher cites workload or other factors affecting WSBI adoption.			
Lack of institutional collaboration between writing teachers and non-writing teachers (based on observed writing tasks).			
Observed writing activities show no connection to other English department courses, indicating no collaboration.			

V. General Observations & Additional Notes

This section allows for **qualitative observations** beyond the structured checklist.

- **StrengthsObserved:**
- **Challenges Noted:**
- **Suggestions for Improvement:**

Syllabus:

- 1) The eight parts of speech.
- 2) Sentence patterns.
- 3) Phrases
- 4) Clauses 
 - Noun Clauses
 - Adj Clauses
 - Adv Clauses
- 5) Types of sentences (Complex, Compound, Complex-Compound)
- 6) Expanding Sentence patterns.

(C) Objects: ^{word or group} are provided to complete the meaning given by the verb ^{n, p}

→ Direct O: they provide an answer ^{what} ^{whom}

→ Indirect O: to whom? to what? for whom? for what? it receives the act of the Verb

(D) Complement(s): are used to provide additional infos about S ~~and~~ or O

→ Subject Complements: linking Verbs !!!

→ Object Complements

SC → Noun, adj it Complete the meaning of a S or O

SO →

(E) Adverbials: provide extra infos → How?, Where?

How often?

→ manner

→ time

→ place

Verb Patterns

- SV ⇒ the sentence includes a Subject & a Verb ^{usually}
- SVO ⇒ S, action V, direct O
- SVOC ⇒ S, V, DO, CO
- SVDO ⇒ S, V, ~~OI~~, DO
- SVC ⇒ S, linking V, C

questions: Informing the verb with...

Sentence elements:

Intro → *Intro*

A sentence ^{defined as} **a group of words** ^{express a}
complete meaning

Introduction {
• Most sentences in English are built using the following basic elements:
Subjects (S), Verbs (V), Objects (O), Complements (C), Adverbials (A)

A) Subject
the doer of the action
it represents { people, places, things, ideas
One word
a series of words

functions of sentence elements {
B) Verbs are given for the sake of expressing
action verbs: play, run, rock ...
linking Verbs (state of being): be, become, seem ...
action verbs: buy, drink, sing, drive, dance, ring, call, write, try, travel, jump, teach ...
linking verbs: appear, remain, feel, look, smell, turn, sound, taste, stay, grow, prove

3) The sentence

1) What is a sentence?

a sentence is a group of words that expresses a complete thought.

- the sentence can be short or long
- it has to fulfil the following requirements

① it has to have

a $S \rightarrow n$

$\rightarrow$ person, thing, concept
that does the action, it
called the actor, it tells
who or what the sentence
is about

② it has to

have a predicate

$\rightarrow$ verb $\rightarrow$
the action that the
actor does, it describes
what the S is
or is doing

③ it has to express
a complete thought

• sometimes the roles are reversed
to find a S ask

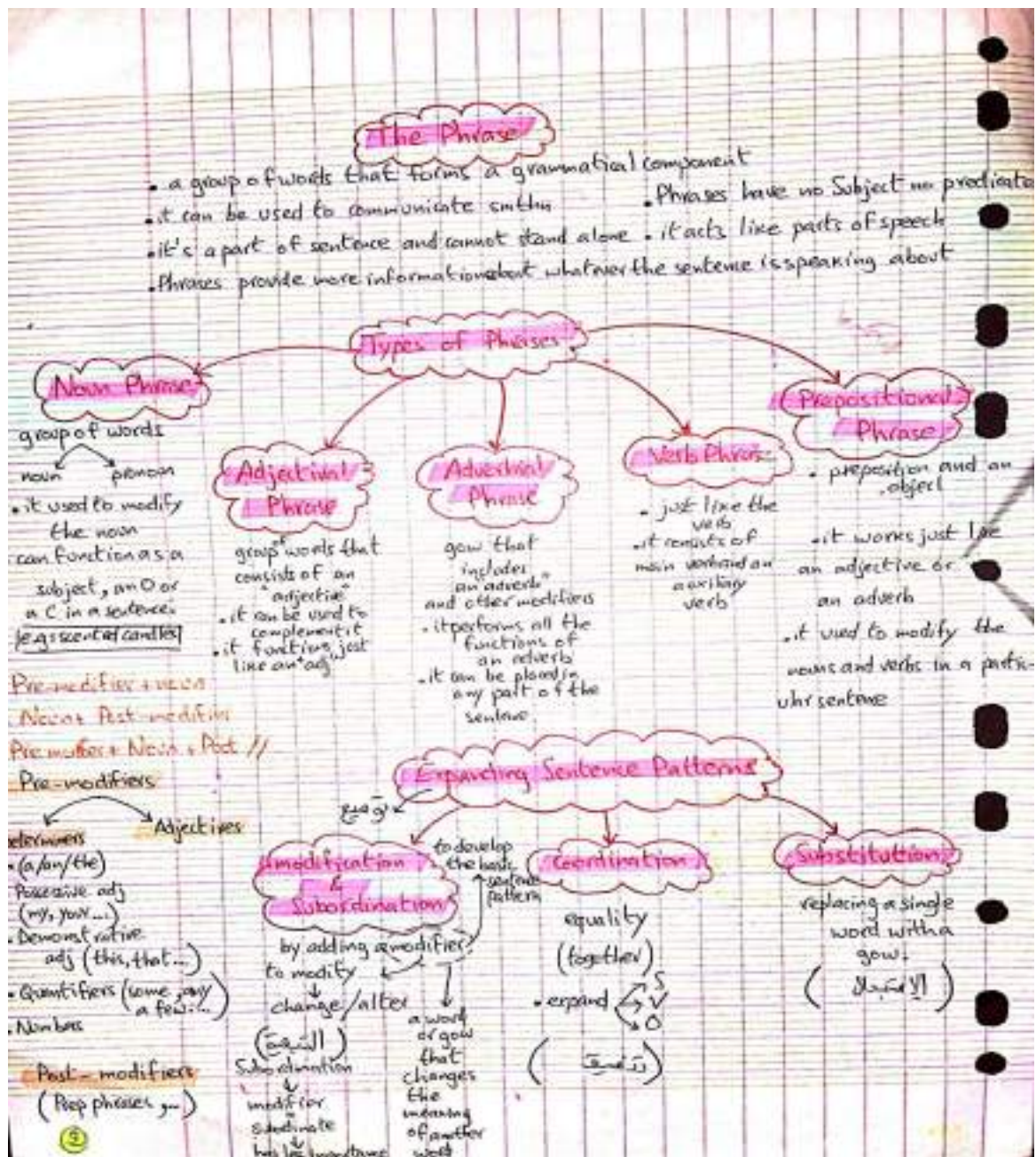
2) Types of sentences:

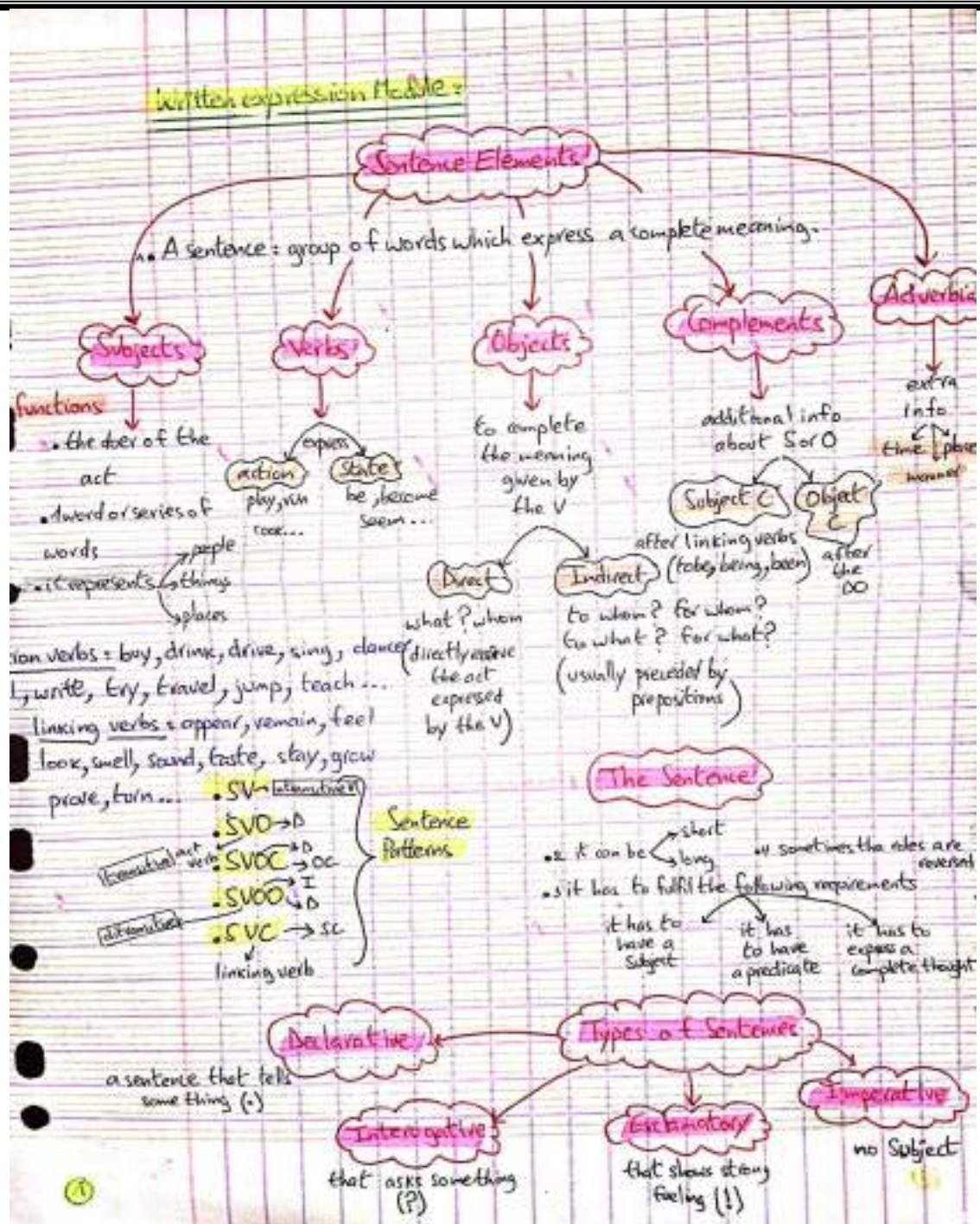
① Declarative $\rightarrow$ a sentence that tells
 $\rightarrow$ (.)
sth

