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***Developing Writing Skills in Young Learners through
Teachers' Perception and Reflection- The case of third year
Middle schools- Msila***

**A dissertation Submitted to the Department of Letters and English Language in
Partial Fulfilment of the Requirements of the Master Degree in Linguistics**

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Declarations

We hereby solemnly declare that the work we are going to present in this thesis entitled
*Developing Writing Skills in Young Learners through Teachers' Perception and Reflection-
The case of third year Middle schools- Msila*

...is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

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Sebti Nabila.....

Date: June 2020.

Abstract

Achieving a successful level in writing in English for the middle schools' concerns both teachers and pupils. However, the majority of learners are unable to reach this success for the writing skill entails a series of difficulties that result in pupils' poor writing productions. They find it very difficult to master and; therefore, fail to produce acceptable paragraphs. This study deals with how to develop the writing skill among pupils of the Third year in M'sila's Middle School depending on teachers' perceptions and reflections. Thus, the overall purpose, at the first place, is to determine how teachers can turn from relying on the product approach to focus on the process. Thus, multiple research tools are used to verify the research hypotheses and triangulate results; findings are treated through using two questionnaires for teachers, one for inspectors and one for pupils. According to teachers' opinions in the questionnaires, EFL learners like working in pairs and collaboratively on topics that demand active participation, problem solving, a lot of drafting, reading and editing. They need help at the beginning of every activity, they like models and enjoy working under teachers' assistance. This has empowered them more to favour the process approach with brainstorming, mind mapping, revising, and editing. Scaffolding is the best policy according to most teachers.

DEDICATIONS

In the name of ALLAH, the Most Gracious, the Most Merciful, all praise to Him alone, the Sustainer of the entire world who granted us the power to pursue and to finish this work.

We dedicate this work to:

- The pillars of our lives; our sympathetic *MOTHERS* and our thoughtful *FATHERS* whose love and support guided us all the way to success.
- To all our Brothers and Sisters who always believed in us, pushed us forward and helped us in all possible ways.
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- To our precious children Abderrahmane, Yahia, Safaa, Adam and Housseem.
- To our friends, classmates and teachers who helped us all the year through

Ahlem -Nabila

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Ahlem/ Nabila

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General Introduction

Writing is considered a great step in learners' focus all along their learning career. It is a sort of communication that helps learners to express their feelings and thoughts on papers, to organize their knowledge and arguments and to understand the meaning through well-formed texts. For young learners, mastering writing at an elementary basis is focal and primordial though it is at its prime. Middle school learners are exposed to different facets of writing through various learning activities where they try to work them out individually or through group work activities. Teachers, in their turn, try to enhance learners with different techniques to approach writing through the different tasks by providing them with easy strategies to adopt accordingly. Most of the teachers experiencing teaching writing believe it is of common ground to consider more the process of how learners need to write rather than on the product itself. This debatable issue has accordingly incited the researchers to explore this issue through a set of surveys and field visits.

Young learners especially middle school learners like to write and produce through the different written classroom activities as displayed through their official textbooks; yet, a great number of constraints still face young learners in developing their writing capacities. Middle school students were specifically selected for this study because of the nature of writing demands that occur in the intermediate grades (Reynolds & Perin, 2009). This has incited researchers to do some research and shed some lights on the different aspects third year writing possible improvement can be enhanced through teachers' perspectives to the official textbook implemented activities.

1.Statement of the problem

The problem faced by teachers in the Algerian Middle school institutions as related to writing is that learners have never been good writers. Teachers who suffer all the year round trying to make from third year students' good achievers at writing are puzzled and, in most times, have

failed because learners are still unable to produce a single correct sentence. This has pushed the researchers, who are experienced teachers of English, to investigate the root causes to such constraints. Hence, a new perspective is taken by those teachers who think about whether the provided tasks of the Third-Year Middle school textbook could help them improve their learners' writing through the process approach which is totally neglected by teachers. Indeed, instead of engaging students in regular classroom and extensive practice of writing through the process approach, most teachers prompt learners to produce a piece of written discourse without giving them a minimum help. Hence, this has impacted learners' envy for written communication and has hampered their development at the writing skill. And this has incited the researchers to explore this gap and try to give some solutions to.