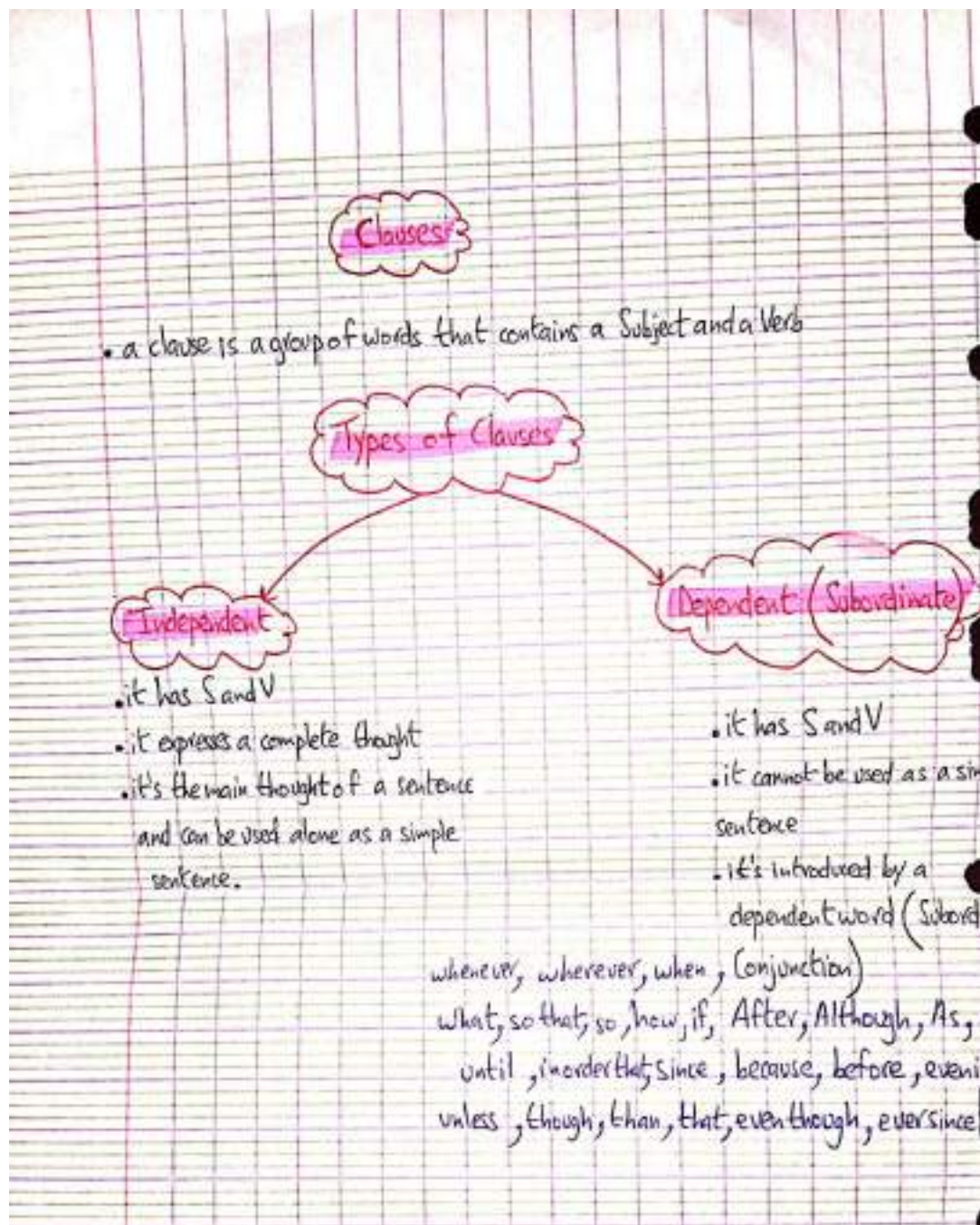
③ Exclamatory $\rightarrow$ that shows strong feeling
 $\rightarrow$ (!)

② Interrogative $\rightarrow$ that asks smth
 $\rightarrow$ (?)

④ Imperative $\rightarrow$ no S







EXPANDING SENTENCE PATTERNS

Writing made up of only little sentences would quickly grow monotonous and would also sound like it had been written by someone without much language experience. Fortunately, the basic sentence pattern allows for easy expansion in almost unlimited ways through: modification, subordination, coordination and/or substitution.

I-Modification and Subordination :

The easiest and most common way of developing the basic sentence pattern is by adding a *modifier*. To modify means to change or alter. A modifier, therefore, is a word or word group that changes the meaning of another word or word group that is more basic to the sentence.

e.g. Luis eats/apples.

By adding a modifier to the object, we can alter the meaning of "apples."

e.g. Luis eats/green apples.

We can also modify the subject.

e.g. Little Luis eats/green apples.

And even the verb.

e.g. Little Luis never eats/green apples.

Notice how the basic pattern remains even after several modifiers have been added. This is because modifiers cluster around base elements like iron filings around a magnet.

The principle that describes this relationship between modifiers and more basic sentence elements is *subordination*. Subordination means taking a position of lesser importance or rank. In the Army, for example, a private is subordinate to a captain and a captain to a general. Likewise, when we say a modifier is subordinate to the base element, we mean it has less importance and is dependent upon that more basic element for its claim to a place in the sentence.

The river was/cold.

Adding a little modification, we get this:

The recently thawed river was/icy cold.

"Recently" modifies "thawed," while the two words join together to modify "river," the base word of the cluster.

Whole sentences can be joined in this way:

Although the recently thawed river was icy cold, we dove right in.

Now the former sentence, which was also an *independent clause*, has become a part of a larger whole. It is now subordinate to "we dove right in," which becomes the new base clause of the sentence. Without our base clause we would be left with a subordinate element that had no independent element to depend on, like an orphan..

Modification and subordination can help you in two ways: first, they can help you understand how your sentence elements relate to each other and to the sentence as a whole; second, they're important tools for combining those elements into more complex and sophisticated sentences.

II-Coordination :

The basic sentence pattern can also be expanded by *coordination*. Whereas subordination ranks one element as more important than the other, coordination places elements on an equal footing. If the relationship of subordination is that of child to parent, the relationship of coordination is that of spouse to spouse. In a sentence it works like this:

Esther types/letters.

The subject can be expanded by adding a coordinate element:

Lois and Esther type/letters.

And coordination can also be used to expand the object:

Lois and Esther type/letters and memos.

Or the verb:

Lois and Esther type letters and memos but write-out short notes and signatures.

Now each element has been compounded with a resulting structure that might be represented as follows:

This sentence has a compound subject, a compound verb, and two compound objects. In every case the compound elements are coordinate to each other and therefore, because they are of equal importance, may be said to *balance*.

And just as we can subordinate either individual words or whole groups of words, the same is true of coordination. In the previous example we compounded the various parts of a single independent clause, but we could also coordinate two separate clauses.

e.g. Esther type letters, but Lois writes memos.

Now our sentence has two independent clauses, each of which could stand alone as a complete sentence.

III-Substitution :

Another way of expanding the basic pattern is substitution, which means replacing a single word with a word group.

e.g. I saved/my meager wages.

By substituting, we can expand the complement to read:

e.g. I saved/what I earned, which wasn't much.

"My wages" has been expanded to "what I earned" and "meager" to "which wasn't much." As you can see, this adds more words without adding much meaning and so could be objected to as uneconomical. Still it's a perfectly grammatical way of expanding sentences, and there may be times when it will suit your needs exactly, either to give emphasis or to improve sound and rhythm.

Sometimes, as in the example below, you can use *substitution* to clarify or summarize your thoughts:

Change: Harold and Arthur earn more than I do. This makes me furious.

to: Getting paid less than my male coworkers makes me furious.

PUNCTUATION

When we speak we use a variety of verbal techniques to make our ideas plain. We vary the pitch and tone of voice; we pause or speak faster or slower to get our ideas across as effectively as we can.

Punctuation fulfils something of the same function for the written word. Punctuation is a set of symbols used in writing to help indicate something about the structure of a sentence. Common units of punctuation in English and many other languages include the full stop, comma, apostrophe, question mark, exclamation mark, brackets, dash, hyphen, colon, semicolon, inverted commas, slash, brackets and capital letters. Each of these units indicates a different thing. The full stop, question mark and exclamation mark all serve to terminate a sentence.

I-Apostrophe (')

1. Contraction: to show that letter(s) have been omitted: I will = I'll, cannot = can't.
2. Possession: the pupil's book, Selma's doll, children's ball, girls' room.

II-Full stop (.)

1. When you come to the end of a declarative sentence: he studies medicine
2. It is also placed at the end of abbreviated words. This is becoming less common in British English: Dr. Andrew, M.A. , C. Burke (or) Dr Andrew, MA, C Burke.
3. Don't use full stops after headlines, subheads or heads, items in a column, index entries or captions not in sentence form.
4. Don't use full stops before a question mark unless the full stop is for an abbreviation: are you a member of the A.C.L.?

III-Semi-colon (;)

It is sometimes used instead of full stops, in cases where sentences are grammatically independent but the meaning is closely connected. Semi-colons are not nearly as common as full stops or commas

e.g. : Some people work best in the mornings; others do better in the evenings.

IV-Colon (:)

1. Before explanations: We decided not to go on holiday: we had too little money.

2. Direct speech: when a direct speech is introduced by a name or a short phrase as in the text of a play or when famous sayings are quoted: John: what are you reading? Peter: I am reading a poem.

3. To introduce a list: we need three kinds of support: economic, moral and political.

N.B. Capital letter does not usually follow a colon, except at the beginning of a quotation or when a colon is followed by several complete sentences: My main objections are as follows: First of all, ... Secondly, ...

V-Question Mark (?)

It is used after any word, group of words or sentences forming a question. But indirect questions do not have a question mark. Compare:

'How much does it cost?'

He asked me how much it cost.

VI-Comma (,)

Commas generally reflect pauses in speech.

1. We use commas to separate items in a series or list. In British English, a comma is not used with and between the last two items unless these are long. Compare:

I went to Spain, Italy, Switzerland, Austria and Germany.

I spent yesterday playing tennis, listening to classical music, and talking about the meaning of life.

2. If words or expressions are put in unusual places or interrupt the normal progression of a sentence, we normally separate them off by commas.

My father, however, did not agree.

Andrew carpenter, the deputy sales manager, was sick.

3. Clauses connected with and, but or or are usually separated by commas unless they are very short. Compare:

Jane decided to try the home-made steak pie, and Andrew ordered Dover sole with boiled potatoes.

Jane had pie and Andrew had fish.

4. A comma is generally used between a reporting expression and a piece of direct speech.

Looking straight at her, he said, "there is no way we can help him, is there?"

5. If a reporting expression follows a piece of direct speech, we usually put a comma instead of a full stop before closing the quotation marks.

"I don't like this one bit", said Julia.

6. When subordinate clauses begin sentences, they are often separated by commas. Compare:

If you are ever in London, come and see me.

Come and see me if you are ever in London.

7. To separate the day of the month from the year.

I received the letter on December 5, 2008.

8. To separate a statement from a question (tag questions).

I can go, can't I?

VII-Hyphen (-)

It is used in phrasal verbs and compound nouns :

1. With a preposition or adverb:

The government plans a huge sell-off of local airport.

Regular exercise gives a sense of health and well-being.

The new theatre will be opened by a well-known actor.

2. With some combining forms:

A wide-eyed boy looked up and asked for his autograph.

And this is a photo of my great-grand father.

3. With some prefixes:

They bought a pre-war house in the suburb.

We are developing non-nuclear sources of energy.

4. Fractions and numbers:

Nearly two- thirds of the population.

Twenty-three.

There were 6-8 (read 6 to 8) people in each group.

5. With pairs of adjectives or nouns:

I need to get a decent French -English dictionary.

They had a good father- son relationship.

VIII-Quotation Marks (Inverted Commas) (" ' / ' ")

1. In direct speech to enclose the words that were spoken. The sentence in quotation marks begins with a capital letter and doesn't end with a full stop.

"My car has broken down," he said.

2. To enclose short pieces of text written by someone else.

She argues that "There can be no simple solution to such a complex problem" but we hope to show that she is wrong.

3. To refer to the titles of books, films, television programmes and so on:

Have you ever seen Hitchcock's 'Psycho'?
You must watch 'Sports Special' tonight.

IX-Ellipses / Dots (...)

1. To indicate that material has been omitted from the middle of a quotation. Ellipses are created with three points, with one space on either side of each character.

He read Hamlet's 'To be or not to be ... ' with great feeling.

2. After a list or an idea that has not been completed.

This country has many problems: hunger, disease, war ... The list seems endless.

X-Exclamation Mark (!)

1. At the end of a sentence expressing strong feelings, and with exclamations and interjections.

"This song's great!"

But that's a terrible thing to happen!

She is a professor, and she is only 18!

2. At the end of a forceful order.

'Don't open that parcel, it may be a bomb!'

'Stop, there is a car coming!'

XI-Slash (/)

It is used:

1. To indicate a choice between the words it separates. It can be translated as or. To avoid gender problems with pronouns, some writers use he/she, his/her, and him/her.
2. As a way of separating the numbers when writing dates.

(Br) 15/08/08 (=15 August 2008)
(Am) 10/26/08 (= October 26 2008)

3. To mean 'for each' when talking of amounts, prices (this is spoken as 'per' or 'a').

The wedding dinner will cost 10 dollars/ head.
Our hotel room costs 60 dollars/ night.
The speed limit is 100 km/ hour.

XII-Brackets / Parentheses ()

1. To give extra information such as dates, numbers and amounts of money.

Haydn (1732 – 1809) wrote over 100 symphonies.

2. To add an explanation, extra information or an extra thought.

Henry was carrying 100 g of semtex (a high explosive) in his luggage.
I'll see you on Tuesday (I can't come tomorrow, I'm just too busy).

XIII-Capital letters [A B C]

They are used for the first letter of a name, a country, nationality or language...

Using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use of punctuation. The role of punctuation is to make the text you write clear and easy to read. Defective punctuation can make a text very difficult to understand, and even lead to misunderstandings.

THE SENTENCE

I / The Sentence is a grammatical unit that is syntactically independent and has a subject that is expressed **or**, as in imperative sentences, understood and a predicate that contains at least one finite verb.

When we have something to say we use a group of words. A group of words that makes complete sense (expresses a complete thought) is a **sentence**, e.g.

1. Tommy has a dog.	- STATEMENT
2. Where are you going?	- QUESTION
3. Open the door.	- COMMAND

The first sentence *tells us* something; it tells us that Tommy has a dog. It makes a **statement**.

The second sentence doesn't tell us anything; it asks something. It asks where someone is going. It is a **question**. The answer to this question will be a statement.

The third sentence is neither a statement nor a question. It doesn't give us information (as a statement does), nor does it ask for information (as a question does). It *orders* someone to do something. It is a **command**.

So, you see, a sentence can do one of three things:

1. Make a statement to tell us something.
2. Ask a question.
3. Give a command.

Statements can be turned into **questions**, or **questions** can be turned into **statements**, by changing the order of the words:

Statement

That is Mary's lamb.
John can speak French.
You have had your lesson. ?
The boy will do the work.

Question

Is that Mary's lamb?
Can John speak French?
Have you had your lesson?
Will the boy do the work?

Commands can be written in different ways:

1. Put out the light! Go away!
2. Please close the door. Close the door, please.
3. Come here, Mary. Mary, come here.

The person who is to carry out the command is not mentioned in sentences 1 and 2. This is usually when the speaker is addressing only one person, or one easily identifiable group of people, such as a teacher talking to one class. In sentence 3, the name of the person is mentioned, possibly because there is more than one listener in front of the speaker. In such a case, note how a comma is used to separate the name of the person addressed from the actual command. Also note how, in the second sentence, the actual command is separated by a comma from the word *please* which is something of an unnecessary addition and can easily be left out of the sentence. It is included only for politeness - the command is quite complete without it.

The sentence has to fulfil the following requirements:

1. **It needs a subject (noun or pronoun).** This is usually the person, thing or concept that does the action in the sentence and is called the actor. It tells who or what the sentence is about:

Jack ran.

Jill ran.

Jack and Jill ran.

2. **It needs a predicate (verb or verb phrase).** This is usually the action that the actor does. It describes what the subject is or is doing:

Jack ran. Jill ran.

Jill is taller than Jack.

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The words "**ran**" and "**is**" are the verbs because they tell us what Jack and Jill are up to.

3. It has to express a complete thought (i.e) the sentence should supply enough information so that you are satisfied. If the sentence reads like the following examples, you would know that something is missing:

Because Jack and Jill were running up the hill.

Jack and Jill are.

Running up the hill in order to go to university.

Here are some more examples of subjects and verbs in a complete sentence:

Subject	Verb	
Jill	runs	to the well.
The well	is located	on the top of a hill.
It	is	full of water.
Jack and Jill	are exhausted	when they get to the well.
Jill	Shouts.	Be careful!

Types of Sentences: there are four (4) types of sentences: declarative, interrogative, exclamatory, and imperative.

1- Declarative sentence (declaratory sentence): a sentence in the indicative mood that makes a declaration. Use a period (full stop) at the end of a statement.

e.g.: Ducks lay eggs in the spring.

2- Interrogative sentence (question): a sentence of inquiry that asks for a reply. Use a question mark at the end of a question.

e.g.: Is that a lion?

3- Exclamatory sentence (exclamation): a sentence that shows a strong feeling. Use an exclamation mark at the end of an exclamation.

e.g.: You really surprised me!

What a beautiful place this is!

4- Imperative sentence (command): a kind of sentence that gives an order or direction. Use a period at the end of a command.

e.g.: Stand up.

Please open the door.

Sentences, Clauses and Phrases

The **phrase**, the **clause** and the **sentence** are three of the structural units that create meaning. A **phrase** is a word or words that don't have much meaning on their own. If I suddenly utter the phrase *My brother*, you'll wonder why I said it, but if I say *My brother drives*, you'll feel I've said something that has meaning. There's completeness about it, because it contains the verb *drives*. That makes it a **clause**, but it is also a **sentence**. But I needn't stop there. I can go on to say something else, almost without drawing breath. I can say *My brother drives, but he doesn't drive very well*. I've added another clause, and together they, too, make a sentence, joined by the little word *but*. It is perhaps helpful to see two or more clauses joined together as a *clause complex*, although *sentence* in general use describes both single and multiple clauses.

- A **phrase** is a group of related words.
- A **clause** is a group of related words that contains both a subject and verb. We have two primary types of clauses.
 1. An **independent clause** expresses a complete thought, so it can stand by itself.
 2. A **dependent clause**, also known as a **subordinate clause**, expresses only part of a thought, so it cannot stand alone.
- A **sentence** is an independent clause that may or may not be combined with other clauses to convey a complete, and sometimes complex, thought.

1. SENTENCES

A sentence is a group of words containing a **subject** and a **predicate** (verb or verb phrase), and regardless of the type of sentence, these words all work together to express a complete thought, **for example**:

- Tom left home. ("Home" is the direct object.)
- Sue cried in frustration. ("In frustration" is an adverbial prepositional phrase that tells how Sue cried.)

On the other hand, sometimes the subject of a sentence might not be expressed but understood, although in such instances the subject is invariably "you," for example:

- Please sit down. (You please sit down)
- Go away! (You go away)

The **subject** is the part of a sentence that tells who or what the sentence is about. To find the subject, ask who or what is doing something.

The **predicate** is the part of a sentence that asserts something about the subject. It expresses action or state of being. To find the predicate, ask what the subject is doing.

In the example sentences, we also have a direct object and an indirect object.

- A **direct object** is something or someone that directly receives the action of the verb.

Example: What does Mary write? She writes **letters**, so **letters** is the direct object.

- An **indirect object** is someone for whom or to whom the action is done.

Example: To whom does Mary write the letters? She writes to her **grandparents**, so **grandparents** is the indirect object.

You should know that there are four types of sentences: simple, compound, complex, and compound-complex. The number of **independent** and **dependent** clauses determines the type of sentence.

1. A **simple sentence** contains one independent clause.

Example: Mary went to the store.

2. A **compound sentence** contains two independent clauses that usually are joined in one of two ways:

- A comma and coordinating conjunction (and, but, or, nor, for, so, yet)

Example: Mary went to the store, **and** she bought some bread.