2. Research questions

1. Why EFL third year learners do not achieve well at prescribed writing activities?
2. How do teachers perceive learners' development at writing?
3. What benefits could third year textbook provide learners with in terms of writing tasks?

3. Aims of the Study

1. To investigate the root causes leading to third year failure in writing
2. To find out how teachers reflect upon and conceive writing tasks as featured in the textbooks
3. To trace out the merits of the textbook writing tasks and their impact on learners' written development.

4. Hypothesis

If teachers apply and use the process approach in written activities with a bit of scaffolding, would third year learners develop into good achievers at writing?

5.Literature Review

Writing has always been a hot issue to debate due to its complexities for both teachers and students. Hence a great number of writings have been issued in this regard. As it is considered the key elements for our research, writing for young learners posed important questions to solve. Researchers throughout this present work, have consulted this topic and have come with the following results represented through this modest literature review which articulates on vital elements that serve as contribution.

5.1. Writing and the cognitive effort

Writing has largely attracted the attention of researchers as being a crucial skill that contributes in learning in any language and without which further education may be largely impossible. (Shangarfan & Mamipour (2011).

Zamel (1983) speculates that a genuine writing task should place a learner in situations that require authentic use of language to communicate. In fact, this is the core of the matter where learners can best learn.” Writing is, in fact, one of the best tools for learning any material because it activates thinking” (Zemelman et al., 1998, p.63).

According to Hedge (1988), writing helps the learners to consolidate their knowledge, revise and remember the new items of language. At the same time, it allows them to see their progress in a materialized form and opens a direct access to the teacher’s feedback. The teacher is able to monitor and diagnose difficulties easily (7-8). Hence, Hedge goes on iterating that writing places great demands on students as it requires simultaneous employment of many skills, such as using spelling, grammar, punctuation and even conventional layout correctly, linking ideas logically, organizing the text clearly, using a wide range of vocabulary and sentence structures etc.(Hedge 8).

Similarly, studies carried out by Bland, Noblitt, Armington and Gay (1990) found that "in the early stages of learning to write in a new language, learners' thinking tends to be dominated by lexical rather than syntactic issues" (as cited in Kern, 2000, p. 177). Therefore, students find it difficult to produce any piece of work because they lack enough vocabulary which limits their compositions and does not allow them to thoroughly express themselves. Kern (2000) also states that many studies have demonstrated that students rely heavily on genres and rhetorical organization patterns that they originally learned in their native language to facilitate the writing process.

Uzawa and Cumming (cited in Kern, 2000) state that the students "borrow" specific lexical items and tend to put a lot of effort, use extra time to compose, seek assistance on word choices on grammar and revise texts extensively. In short, learners use great efforts in writing and render everything on vocabulary and grammar that they generate from their prior knowledge.

In their study to investigate the cognitive effort of students while writing, Olive, Favart, Beauvais and Beauvais (2009) found that the cognitive effort interacted with genres. They indicated that students' cognitive writing effort decreased or increased when they were writing certain types of texts such as argumentative and narrative texts. In the same line,

5.2. Writing as a product/ process or combination between-The debate

The first influential model of the process approach was the one proposed by Hayes and Flower (1980). Hayes and Flower described the writing process in terms of "the task environment, which included the writing assignment and the text produced so far, the writer's long-term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive processes, including planning, translating thought into text and revising" (as cited in Weigle, 2002, p.23) Or, as Kroll (1990) puts it, students engage in a cyclic approach whereby they go through stages until they can produce a complete piece of writing.

Many debates have been issued as to what to use the product or the process approach or their combination as the most recent research envisaged, a balance of product and process (Bromley, 1999). As a result of the continuous shift in the focus for writing instruction, Bromley (1999) suggests that the answer is “borrowing the best from both product and process approaches to develop writers who are fluent, competent, and independent” (p.152)

However, Hedgcock (2005) stated that there has been a substantial shift in ESL writing toward the implementation of the process approach in teaching writing. This method emerged as a reaction to the traditional approach which was mainly employed to reinforce oral patterns and grammatical knowledge. In Thornbury’s words (2006), “A process approach argues that writers do not in fact start with a clear idea of the finished product. Rather, the text emerges out of creative process” (p.249). Similarly, Hasan & Akhand, (2010) find that the process approach is better in ESL/EFL. On the other hand, there are researchers who believe in the combination of product and process approaches.