- A semicolon

Example: Mary went to the store; she bought some bread.

3. A **complex** sentence contains one independent clause and one or more dependent clauses.

Example: Mary went to the store because she needed bread.

4. A **compound-complex** sentence contains two or more independent clauses and at least one dependent clause.

Example: Mary went to the store, and she bought some bread that she needed.

2. CLAUSES

A clause is a group of related words that contains a subject (a least an understood subject) and a predicate; and all sentences are made up of clauses. In fact, a simple sentence consists of one stand-alone independent clause.

Some clauses are **independent**, meaning they express complete thoughts and, therefore, can stand alone as sentences (Tom fainted.). Other clauses, however, are **dependent** (or subordinate), meaning they cannot stand by themselves and depend upon independent clauses to provide them with full meaning.

Here are some **examples** of **dependent clauses**:

- Because he and Sue had an argument over his lack of initiative.

- As Tom carried his suitcases from the house.
- That Sue would never forgive him.

Note that each clause contains a subject and a predicate: he and Sue had; Tom carried; Sue would forgive ("ever is an adverb); but neither clause expresses a complete thought. As a result, they must be attached to **independent clauses**:

- Tom left home because he and Sue had an argument over his lack of initiative.
- Sue cried in frustration as Tom carried his suitcases from the house.
- Tom suspected that Sue would never forgive him.

Note: One type of sentence "fragment" is that created when writers allow dependent clauses to stand along.

3. PHRASES:

A phrase is a group of related words that adds meaning to a sentence, but unlike clauses, phrases do not contain a subject and a predicate.

There are many kinds of phrases:

1. **Noun (or nominal) phrases:** several words working together to name or identify a person, place, or thing. They may serve as subjects, direct objects, indirect objects, or objects of prepositions. Most noun phrases are constructed using determiners, adjectives and a head noun.

Example: Tom and Sue's amused / next-door neighbour / (Noun)

2. **Verb phrases:** several verbs working together to indicate action or being, either present, past, or future, etc. They are composed of the verbs of the sentence and any modifiers of the verbs, including adverbs, prepositional phrases or objects. Most verb phrases function as predicates of sentences.

Example: Since early morning Tom and Sue had been squabbling. (Verb)

3. **Prepositional phrases:** a preposition, its object, and any modifiers. They are composed of the preposition and a following noun phrase. Prepositional phrases are used either adjectivally to modify nouns or adverbially to modify verbs, adjectives, or clauses.

Examples:

- The man in the house rented it. (prepositional phrase modifies a noun adjectivally)
- He went in the arena. (prepositional phrase modifies a verb adverbially)
- On reflection, I believe that she was correct. (prepositional phrase modifies a clause adverbially).

4. **Gerund phrases:** the "ing" form of a verb, with any modifiers, filling a noun slot within a sentence: subject, subject complement, direct object, indirect object, or object of a preposition.

Example: Sue decided that justifying Tom's lack of initiative was emotionally draining. (Gerund)

5. **Infinitive phrases:** "to" plus a verb used chiefly as a noun, although infinitives may occasionally act as adjectives or adverbs.

Example: Tom decided he had cut off his nose to spite his face. (Infinitive)

6. **Adjectival Phrases:** They are composed of the adjectives that modify a noun and any adverbs or other elements that modify those adjectives. Adjectival phrases always occur inside noun phrases or as predicate-adjectives.

Example: Dad bought [(a blue and green) sweater].

7. **Adverbial Phrases:** They are composed of the adverbs that modify verbs, adjectives, or clauses. Adverbial phrases may occur with more than one word.

Example: He scored the goal very quickly.

SENTENCE PATTERNS

Knowledge of how groups of words function to convey units of thought further enhances our ability to communicate clearly. This is why we need to know about **sentence patterns**, the fundamentals of how those units of thought that we call sentences are constructed.

Attention to appropriate sentence structure creates writing that is clearer and easier to understand and any writer's primary goal should be to express his or her thoughts clearly so that the reader can readily and completely understand what these thoughts are.

1. The sentence pattern SV: It consists of *subject + verb (intransitive)*

e.g. It / is raining.
S / V

2. The sentence pattern SVO: It consists of *subject + verb (transitive) + object (direct)*

e.g. I / broke / the window.
S / V / O^D

3. The sentence pattern SVOC: It consists of *subject + verb (transitive) + object (direct) + complement (object)*.

The complement can be either an adjective:

e.g. They / considered / the car / too expensive.
S / V / O^D / C^O

Or a noun / noun phrase:

e.g. They / call / him / John.
S V O C

4. The sentence pattern SVOO: it consists of *subject + verb (ditransitive) + object (indirect) + object (direct)*.

e.g. I / gave / Ali / my book.
S / V / O^I / O^D

This construction can be replaced by:

a) a direct object + to + noun phrase (NP) with the following verbs:

give, bring, grant, hand, offer, owe, read, promise, send, show, take, teach, write etc.

e.g. I / gave / my book / to / Ali.
S / V / O^D / Prep / N.P

b) a direct object + for + noun phrase (NP) with the following verbs:

buy, cook, find, get, leave, make, order, peel, save spare, etc.

e.g. I / bought / a dress / for / my sister.
S / V / O^D / Prep / NP

When both objects are pronouns, it is common to put the indirect object (O^I) last.

e.g. I / lend / them / to / her.
S / V / O^D / prep / NP

N.B

- The verbs **strike** and **ask** have two objects and cannot be replaced by the preposition construction "to" or "for"

e.g. He asked me a question. (not *he asked a question to I for me*)

- The verbs **explain**, **suggest** and **describe** take always the preposition "to" construction.

e.g. Can you suggest a good dentist to me? (not *can you suggest me a good dentist?*)

5. The sentence pattern SVC: It consists of *subject + verb + complement (subject complement)*.

- The complement can be either an adjective:

e.g. His voice was quite lovely.

- Or a noun phrase:

e.g. Sarah became a teacher.

The verb of this pattern is called a **linking verb**. There are two groups of linking verbs.

a. Current linking verbs/ verbs of appearance and sensation such as:

appear, lie, remain, seem, stay (young), smell (sweet), sound, taste, look, feel.

e.g. You / look / nice.
 S / V / Cs

We / felt / annoyed / at their behaviour.
 S / V / Cs / A

b. Resulting linking verbs/verbs of becoming such as:

be, become, grow(tired), fall (sick), run (wild), turn (sour), get(tired).

e.g. They / became / good friends.
 S / V / Cs

She / soon / got / tired
 S / A / V / Cs

N.B.

Some of the above linking verbs can also be ordinary verbs.

Compare:

The driver / turned / the corner / too quickly.
 S / V / OD / A

The weather / is turning / warmer.
 S / V / Cs

6. The sentence pattern SVA: It consists of *subject + verb + adverb*.

e.g. The house / is / nearby.
 S / V / A

EXPANDING SENTENCE PATTERNS

Writing made up of only little sentences would quickly grow monotonous and would also sound like it had been written by someone without much language experience. Fortunately, the basic sentence pattern allows for easy expansion in almost unlimited ways through: modification, subordination, coordination and/ or substitution.

1-Modification and Subordination

The easiest and most common way of developing the basic sentence pattern is by adding a **modifier**. To modify means to change or alter. A modifier, therefore, is a word or word group that changes the meaning of another word or word group that is more basic to the sentence.

e.g. Luis eats / apples.

By adding a modifier to the **object**, we can alter the meaning of "apples."

e.g. Luis eats/green apples.

We can also modify the **subject**.

e.g. Little Luis eats/green apples.

And even the **verb**.

e.g. Little Luis never eats/green apples.

Notice how the basic pattern remains even after several modifiers have been added. This is because modifiers cluster around base elements like iron filings around a magnet.

The principle that describes this relationship between modifiers and more basic sentence elements is **subordination**. Subordination means taking a position of lesser importance or rank. In the Army, for example, a private is subordinate to a captain and a captain to a general. Likewise, when we say a modifier is subordinate to the base element, we mean it has less importance and is dependent upon that more basic element for its claim to a place in the sentence.
The river was / cold.

Adding a little modification, we get this:

The recently thawed river was/icy cold.

"Recently" modifies "thawed," while the two words join together to modify "river," the base word of the cluster.

Whole sentences can be joined in this way:

Although the recently thawed river was icy cold, we dove right in.

Now the former sentence, which was also **an independent clause**, has become a part of a larger whole. It is now subordinate to "we dove right in," which becomes the new base clause of the sentence. Without our base clause we would be left with a subordinate element that had no independent element to depend on, like an orphan.

Modification and subordination can help you in two ways: first, they can help you understand how your sentence elements relate to each other and to the sentence as a whole; second, they're important tools for combining those elements into more complex and sophisticated sentences.

2-Coordination

The basic sentence pattern can also be expanded by **coordination**. Whereas subordination ranks one element as more important than the other, coordination places elements on an equal footing. If the relationship of subordination is that of child to parent, the relationship of coordination is that of spouse to spouse. In a sentence it works like this:

Esther types/letters.

The **subject** can be expanded by adding a coordinate element:

Lois and Esther type/letters.

And coordination can also be used to expand the **object**:

Lois and Esther type/letters and memos.

Or the **verb**:

Lois and Esther type letters and memos but write-out short notes and signatures.

Now each element has been compounded with a resulting structure that might be represented as follows:

This sentence has a **compound subject**, a **compound verb**, and **two compound objects**. In every case the compound elements are coordinate to each other and therefore, because they are of equal importance, may be said to *balance*.

And just as we can subordinate either individual words or whole groups of words, the same is true of coordination. In the previous example we compounded the various parts of a single independent clause, but we could also coordinate two separate clauses.

e.g. Esther type letters, but Lois writes memos.

Now our sentence has two independent clauses, each of which could stand alone as a complete sentence.

3. Substitution

Another way of expanding the basic pattern is substitution, which means replacing a single word with a word group.

e.g. I saved/my meager wages.

By substituting, we can expand the complement to read:

e.g. I saved/what I earned, which wasn't much.

"My wages" has been expanded to "what I earned" and "meager" to "which wasn't much." As you can see, this adds more words without adding much meaning and so could be objected to as uneconomical. Still it's a perfectly grammatical way of expanding sentences, and there may be times when it will suit your needs exactly, either to give emphasis or to improve sound and rhythm.

Sometimes, as in the example below, you can use *substitution* to clarify or summarize your thoughts:

Change: Harold and Arthur earn more than I do. This makes me furious.

to: Getting paid less than my male co workers makes me furious.

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Two Kinds of Connectors

Besides the uses already described, coordination and subordination are two basic ways of linking clauses. Sometimes we don't have much choice about how to make the connection, but often, if we see the options, we do.

These trees lose their leaves every winter, but they don't die.

The clauses in the example above are joined by coordination, but could as easily have been joined by subordination.

Although these trees lose their leaves every winter, they don't die.

Now, the first clause is subordinate to the second. The two words that make the difference are called *conjunctions*, or joining words. "But" belongs to a group of conjunctions that coordinate. "Although" belongs to a group that subordinates. Learning to recognize these two groups of conjunctions will not only help you with your sentence structure, but also with your punctuation.

Coordinating Conjunctions

Not too much needs to be said about them. They are few in number: *and, or, but, for, nor, yet, so*, and they can always be found at the point where the two coordinate structures are joined together, as in the example above.

Subordinating Conjunctions

These are used to subordinate one clause to another. They are placed at the beginning of the clause you want to subordinate, which may or may not be where the two clauses actually meet on the page. Some common subordinating conjunctions are *if, although, as, when, because, since, though, whenever, after, unless, while, whereas, even though*. When one of these words is attached to the beginning of an independent clause, that clause is weakened. It becomes dependent. It can no longer stand alone as a complete sentence.

Independent clause (complete sentence):

The streets were covered with snow.

Dependent clause (fragment):

Because the streets were covered with snow.

Dependent clause attached to a base clause (complete sentence):

Because the streets were covered with snow, we could ski to school.

Activities

4.8 Italicize the base clause in each of the following sentences. Boldface the subordinating conjunction.

Example: Because Lisa was my best friend, I let her borrow my dress for the party.

- a. Alan scores a point whenever we need one.
- b. Since we changed the air cleaner, we've been getting better mileage.
- c. They canceled the picnic because it was raining.
- d. When I got home, my landlord was there waiting.

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Summary

English sentences are built upon the foundation of an independent base clause consisting of two parts, a subject and a predicate. This simple pattern may be expanded in three ways. First, subordinate modifiers may be added to one of the main elements or to the base clause as a whole. Second, words or phrases may be coordinated with existing elements. Third, you may sometimes want to substitute a word group for an individual word. Finally, you can often use subordination, coordination, and substitution together to expand a single base clause.

Activities

4.3 Write five simple sentences (S V/C) without modifiers. Exchange and compare them.

4.4 Add modifiers to the base elements of the sentences you received in Activity 4.3, return the sentences, and discuss them again.

4.5 Underline and label (S, V, or C) the main word clusters in each of the following sentences.

- a. The maturing tadpole slowly grows legs.
- b. Slow dancing is much more fun.
- c. An elderly woman picked out a bright red hat.
- d. The freshly lit match touched the pile of dry woodchips.
- e. The clear water cooled her cheeks and forehead.
- f. Small aspen leaves flickered and danced in the bright morning air.
- g. Most team members brought their own gloves.
- h. The swirling dust almost obscured the distant horizon. i. Some old cars get pretty good mileage.
- j. That wily old carp wouldn't even consider my shiny new spinner.

4.6 Use modification, coordination, or substitution to expand each of the following sentences.

- a. Donnie devoured his waffles.
- b. The teachers played football.
- c. Rain flooded my basement.
- d. Those boys won the trophy.
- e. Doris is a mechanic.
- f. The horses ate hay.
- g. Clouds spilled their rain.
- h. The semi snapped a stop sign. i. Cowboys love horses.
- j. The cheerleaders did handsprings.

4.7 Rewrite any three of the sentences you expanded for Activity 4.6, this time expanding them even further.

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e. Stand here if you want to get wet.

f. Whenever the ponds freeze, I sharpen my skates.

4.9 Join five of the following pairs of sentences by using coordination and five by using subordination.

a. My new watch was very expensive. It doesn't work.

b. We were new in town. Everyone made us feel welcome.

c. I studied long and hard. I passed the course.

d. These tires are bald. You should replace them.

e. I get home from class. I collapse on the couch.

f. The mail is here. Your magazine didn't arrive.

g. My heart pumps faster. My legs are tired.

h. The warm weather comes. My dog starts to shed.

i. You eat too many sweets. You will get cavities.

j. The subway was crowded. We found two seats.

4.10 Rewrite the sentences you did for Activity 4.9. This time use coordination where you used subordination before and vice-versa. Which sentences are improved by the change? Which would be better left alone? Why?

•

CLAUSES

In grammar, a clause is a pair of words or group of words that consists of a subject and a predicate. The most basic kind of sentence consists of a single clause; more complicated sentences may contain multiple clauses. There are two types of clauses: **independent clauses** and **dependent clauses**.

- If a clause can stand alone as a sentence, it is an **independent clause**, as in the following example:

Independent: *The Prime Minister is in Ottawa.*

- Some clauses cannot stand alone as sentences; in this case, they are **dependent clauses** or **subordinate clauses**. Consider the same clause with the subordinating conjunction "**when**" added to the beginning:

Dependent: *When the Prime Minister is in Ottawa*

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In this case, the clause could not be a sentence by itself, since the conjunction "when" suggests that the clause is providing an explanation for something else. Since this dependent clause answers the question "when?", just like an adverb, it is called a **dependent adverb clause** (or simply an adverb clause, since adverb clauses are always dependent clauses). Note how the clause can replace the adverb "tomorrow" in the following examples:

Adverb: *The committee will meet tomorrow.*

Adverb clause: *The committee will meet when the Prime Minister is in Ottawa.*

Dependent clauses can stand not only for **adverbs**, but also for **nouns** and **adjectives**.

I/ Noun Clauses: a **noun clause** is an entire clause which takes the place of a noun in another clause or phrase. Like a noun, a noun clause acts as the subject or object of a verb or the object of a preposition, answering the questions "who(m)?" or "what?". Consider the following examples:

Noun: *I know Latin.*

Noun clause: *I know that Latin is no longer spoken as a native language.*

In the first example, the noun "Latin" acts as the direct object of the verb "know." In the second example, the entire clause "that Latin..." is the direct object.

In fact, many noun clauses are indirect questions:

Noun: *Their destination is unknown.*

noun clause: *Where they are going is unknown.*

The question "Where are they going?," with a slight change in word order, becomes a noun clause when used as part of a larger unit -- like the noun "destination," the clause is the subject of the verb "is."

He wants to learn about whatever is interesting.

This noun clause is the object of the preposition "about," and answers the question "about what?"

Whoever broke the vase will have to pay for it.

This noun clause is the subject of the verb "will have to pay," and answers the question "who will have to pay?"

The Toronto fans hope that the Blue Jays will win again.

This noun clause is the object of the verb "hope," and answers the question "what do the fans hope?"

II/ Adjective Clauses (Relative Clauses):

An **adjective clause** is a dependent clause which takes the place of an adjective in another clause or phrase. Like an adjective, an adjective clause modifies a noun or pronoun, answering questions like "which?" or "what kind of?"

Adjective: *The red coat*

Adjective clause: *The coat which I bought yesterday*

Like the word "red" in the first example, the dependent clause "which I bought yesterday" in the second example modifies the noun "coat." Note that an adjective clause usually comes *after* what it modifies, while an adjective usually comes *before*.

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In formal writing, an adjective clause begins with the **relative pronouns** "who(m)," "that," or "which." In informal writing or speech, you may leave out the relative pronoun when it is not the subject of the adjective clause, but you should usually include the relative pronoun in formal, academic writing:

Informal: *The books people read were mainly religious.*

Formal: *The books **that** people read were mainly religious.*

Informal: *Some fire-fighters never meet the people they save.*

Formal: *Some fire-fighters never meet the people **whom** they save.*

Here are some more examples of adjective clauses:

*The meat **which they ate** was delicious.* (This clause modifies the noun "meat" and answers the question "which meat?").

*I have seen the movie **which made him cry**.* (This clause modifies the noun "movie" and answers the question "which movie?").

*They are searching for the one **who borrowed the book**.* (The clause modifies the pronoun "one" and answers the question "which one?").

*Did I tell you about the author **whom I met**?* (The clause modifies the noun "author" and answers the question "which author?").

The subordinators in adjective clauses are called **relative pronouns**

1. These are the most important relative pronouns: **who, whom, that, which**.

WHO replaces nouns and pronouns that refer to **people**. It cannot replace nouns and pronouns that refer to animals or things. It can be the subject of a verb. In *informal* writing (but *not* in academic writing), it can be used as the object of a verb.

e.g. The man **who wants the book** is here.

WHOM replaces nouns and pronouns that refer to **people**. It cannot replace nouns and pronouns that refer to animals or things. It can be the object of a verb or preposition. It cannot be the subject of a verb.

*Sarah is the person **whom I met**.*

WHICH replaces nouns and pronouns that refer to **animals or things**. It cannot replace nouns and pronouns that refer to people. It can be the subject of a verb. It can also be the object of a verb or preposition.

*The pen **which is on the table** is mine.*

THAT replaces nouns and pronouns that refer to **people, animals or things**. It can be the **subject** of a verb. It can also be the **object** of a verb or preposition (but that cannot follow a preposition; **whom, which, and whose** are the only relative pronouns that can follow a preposition).

APPENDIX "I" TEACHER "B" WRITTEN COMPREHENSION AND EXPRESSION HANDOUTS

The ladies that are sitting near the window are my sisters.

2. The following words can also be used as relative pronouns: **whose**, **when**, **where**.

WHOSE replaces possessive forms of nouns and pronouns. It can refer to **people**, **animals** or **things**. It can be **part** of a subject or **part** of an object of a verb or preposition, but it cannot be a complete subject or object. **Whose** cannot be omitted. Here are examples with **whose**:

The girl is excited. + Her mother won the lottery.
= The girl **whose mother won the lottery** is excited.

WHEN replaces a **time** (in + year, in + month, on + day,...). It cannot be a subject. It can be omitted.

I will never forget the day. + I graduated on that day.
= I will never forget the day **when I graduated**.

The **same meaning** can be expressed in other ways:

I will never forget the day on which I graduated.
I will never forget the day that I graduated.
I will never forget the day I graduated.