Writing in the same trend, some researchers like Alodwan & Ibnian (2014) stand against teaching writing based on the product-based approach, as they consider it old fashioned. In such a version, the role of written feedback assumes critical importance, because it helps students learn about their strengths and weaknesses (Corcoran, Halverson, & Schindler, 2014; Giles, Gilbert, & McNeill, 2014; and Orrell, 2006) and build their competence in academic writing. Hence, classroom writing would better serve the purpose where learners are taught on how to use the conventions of academic writing.

In this respect, Kern states, it is important to consider that writing in EFL does not necessarily follow the same patterns as the native language but on the contrary, it must be taught, which leads us to consider the process approach as the means to fulfill this purpose. As writing as a process is

too demanding from both teachers and learners, Hayes in 1996 modified his model to encompass two major components: the task environment, including a social component, the audience and a physical component, and the individual environment, including motivation and affect, cognitive processes, working and long-term memory.

5.3. Young Learners and Writing

Children like learning globally; hence, according to Nunan, they learn through a "holistic" approach to language. However, many pupils find writing boring, physically painful, time-consuming and lengthy (Joyce & all. 2015). This means they are not able to understand the structure of language, to analyze it or to use meta language, but at the same time they can understand and produce meaningful messages. They are also less aware of themselves and of the process of learning and are self-centered. On the other hand, they enjoy movement, their strong imagination is a great potential for a teacher to fulfill. (14). So, when children enjoy themselves, they want to continue with the activity and repeat it without being aware of the learning process and at the same time it helps them to build a positive attitude, which is crucial for the successful learning (Moon 3-7).

Children learn through doing, so that it is good to involve physical activities, making things, action songs, miming and drama (Moon 8)..Another important function of physical movement is that it enables children to release their energy and prepare them for the next activity, even if it is simple stretching without any sophisticated language exercise hidden behind it (Essential Teacher Knowledge 205-206). "As long as the teacher, who is, after all, the only real educator in the school system, has no definite and authoritative position in shaping the course of study, that is likely to remain an external thing to be externally applied to the child" (Dewey, 2012, as quoted in Kliebard, 2004, p. 74).

During the process writing, the students work more or less independently and the teacher only guides him or her through the process of choosing the topic, gathering ideas, organizing thoughts and providing him with feedback. Then comes the unguided phase where the student is left to his own work without assistance (Scrivener 193)

According to Brostoff, (1979); there are four reasons that social studies teachers should utilize writing as a learning strategy:

- (1) meaningful writing occurs in content areas such as social studies;
- (2) it is impossible to separate writing and content; (3) learning occurs during writing as new insights are gained; and (4) "Writing is thinking. As one writes, he or she must distinguish relevant from irrelevant information, generate and evaluate inferences, make relationships, arrange data and assertions in a pattern, and so on" (p. 176).

To add support to the same idea, Graves et al., (1998) say children "are building up their grasp of the language because they are actively recombining and constructing it for themselves." Students need to learn how to write in a variety of ways for a variety of purposes" (p.29). Strong writing is capable of promoting ability in reading when there is a balance of instruction and various writing techniques are implemented (Daniels, Hyde, & Zelman, 1998). Indeed, young learners are treasures if teachers know how to exploit their cognitive powers.

5.4. Teachers' Perception on how learners write through classroom context

Researchers have claimed that teacher's perceptions are so important in writing skill development. A considerable literature has grown up around that theme. Kamberi (2013) declared that feedback is a significant tool in the learning teaching process. He said:" The most valued

feedback strategies were Direct Corrective strategy and Individual Mini- Conference, whereas the least valued were the Meta linguistic, Electronic and peer feedback.”

Most of teachers regard writing as a hand on activity which requires collaborative work, play with language, mostly doing activities where practice plays a great role There are a variety of tasks that have characteristics of writing and comprehension (Spivey, 1989).. Hence, according to (Daniels, et al., 1998), the writing instruction would consist of providing the students with daily opportunities to participate in meaningful writing, relating to text, which requires a higher level of thinking than multiple choice or one-word answers. Teachers ,in fact, should get aware about the problems of learners who do not have any knowledge of writing process and mastery of the basic skills necessary to produce fluent writing .(Budig, 2006 ;Quible & Griffin,2007;) .For example, writing strategies such as underlining and note-taking should be used as ways to highlight and organize important points (Graves, Juel, & Graves, 1998).

Teachers are conscious that reading comprehension is very vital for writing-In this respect, Knoeller (2003) sees writing, regardless of the format, as having the purpose of interpreting literature in the classroom- she states that, “Reading informed my writing; writing informed my reading” (p. 42).

Teachers in their classroom writing activities always give predominance to simple things first then to writing after. In the same trend, Brewster, Ellis and Girard (2003) stipulate that the kinds of writing activities pupils do tend to fall into two sets. The first is learning to write and the second is writing activities that involve thinking process. In the learning to write stage, pupils are involved mostly in tightly guided copying which focus on surface features, such as handwriting, spelling, punctuation and using the correct words and grammar.

Similarly, Paul (2005) and Suyanto (2007) state that in this first stage in developing writing skill, the teacher can ask the students to be engaged in copying activities. The second stage is writing to learn, there may be less tightly controlled writing activities, moving to much freer or even creative writing where there are higher cognitive demands and a greater focus on meaning and personal expression as well as form. This is supported by Linse (2005) who says that the next stage in writing is using their cognitive skill to formulate ideas and write them onto paper. In this stage, the students thinking skill is needed in accomplishing the task given by the teachers. In doing this task the students will make various writing results, the fluent and correct work is considered.

Zamel (1983) argued that writers discover and formulate ideas as they go through the process of writing. In addition, Cameron, (2003) sees that Children's writing process involve, for example, their abilities to plan their writing, to concentrate on the writing task, to evaluate their own writing and to undertake a drafting process. (Cameron, 2003). Zamel (1983) accordingly, argued that writers discover and formulate ideas as they go through the process of writing.

5.5. How to encourage Young learners to write

According to Lee (2006), "most ESL professionals these days believe that it is better that students are tested by directly writing a composition on a certain topic" (p.20). Teachers should pave the way for more effective feedback practices by considering learners' viewpoints, needs, and preference. (Magid & all.2017).

It is important for teachers then to be aware of the purposes of writing in EFL. Lombana (2002) argues that in many situations "the problem is to see the purpose of the writing skill and how to teach it in such a way that the writing tasks become realistic and relevant" (p. 49) .For Hyland, writing is a privileged way of conveying scholarly knowledge, which is accessed mostly through reading written texts..

As writing is complex, and learners are low at performing written well, this makes them feel tense and anxious and since anxiety can hinder learning, instructors ought to facilitate students' learning by investigating and identifying successful strategies to teach writing (Ambuko, 2008).

It is the teacher's responsibility to develop writing tasks for young learners that are enjoyable, full of practice, meaningful, purposeful, social and supported (Reid 1998).

Hence, many views on briefing learners and making them ready for writing were released. Among the most renowned figures, (Piaget 1965) who consider children as active learners and thinkers. (Vygotsky 1978) believes children learn better through social interaction and learn effectively through scaffolding by more able others (Maybin et al 1992).

Dixon-Krauss, (1996) believe that "providing opportunities for children to interact with others forces them to think and to communicate about their thinking" (p.79) especially for the underachiever children whose intellectual potential and mental capacities rank above average, but their academic achievement at writing in the classroom is very low. Consequently, there is no way underestimating learners' writings because every product is an intellectual effort that can be valued. In other terms, (Murphy, 2008). states that for such children it is recommended to never underestimate their writing tasks entrusted to them. Writing calls for high order skills, which are ignored in the traditional ways to assess students' work.

Indeed, young learners' writing effort should be taken into consideration, and as writing is a step by step process, it is feasible for teachers to promote any evolving work through scaffolding and assistance to those low achievers.

6. Research Methodology

In this study, the researchers have opted for a holistic approach where the implementation of writing activities is sought through a field work perspective. Hence, an exploratory method is

displayed through which learners are supposed to use and practice writing activities in their textbooks. A triangulation method is used- both qualitative and quantitative methods are used in answering the what, the how and the why questions besides gathering statistics and their analysis. In addition, the researchers also used description and argumentation to justify their choices.