WHERE replaces a **place** (in + country, in + city, at + school,...). It cannot be a subject. It can be omitted but a **preposition** (at, in, to) usually must be added.

The building is new. + He works in the building.
= The building **where he works** is new.

The **same meaning** can be expressed in other ways:

The building **in which he works** is new.
The building **which he works in** is new.
The building **that he works in** is new.
The building **he works in** is new.

III/ Adverb Clauses: An **adverb clause** is a dependent clause which takes the place of an adverb in another clause or phrase. An adverb clause answers questions such as "when?", "where?", "why?", "with what goal/result?", and "under what conditions?".

Note how an adverb clause can replace an adverb in the following example:

Adverb: *The president gave a speech here.*

Adverb clause: *The president gave a speech **where the workers were striking**.*

Usually, a subordinating conjunction like "because," "when(ever)," "where(ever)," "since," "after," and "so that," will introduce an adverb clause. Note that a dependent adverb clause can *never* stand alone as a complete sentence:

Independent clause: *They left the room*

Dependent adverb clause: *After they left the room*

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The first example can easily stand alone as a sentence, but the second cannot -- the reader will ask what happened "after they left the room".

There are different types of adverbial clauses:

1. TIME: The adverbial clause of time is introduced by: when, whenever, while, as, since, before, until, as soon as, once, after. It tells us when the action takes place.

e.g.: *She was reading a book **when her friend came**.* (adverbial clause of time)
*The boy helped his father **before he went to the party**.* (Adverbial clause of time)

2.PLACE: The adverbial clause of place is introduced by: where, wherever. It tells us where the action takes place.

e.g.: *She found the book **where he left it**.*
*He decided to meet them **wherever they wanted**.*

3.COMPARISON: The adverbial clause of comparison is introduced by: as ... as, than+, the more. It makes explicit comparison.

e.g.: *The cards look as beautiful **as they were described**.*
*This car is more expensive **than I expected**.*
*The more he hears about that subject, **the more inquisitive he becomes**.*

4. MANNER: The adverbial clause of manner is introduced by: as, as if. It says how or in what manner the action is performed.

e.g.: *That woman behaved **as her friends expected her to do**.*
*The girl used the toys **as if they were hers**.*

5. REASON (CAUSE): The adverbial clause of reason (cause) is introduced by: because, since, as. It answers the question why?

e.g.: *He stayed at home **because he was ill**.*
*They could not go out **as it was raining**.*

The adverbial clause of reason can come at the end of the sentence or at the beginning:

e.g.: *The boy slept early **since he was tired**.*
***Since the boy was tired**, he slept early.*

6. RESULT: The adverbial clause of result is introduced by: so that, so + adjective + that, such + a / an + adjective + noun + that. It indicates the result of the action mentioned in the main clause.

e.g.: *They revised all their lessons **so that they got good marks**.*
*The dress was so beautiful **that she decided to buy it**.*
*It was **such a nice film** that he continued watching it until the end.*

7. PURPOSE: The adverbial clause of purpose is introduced by: so that. It indicates the purpose of the action described in the main clause.

APPENDIX "I" TEACHER "B" WRITTEN COMPREHENSION AND EXPRESSION HANDOUTS

e.g.: *They wanted to make a party so that they can celebrate their friend's birthday.*
He ran fast so that he might not be late.

Notes: "so that" can introduce an adverbial clause of purpose or an adverbial clause of result. The difference between the two cases can be understood from the tenses since the action of the adverbial clause of purpose is not complete.

e.g.: *They worked hard so that they could get good results.*
They aimed at getting good results. This aim was not yet achieved. (purpose)

e.g.: They worked hard so that they got good results.
They obtained good results. They achieved their aim. (result)

8. CONTRAST or CONCESSION: The adverbial clause of contrast is introduced or expressed by :
though, although, even if, while, whereas.

e.g.: *Although they are poor, they are very happy.*
She is lazy while her sister is very active.

9. CONDITION: The adverbial clause of condition is introduced by : if, unless, only if, whether or not.

e.g.: *If he has money, he will buy a house.*

COMPOUND, COMPLEX AND COMPOUND - COMPLEX SENTENCES

I. COMPOUND SENTENCES

A compound sentence has two or more clauses joined by the coordinating conjunctions: **and, but, or**.

- You can take the bus **or** stay here **and** I'll drive you tomorrow, **but** I'm not driving tonight.
- It wasn't cold **but** I was shivering.
- You must help us **or** we will fail.

APPENDIX "I" TEACHER "B" WRITTEN COMPREHENSION AND EXPRESSION HANDOUTS

We usually leave out the same subject, the same **subject + verb** or the same **subject + auxiliary** from later clauses in a compound sentence.

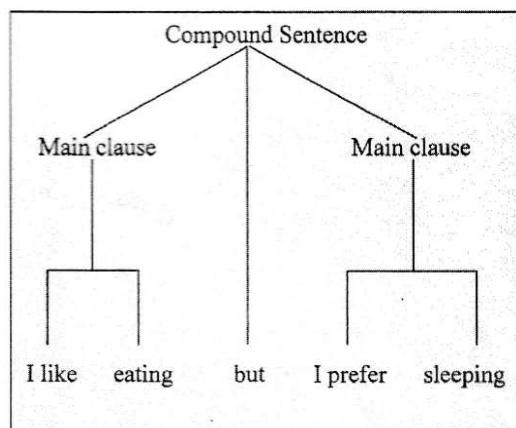
- They played well, **but** ... lost. (They played well, but they lost)
- I like swimming, ... football **and** ... watching T.V.

Leaving out the subject and/or other parts of the sentence is called **ellipsis**. We usually leave out the same **verb + object** after an auxiliary verb in later clauses, but we prefer to leave out repeated objects in the beginning.

- I'll wash ... and peel the potatoes.
- They may forget you, but I never will ...

We can emphasize the relationship between two clauses in compound sentences by using different combinations of conjunctions. They can express an **addition**, an **alternative**, a **combination** or a **combination of negatives**.

- They **not only** clean houses, **but also** do repairs, painting and other jobs.
- You can **both** turn the T.V on **and** change channels with the remote control.
- You can **either** go with us **or** stay here alone.
- He **neither** speaks English **nor** understands it.



II. COMPLEX SENTENCES

Combining simple sentences to make complex sentences is an important exercise to help you advance in your writing abilities.

Simple sentence

Tom is a boy. He is eight years old. He goes to school in Philadelphia.

Complex sentence

Tom is an eight-year old boy **who** goes to school in Philadelphia.

Here are some simple rules to remember when combining simple sentences into complex sentences:

- Don't repeat words.
- Change words if necessary.
- Add words to connect ideas.

Complex sentences involve combining two sentences of unequal value; one sentence is dependent on the other for its full meaning.

After her father reads her a bedtime story.

This is not a complete sentence, for it does not make sense by itself. It leaves us with the question, "What happened after the bedtime story?". It is an example of a **dependent clause**. Unlike an independent clause, a dependent clause starts with a dependent word that leaves the sentence hanging. In the above example, this word is "after" known as a **subordinating conjunction**.

A **dependent clause** must be paired with an **independent clause** to achieve its full meaning. The result is a **complex sentence**.

- Maria goes to sleep **after** her father reads her a bedtime story.

So, we create **complex sentences** by joining **two or more** clauses with **subordinating conjunctions**.

- I couldn't sleep **because** I was thinking about all the work that I had to do **before** I could leave.

The common subordinating conjunctions are:

Although, though, after, as, because, before, even though, how, if, as if, since, so that, unless, until, what, whatever, when, whenever, whether, while, who, whose.

There are **two methods** for creating **complex sentences**. Both of these methods use subordinating conjunctions, one puts the **independent clause first**, the other puts the **dependent clause first**.

A/ Independent clause + subordinating conjunction + dependent clause.

- I wanted to proofread my essay **before** showing it to my teacher.

B/ Subordinating conjunction + dependent clause + independent clause.

- **Although** I am nervous about writing, I think I will do just fine.

PUNCTUATION

When we speak we use a variety of verbal techniques to make our ideas plain. We vary the pitch and tone of voice; we pause or speak faster or slower to get our ideas across as effectively as we can.

Punctuation fulfils something of the same function for the written word. Punctuation is a set of symbols used in writing to help indicate something about the structure of a sentence. Common units of punctuation in English and many other languages include the full stop, comma, apostrophe, question mark, exclamation mark, brackets, dash, hyphen, colon, semicolon, inverted commas, slash, brackets and capital letters. Each of these units indicates a different thing. The full stop, question mark and exclamation mark all serve to terminate a sentence.

I-Apostrophe (')

1. Contraction: to show that letter(s) have been omitted: I will = I'll, cannot = can't.
2. Possession: the pupil's book, Selma's doll, children's ball, girls' room.

II-Full stop (.)

1. When you come to the end of a declarative sentence: he studies medicine.
2. It is also placed at the end of abbreviated words. This is becoming less common in British English: Dr. Andrew, M.A. , C. Burke (or) Dr Andrew, MA, C Burke.
3. Don't use full stops after headlines, subheads or heads, items in a column, index entries or captions not in sentence form.
4. Don't use full stops before a question mark unless the full stop is for an abbreviation: are you a member of the A.C.L.?

III-Semi-colon (;)

It is sometimes used instead of full stops, in cases where sentences are grammatically independent but the meaning is closely connected. Semi-colons are not nearly as common as full stops or commas

e.g. : Some people work best in the mornings; others do better in the evenings.

IV-Colon (:)

1. Before explanations: We decided not to go on holiday: we had too little money.
2. Direct speech: when a direct speech is introduced by a name or a short phrase as in the text of a play or when famous sayings are quoted: John: what are you reading? Peter: I am reading a poem.
3. To introduce a list: we need three kinds of support: economic, moral and political.

N.B. Capital letter does not usually follow a colon, except at the beginning of a quotation or when a colon is followed by several complete sentences: My main objections are as follows: First of all, ... Secondly, ...

V-Question Mark (?)

It is used after any word, group of words or sentences forming a question. But indirect questions do not have a question mark. Compare:

'How much does it cost?'

He asked me how much it cost.

VI-Comma (,)

Commas generally reflect pauses in speech.

1. We use commas to separate items in a series or list. In British English, a comma is not used with and between the last two items unless these are long. Compare:

I went to Spain, Italy, Switzerland, Austria and Germany.