The population selected is Third year Middle schools Msila, with a population of 180 students distributed through urban and semi-urban. Only 60 teachers will be selected making 30%. The whole population was administered two questionnaires related to how they are teaching writing activities and how they have developed their learners' writing using the process approach as selected option. The analysis of the questionnaires will serve a fresh data to further research. Observation sessions will also be organized to different schools to see how teachers implement writing. Recommendations will be issued in this respect once the analysis of the findings will be finished.

7.Chapter Division

The work is divided into **three chapters**- A general introduction will comprise a research proposal. **Chapter one- Part One is entitled** - The Writing skill-rationale and perspectives-this includes definition of Writing, types, techniques of writing, factors contributing to constraints in writing - Psychological, Linguistic, physical, cultural, organizational structure barriers, attitude and perception barriers. In addition, this part also comprises writing approaches namely the **product** and the process

In Chapter One: Part Two: a great share of the work is devoted to Young Learners' Characteristics and Teachers' belief about their writing. This encompasses the treatment of the following points- EFL young learners characteristics in the classroom, feeling psychologically

secure, getting motivated and encouraged, learning through fun and interaction, language accompanied with visuals and prompts. In addition ,a view to teachers' perception and reflection about Students' Writing (Why teachers need to develop writing skills with young learners), respect to learners' needs analysis and interests, a need to a pedagogical intervention that explores the process approach , writing needs to be contextualized through appropriated practices where learners need scaffolding while they are writing

Chapter Two: Part One deals with Research Design and Methodology-this comprises defining research methodology, the nature of the present research design, research approach, mixed-methods approach., quantitative method , qualitative method ;research setting; research participants, population, sample and sampling design, data collection procedures and quantitative tools. However, **part Two** treats the analysis of findings including the analysis of the two teachers' questionnaires and the observation checklist in addition to recommendations for further study.

Chapter Three is related to writing and course book implemented activities. **Part One** treats Third Year Middle School Course book content analysis-this refers to syllabus design / definition/ contents, aims and objectives; an overview about methodology and structure of the Course book, types of writing activities, EFL students and Writing Activities

Part Two is about developing EFL learners' writing skills through teachers' perception and reflection to the different implemented writing activities. This includes teachers' contribution to the learners' development of various written activities, opting for the process approach and emphasizing the brainstorming strategy, scaffolding learners while writing through the three stages of the process, promoting collaborative writing, Correcting learners' feedback through remedial work, Promoting rewarding feedback, Setting follow up activities as homework, typology of

activities promoted in the class through the Rubric ‘*I think and Write*’. This includes- writing short descriptive/ comparative texts, writing dialogues and articles, writing summaries / biographies and Posters, writing pieces of adverts / notes and video interviews, writing captions/ short descriptive and narrative texts

8. Significance of the study

The current study will be a contribution in the research on developing writing working strategies. In particular, it is significant for teachers whose aim is to achieve the development of the writing skills for third year middle schools. In addition, it addresses the teachers raising awareness on the total exploitation of the process approach to writing material issued for third Year textbook. And also, it is significant to students who seek to develop their levels at writing through their teachers’ guidance about the deep exploration to the different tasks. The study offers some important insights into how to develop writing skill based on activities and how to reformulate and improve the course book activities and suggest some ways and methods to reach a good writing production for young learners.

9. Limitations

The researchers faced a problem with remote recipients and how to handle back the questionnaires or reach every teacher for classroom observations.

10. Key terms

Process Approach: The Online TEFL Dictionary defines the process approach as “a method for teaching writing that walks with learners through the strategies of pre-writing, writing, and revision stages.” (TEFL Online Dictionary, 2015)

Product Approach: The Online TEFL Dictionary defines the product approach as “a method for teaching writing in which learners are given a model and then asked to create something similar.”

(TEFL Online Dictionary, 2015)

Young learners: Middle school learners whose age ranges between 11-14

CHAPTER ONE: Developing writing Skills in EFL Young Learners through teachers' perception and reflection -The case of Third Year Middle schools Msila.

Chapter One: Part One: The Writing skill-rationale and perspectives

Introduction

For a long time, writing has largely attracted the attention of researchers as being a crucial skill that contributes in learning any language, and without which further education may be delayed. However, for most of teachers, writing is one of the most difficult skill to teach because it contains a range of multi-faced issues to check at the same time. Writing is spelling, grammar, mechanics and vocabulary. Beside its types, writing also demands a stylistic and pragmatic dimensional study. In this respect, the process writing is quite different from the product approach in the way writing is to take place. Students face lots of barriers when it comes to writing which are mostly linguistic and psychological. Teachers also find teaching writing as difficult because it requires high cognitive skill and experience in teaching, delivery and correction.

1.1. Definition of Writing:

Harmer (2001:79) says that writing is a form of communication to deliver thought or to express feelings through written form. Writing is a productive skill that expresses feelings, attitudes and reactions through written communication. Suparno, Jonah (2006:14) argues that writing is a series of activities that involve several phases- the preparatory phase, the content development and review, as well as revisions or improvements posts.

Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Another definition was given by

Crystal (1999, p. 214) who stated that “writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery”. As it is reported by Miller (2001, as cited in Richards & Renanya,2003, p.25) “even though the writing production is an expression of one’s individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people”. Moreover, Pincas (1992) claims that “writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking” (p.125).

.1.2. The scope of Writing and its types

The process of writing is a difficult one to carry; takes a lot of time and requires excessive attention. Moreover, the skill of writing is important for EFL learners in particular, to reach a successful academic performance in educational contexts. However, learning to write is usually problematic. For most of learners, often encounter several difficulties in writing, which are considered as a challenging task since they need to respect various instructions. Thus, the learners should master the graphic system of language, its grammatical structure, and choose the appropriate vocabulary related to the topic. But they fail to do so, because writing is the most difficult complicated skill, and it is an act of discovery, too. Nunan (1989, p. 36) pointed out that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously- content, sentence structure, vocabulary, punctuation and spelling. He must be able to integrate information into coherent paragraphs and essays through their different types.

1. **Expository writing** is where the author intends to inform, explain, describe or define their subject to you. The author is supposed to expose a scientific topic for debate. He needs to clarify the topic, uses simple language through description and persuasion. This is the most common type of writing you will find in text books and online.

2. **Descriptive writing** uses a lot of great visual words to help you see the person, place or thing they are writing about. When you are reading descriptive writing, you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.

3. **Narrative writing** is very common in novels, poetry and biographies. The author puts themselves in their characters' shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.

4. **Persuasive writing** takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising. You know all of those commercials you see on television. Behind all the talk and messages is a persuasive writer.

5. **Creative writing** is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read.

1.3. Techniques of Writing: Raimes (1983) states that teaching writing is a unique way to reinforce learning. Teaching writing is the process of transferring knowledge of writing from the teacher to the learners. The teacher helps the learners to know and to understand how to write

something clearly and correctly. writing can take many forms-guided, semi guided and free. It can be in the classroom or at home. Writing can be processed through pre-writing, while writing and post-writing and in every case, plenty of activities can be assigned by teachers. Techniques are associated with teachers who know better their students through their need's analysis. Hence, they can apply different methods and techniques that better enhance effective learning.

1.4. Factors contributing to constraints in writing

There are plenty of factors that obstruct learners from writing well. To state but a few, there are psychological, linguistic, physical, cultural, attitudinal, and perceptual.

1.4.1. Psychological Factors- these can be summed up below

- writer's block/ lack of language/ vocabulary
- writing anxiety/ shyness.
- procrastination/ delaying.
- lack of confidence.
- lack of productivity
- lack of motivation.

Students, with learning difficulties, are generally described as those underachieving in academic areas, most commonly in literacy (Elkins, 2007). They are students who often need instructional support or extra assistance. While there are authors who suggest that learning difficulties are caused by neurological deficits, in Australia most researchers in the field argue that problems in literacy can be the result of many, often interacting, variables, such as limited opportunities and exposure to literacy, the quality of instruction and lack of motivation (van Kraayenoord, 2008)

With respect to motivation, students with learning difficulties have low motivation and maladaptive beliefs about the causes of success and failure (Sexton, Harris & Graham, 1998). They often have

lower academic self-concepts than their peers, and this is manifested in areas such as reading and writing (Chapman, 1988; Haager & Vaughn, 1997; Hay, 1996).