I spent yesterday playing tennis, listening to classical music, and talking about the meaning of life.

2. If words or expressions are put in unusual places or interrupt the normal progression of a sentence, we normally separate them off by commas.

My father, however, did not agree. ,

Andrew carpenter, the deputy sales manager, was sick.

3. Clauses connected with **and** / **but** / **or** are usually separated by commas unless they are very short.

Compare:

Jane decided to try the home-made steak pie, and Andrew ordered Dover sole with boiled potatoes.

Jane had pie and Andrew had fish.

4. A comma is generally used between a reporting expression and a piece of direct speech.

Looking straight at her, he said, "there is no way we can help him, is there?"

5. If a reporting expression follows a piece of direct speech, we usually put a comma instead of a full stop before closing the quotation marks.

"I don't like this one bit," said Julia.

6. When subordinate clauses begin sentences, they are often separated by commas. Compare:

If you are ever in London, come and see me.

Come and see me if you are ever in London.

7. To separate the day of the month from the year.

I received the letter on December 5, 2008.

8. To separate a statement from a question (tag questions).

I can go, can't I?

VII-Hyphen (-)

It is used in phrasal verbs and compound nouns:

1. with a preposition or adverb:

The government plans a huge sell-off of local airport. Regular exercise gives a sense of health and well-being. The new theatre will be opened by a well-known actor.

2. with some combining forms:

A wide-eyed boy looked up and asked for his autograph. And this is a photo of my great-grand father.

3. with some prefixes:

They bought a pre-war house in the suburb.

We are developing non-nuclear sources of energy.

4. Fractions and numbers:

Nearly two-thirds of the population. Twenty-three.

There were 6-8 (read 6 to 8) people in each group.

5. with pairs of adjectives or nouns:

I need to get a decent French-English dictionary. They had a good father-son relationship.

VIII-Quotation Marks (Inverted Commas) (" " / ' ')

1. In direct speech to enclose the words that were spoken. The sentence in quotation marks begins with a capital letter and doesn't end with a full stop.

APPENDIX "I" TEACHER "B" WRITTEN COMPREHENSION AND EXPRESSION HANDOUTS

"My car has broken down," he said.

2. To enclose short pieces of text written by someone else.
She argues that "There can be no simple solution to such a complex problem" but we hope to show that she is wrong.
3. To refer to the titles of books, films, television programmes and so on:
Have you ever seen Hitchcock's 'Psycho'? You must watch 'Sports Special' tonight.

IX-Ellipses / Dots (...)

1. To indicate that material has been omitted from the middle of a quotation. Ellipses are created with three points, with one space on either side of each character.
He read Hamlet's 'To be or not to be ' With great feeling.
2. After a list or an idea that has not been completed.
This country has many problems: hunger, disease, war ... The list seems endless.

X-Exclamation Mark (!)

1. At the end of a sentence expressing strong feelings, and with exclamations and interjections.
'This song's great!'
But that's a terrible thing to happen! She is a professor, and she is only 18!
2. At the end of a forceful order.
'Don't open that parcel, it may be a bomb!' 'Stop, there is a car coming!'

XI-Slash (/)

It is used:

1. To indicate a choice between the words it separates. It can be translated as or. To avoid gender problems with pronouns, some writers use he/she, his/her, and him/her.
2. As a way of separating the numbers when writing dates.
(Br) 15/08/08 (=15 August 2008)
(Am) 10/26/08 (= October 26 2008)
3. To mean 'for each' when talking of amounts, prices (this is spoken as 'per' or 'a').
The wedding dinner will cost 10 dollars/ head. Our hotel room costs 60 dollars/ night.
The speed limit is 100 km/ hour.

XII-Brackets / Parentheses ()

1. To give extra information such as dates, numbers and amounts of money.
Haydn (1732 - 1809) wrote over 100 symphonies.
2. To add an explanation, extra information or an extra thought.
Henry was carrying 100 g of semtex (a high explosive) in his luggage.
I'll see you on Tuesday (I can't come tomorrow, I'm just too busy).

XIII-Capital letters [A B C]

They are used for the first letter of a name, a country, nationality or language...

Using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use of punctuation. The role of punctuation is to make the text you write clear and easy to read. Defective punctuation can make a text very difficult to understand, and even lead to misunderstandings.

THE USE OF CAPITAL LETTERS

These are the general rules that govern the use of capital letters in the English Language.

1. The first word of a sentence begins with a capital letter.

2. In poetry, the first word of each line is capitalized.

e.g. **I** wrote her name upon the sand
And came the wave and wash it away.

3. Proper nouns begin with a capital letter. This includes:

a) Names of persons real or fictional.

e.g. **Charles Dickens, Robinson Crusoe, Aladdin.**

b) Titles preceding names.

e.g. **Mr. Brown, Miss Smith, Mrs Lucy, Queen Elisabeth, Baron Bill.**

c) Names of geographical divisions, countries, cities, states,...

e.g. **Africa, Egypt, Arizona, London.**

d) Names of mountains, hills, or other geographical features.

e.g. **Mount Everest, Rocky Mountains, Hoggar Volcano.**

e) Names of rivers, lakes, oceans, seas, and other bodies of water.

e.g. **Thames River, Pacific Ocean, Red Sea.**

f) Names of religions, sacred books, and documents.

e.g. **Christianity, Holly Coran, Buddhism, Religious Reforms.**

g) Names of streets, roads, avenues, highways, and parks.

e.g. **Oxford Street, Fifth Avenue, Central Park.**

h) Names of people and nationalities.

e.g. **the French, the Indians, American, African.**

i) Names of wars, historical periods, events, and famous buildings and monuments.

e.g. **World War II, the Middle Age, the Eiffel Tower, Pyramids.**

j) Months and days of the week.

e.g. **.June, April, Sunday, Friday.**

k) Names of languages.

e.g. Arabic, French, Latin, English.

4. Proper adjectives derived from proper nouns

e.g. Indian / Indian Culture

She writes Arabic.

She writes the Arabic Language.

5. Interjections used independently

e.g. Oh! ; Never!

6. The pronoun "I"

e.g. I was absent. Do I really dream?

7. Abbreviations for proper nouns

e.g. U.N. ; G.B.

8. The principal words of titles of books, articles, magazines, poems, and works of art (principal words: the first word of the title and each word except for the articles "a", "an", "the" and short possessives [four letters and less]).

e.g. Book: The Man Without a Country

Poem: A Grecian Urne

Article: Capitalism in Algeria

Art: Mona Lisa

9. Academic subjects when they are part of the official name of a course.

e.g. He is teaching Written Expression.

N.B: They are not capitalized when used in other contexts.

e.g. They are good in written expression.

BASIC PARAGRAPH STRUCTURE

Paragraphs have three principal parts: the **topic sentence**, **body sentences**, and the **concluding sentence**.

I. The Topic Sentence

A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph i.e., there are not many details in the sentence, but the sentence introduces an overall idea that you want to discuss later in the paragraph.

For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

Note how the first sentence, *My hometown, Wheaton, is famous for several amazing geographical features*, is the **most general** statement. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the town's geography, and are not general statements.

Here are some examples of sentences that can be used as topic sentences. Can you figure out why they are inappropriate?

1. My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.
2. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.
3. Clouds are white.

The problem with sentence 1 is that it contains too many details. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, *My hometown is famous for several amazing geographical features*.

Sentence 2 is not appropriate as a topic sentence because it mentions two topics, not just one. Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.

The problem with sentence 3 is that it is *too* general. It is also very boring! Would you like to read a paragraph with this topic sentence? Most people would not.

We can rewrite sentences 2 and 3 in the following ways to make them better:

- There are two reasons why some people like to buy cars with automatic transmission.

OR (in a different paragraph):

- There are two reasons why some people like cars with manual transmission.
- The shapes of clouds are determined by various factors.

II-Supporting Sentences

When a reader reads a topic sentence, such as *My hometown, Wheaton, is famous for several amazing natural features*, a **question** should usually appear in the reader's mind. In this case, the question should be like, "**What** are the natural features that make Wheaton famous?"

The reader should then expect that the rest of the paragraph will give an **answer** to this question.

Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, it is noted for the Wheaton River, which is very wide and beautiful*, indeed gives an answer to this question. That is, the second sentence gives some **explanation** for the fact that Wheaton is a famous town. Similarly, we can see that the third sentence also gives some explanation for the fact that Wheaton is famous by giving another example of an "amazing natural feature," in this case, Wheaton Hill.

The second and third sentences are called **supporting sentences**. They are called "supporting" because they "support", or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. **At minimum, you should have at least five to seven sentences in your paragraph.** Here we can see our paragraph about Wheaton with a few more supporting sentences in **bold** form:

My hometown is famous for several amazing natural features. *First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.* **The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old.**

III-The Concluding Sentence

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the **concluding sentence**. You can think of a concluding sentence as a sort of topic sentence in reverse.

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. **These three landmarks are truly amazing and make my hometown a famous place.**

Notice how the concluding sentence, *These three landmarks are truly amazing and make my hometown a famous place*, summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

SALHI AHMED UNIVERSITY CENTER

Module: Written Expression

NAME _____

My grade: _____

Date _____

G 1/G4

1. Which dress do you like, the blue one or the red one?

2. It is dangerous for children to play with matches.

❖ Pick out the verbs in the following sentences. There may be more than one verb in each sentence.

1. After the rain had stopped, the children went out to the playground.

2. My sister enjoys listening to classical music.

❖ Pick out the adverbs in the following sentences. There may be more than one adverb in each sentence.

1. The little girl smiled sweetly at me yesterday.

2. You must work hard if you want to pass the examination.

❖ Pick out the conjunctions in the following sentences.

1. We must hurry or we will be late.

2. They were disqualified because they cheated during the game.

Part III

1) Identify whether the sentences are simple, complex, compound or compound-complex. Please underline dependent clauses where it applies.

1. Bicycles are a great way to travel short distances.

2. Joe made the sugar cookies; Susan decorated them.

3. You could cry like a baby, or you can clean your room like an adult.

SALAH AHMED UNIVERSITY CENTER	
Student's Name: _____ Address: _____ Date: _____	My grade: _____ 01/04

4. After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

5. The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

2) What are the 3 types of clauses? *Illustrate by examples*

.....

.....

.....

.....

.....

3) Identify the Sentence Patterns

1. India become independent in 1947 .

2. The sun shines

3. He brought me a cup of tea.

4. My brother is doing homework.

5. John and Marry are swimming.

6. I walked to school today.

University Centre of Naama	2021/2022
Institute of Letters and Languages	2nd Semester
L1 English Section	25/04/2022
Dr. 	Comprehension of Written Expression
Full Name: Group:	
Mark	/20

Comprehension of Written Expression 2nd Semester Exam

Activity 1 (5 pts)

Underline the verbs in each sentence.

- 1- I read my book from cover to cover.
- 2- I coughed and sneezed because I had a cold.
- 3- The robbers smashed the window and entered the warehouse.
- 4- The man stopped and turned when he heard me shout his name.
- 5- The dog plodded along beside his owner.

Activity 2 (5pts)

Circle the correct pronoun in the parentheses.

- 1-The reporter interviewed the police officer and (I, me, myself).
- 2-Sam finished the project by (himself, hisself).
- 3-The candidate (who, whom, that) the newspaper recommended will speak to the press.
- 4-Linda, (who's, whose) daughter was ill, sent her teacher an email.
- 5-I spoke to the students yesterday; (they're, their, there) books were stolen.

Activity 3 (8 pts)

Add necessary punctuation to the following business letter.

dear mr lopez

i recently received the order that you placed on november 30 2019 for a new vacuum when you ordered your new whoosh vacuum you requested a set of attachments as well we do have the vacuum that you want in stock unfortunately our company has sold out of the specific set of attachments that you ordered we regret that we cannot fill your order however we do have an alternative for you if you like our company would be happy to send you a different vacuum whoosh model 1234 which comes with a set of attachments in its purchase price mr lopez i think that you will find this vacuum equally efficient and i believe that you will be pleased with this model the price is a little higher but is still an excellent value if this is a satisfactory substitution please send the attached postcard to my office at 3434 smith street sylmar california 91342 as soon as possible

i hope mr lopez that you will continue to choose polk s electronics whenever you need new appliances thank you for your patronage we hope to serve you in the future
sincerely

University Centre of Naama

Institute of Letters and Languages

L1

English Section

2nd Semester

Dr.

Comprehension of Written Expression

Full Name: Group:

Mark /20

Comprehension of Written Expression Exam**Activity 1 (6pts)**

In each following sentence, you underline the subordinate/dependent clause identifying its type: a noun clause, an adjective clause, an adverb clause.

1- If I am feeling better by this evening, I will attend the party.

.....

2- The roller coaster that we rode yesterday gave me a headache.

.....

3- I do not know where I put my keys.

.....

4- The abandoned treehouse seemed really familiar as if she had seen it sometime before.

.....

Activity 2 (5pts)

Use the correct subordinating conjunction

1. At the school, there were many students..... were running on the playground.

2. Fred enjoyed the gift.....Alice made for him.

3. There were several people on the list..... were waiting to get into the class.

4. What did you do with the money.....your mother lent you?

5. I talked to the girl car had broken down in front of the shop.

Activity 3 (5pts)

Combine the sentences given into one correct sentence using the adequate subordinators.

1- The soup was delicious. I made it from scratch.

.....

2- My son has already finished his assignments. He is usually a procrastinator.

.....

3- Todd has a friend. Laura introduced him to the friend.

.....

4- Rachel was very sad. Her best friend had moved to another city.

.....

5- I enjoy meeting new people. They have interesting stories to tell about their lives.

.....

Activity 4 (3pts)

Write complete sentences:

- A complex sentence

.....

- A compound sentence

.....

- A compound-complex sentence

.....

Department of English

LMD1

SECOND-SEMESTER WRITTEN EXPRESSION MAKE-UP EXAM

Name:..... Group:

Mark:

Section01:

1. Explain the use and the omission of capitalization in the following statements:

- He is teaching Written Expression.

.....

- They are good in written expression.

.....

2. The colon (:) is used in three cases. Mention them

- e.g.
- e.g.
- e.g.

Section02:**Activity01:** Identify the kind of each sentence: Simple, Compound, Complex, or Compound-Complex

1. These jogging shoes are canvas and suede.
2. Can you fix the bell, or should I call the electrician?
3. The line is busy, but I will try again when I finish this.
4. The reporter asked if she could arrange an interview.
5. People spend one third of their lives asleep.
6. The mysterious burglary, which baffled the police for years, has finally been solved, and justice will now be served.
7. The union met with its members, and they accepted the contract.
8. Alejandro played football, so Maria went shopping.
9. After the audience gave him an ovation, Lionel Ritchie sang two encores and then he left the stage.
10. As she presented the awards, the principal congratulated us.

Department of English

LMD1

SECOND-SEMESTER WRITTEN EXPRESSION MAKE-UP EXAM**Name:**..... **Group:** **Mark:****Activity02:** Insert the proper punctuation on the blank: a comma (,) or semi-colon (;)

1. The artist preferred to paint in oils ____ he did not like watercolors.
2. Even when the house looks clean ____ there is usually a bunch of dirt swept under the rug.
3. The computer can perform many calculations at once ____ however ____ it cannot reason like a human.
4. In the first place ____ it was snowing too hard to see the road ____ in the second place ____ we had no chains.
5. Italy is my favorite foreign country ____ in fact ____ I plan on staying there for three weeks this summer.
6. If he misses his appointment ____ he'll have to wait another six months to see the dentist.
7. There are many negative side effects to smoking ____ there are no positive side effects from smoking.
8. Some people work best in the mornings ____ others do better in the evenings.



Ahmed Salhi University Centre of Naama
Institute of Languages and Literature
Department of English



Module: Civilization

L1/LMD Students

EXAM (SEMESTER 1)

Question 1

Explain the following in brief:

1. Origins of the Celts
2. Distinctive Features of Celtic Culture

Question 2

Essay Writing

Briefly discuss in what way have the Romans influenced Britain.



Question 2

Essay Writing

Briefly discuss in what way have the Romans influenced Britain.

الملخص:

تستكشف الأطروحة الدكتوراه الأساليب التعليمية التي يعتمد عليها أساتذة التعبير الكتابي في اللغة الإنجليزية كلغة أجنبية لتدريس طلاب السنة الأولى في جامعة النعامة، الجزائر. تستخدم الدراسة منهجية دراسة حالة استكشافية ضمن إطار مختلط متقارب لتحليل ممارسات التعليم مهارات التعبير الكتابي بشكل شامل وتقديم تحليل عميق للسياق التعليمي. تم جمع البيانات من خلال أدوات متعددة: استبيان موجه لأساتذة المقاييس الأخرى بخلاف مهارات التعبير الكتابي، استبيان لطلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية، مقابلات شبه منظمة مع أساتذة التعبير الكتابي، وملاحظات في فصولهم التعليمية، بالإضافة إلى تحليل الوثائق التي تركز بشكل خاص على معلمي الكتابة نظراً لدورهم الحيوي في التخطيط وتقديم تعليم مهارات الكتابة. تظهر النتائج وجود فجوة ملحوظة بين المعتقدات التي يعبر عنها المعلمون وممارساتهم الفعلية في الفصول الدراسية، والتي تركز بشكل أساسي المحاضرات النظرية وتعليم الجمل، مما يفقر إلى تنفيذ منهجي لاستراتيجيات التعليم الفعالة. تقدم هذه الدراسة رؤية قيمة وتوصيات عملية تهدف إلى تحسين تدريب المعلمين وتعزيز التعاون بين معلمي الوحدات المختلفة في قسم اللغة الإنجليزية، بهدف رفع مستوى تعليم الكتابة في بيئات التعليم العالي.

الكلمات المفتاحية: دراسة حالة استكشافية، أساتذة التعبير الكتابي، طلبة السنة الأولى الإنجليزية كلغة أجنبية، تعليم مهارة الكتابة، تعليم قائم على الاستراتيجيات.

Résumé

Cette thèse doctorale analyse les pratiques d'enseignement des professeurs de rédaction en anglais langue étrangère (EFL) qui interviennent auprès des étudiants de première année à Université de Naâma, Algérie. L'étude adopte un design d'étude de cas exploratoire dans un cadre de méthodes mixtes convergentes afin d'explorer en profondeur les pratiques pédagogiques et d'offrir une analyse exhaustive du contexte éducatif. Les données ont été recueillies à l'aide de divers outils : un questionnaire destiné aux enseignants de modules autres que la rédaction, un questionnaire pour les apprenants, des entretiens semi-structurés avec les enseignants de rédaction, ainsi qu'une observation en classe et une analyse documentaire menées exclusivement avec les instructeurs de rédaction en raison de leur rôle clé dans la planification et la mise en œuvre de l'enseignement de la rédaction. Les résultats mettent en lumière un écart important entre les croyances exprimées par les enseignants et leurs pratiques réelles en classe, qui sont principalement centrées sur l'enseignant et axées sur l'enseignement au niveau des phrases, sans mise en œuvre systématique de stratégies d'enseignement efficaces. Cette recherche fournit des informations précieuses et des recommandations pratiques pour améliorer la formation des enseignants et renforcer la coordination entre les enseignants de différents modules au sein du département d'anglais, contribuant ainsi à l'amélioration de la qualité de l'enseignement de la rédaction dans les contextes d'enseignement supérieur.

Mots-clés : étude de cas exploratoire, enseignants de production écrite, étudiants EFL de première année, enseignement de la compétence rédactionnelle, enseignement de la rédaction basé sur des stratégies.

Summary

This doctoral thesis explores the instructional methods used by EFL writing instructors who teach first-year university students at Naama University, Algeria. The research adopts an exploratory case study approach within a convergent mixed-methods design to thoroughly examine teaching practices and provide a comprehensive analysis of the educational setting. Data collection involved a variety of tools: a questionnaire directed at teachers of other modular courses, learners' questionnaire, semi-structured interviews with writing instructors, and classroom observations, along with document analysis specifically conducted with writing teachers due to their essential role in planning and implementing writing instruction. The results highlight a significant disparity between the beliefs expressed by teachers and their actual classroom practices, which are largely teacher-centered and focused on sentence-level instruction, lacking a systematic application of effective teaching strategies. This research offers important insights and practical recommendations aimed at improving teacher training and fostering better collaboration among instructors of different modules within the English department, ultimately enhancing the quality of writing instruction in higher education contexts.

Keywords: exploratory case study, writing teachers, first-year EFL students, writing instruction, strategy-based writing instruction.