1.4.2. Linguistic Factors

Students may not have the necessary English language skills to cope with writing assignments. They may have difficulty in understanding or keeping up with the readings on which written assignments are based. They may also simply have trouble with grammar, syntax, spelling, and vocabulary. Even learners who possess the necessary language skills may be unfamiliar with the kinds of writing assignments they are asked to do in different classes.

1.4.3. Physical Barriers to written Communication

They are the most obvious barriers to effective communication. They include barriers like noise, closed doors, faulty equipment used for communication, closed cabins, etc. Sometimes, in a large office, the physical separation between various employees combined with faulty equipment may result in severe barriers to effective communication.

1.4.4. Cultural Barriers of written Communication

As the world is getting more and more globalized, any large office may have people from several parts of the world. Different cultures have a different meaning for several basic values of society. Dressing, religions, food, drinks, pets, and the general behavior will change drastically from one culture to another. Hence, it is an obligation that we must take these different cultures into account while communicating. This is what we call being culturally appropriate and literate.

1.4.5. Organizational Structure Barriers

There are many methods of communication at an organizational level. Each of these methods

has its own problems and constraints that may become barriers to effective communication. Most of these barriers arise because of misinformation or lack of appropriate transparency. Students who are not very well organized cannot communicate properly.

1.4.6. Attitude Barriers

Certain people like to be left alone. They are the introverts or just people who are not very social. Others like to be social or sometimes extra impulsive. Both these cases could become a barrier to communication. Some people have attitude issues, like huge ego and inconsiderate behaviours. These can cause severe strains in the communication channels that they are present in. Certain personality traits like shyness, anger, social anxiety may be removable through courses and proper training

1.4.7. Perception Barriers

Different people perceive the same things differently. This is a fact which we must consider during the communication process. Knowledge of the perception levels of the audience is crucial to effective communication. All the messages must be easy and clear. There shouldn't be any room for a diversified interpretational set. The knowledge of the written code: orthography, spelling, punctuation and formatting conventions; the knowledge of phonology and morphology: sound/letter correspondences, syllables and morpheme structure; vocabulary: interpersonal words and phrases, academic and pedagogical words and phrases, formal and technical words and phrases, topic-specific words and phrases and non-literal and metaphorical language; and syntactic/ structural knowledge: basic syntactic patterns, preferred formal writing structures, and figures of expression, metaphors and similes (as cited in Weigle, 2002).

1.5. Writing approaches:

Before the 1960's, writing was neglected in English as a second language (ESL). The primary concern was that language is spoken (A. Brooks and T. Richards, 1964). In fact, speech had more importance than writing. It was until after 1960's and mainly in the United States of America, that writing for academic purposes was given attention. Hence, two main approaches were significant in the scene.

1.5.1. Product Approach

Writing in the product approach is viewed as a simple linear model of writing. It has been called differently : the controlled-to-free ,the text-based, and the guided approach (Raime,1984; Silva, 1990) .One of the most evident descriptions of the product approach is provided by Pincas (1982) who regards the linguistics knowledge as the most significant element in writing with attention focused on the use of vocabulary ,syntax and cohesive devices . According to Silva (1990), the product approach of writing highlights the form and syntax emphasizing rhetorical drills. As a matter of fact, adopting a product approach implies learners' imitation of a given model with a special focus on the final written product. The approach is considered as teacher-centered, as each teacher becomes the arbiter of the models used (Brakus ,2003).

Generally, the product approach of writing relies on the end product. A particular feature of this approach is its attention to correctness. As it is reported by Nunan (1989, p. 36) "the teacher who adopts a product- approach makes sure that the end product is grammatically correct" Mc Donough and Shaw (1993, p. 43) argued that it is a traditional way to teach writing which focuses on accuracy and consolidation of grammar. Tribble (1997, pp. 20-22) also said that

"teachers see errors as something that they must correct and eliminate given the importance accurate language has".

Nevertheless, Zamel (1992, p. 32) stated that learning by imitating was thought to be appropriate at the sentence level, where the structure is somehow relevant. The Product approaches sees writing as strictly a solitary activity especially during exams. In this respect, (Zamel, 1992, p. 74) claimed that "students get very few opportunities to write, and when they do so there is still a tendency to look at texts as final products for evaluation" However, as the final product is not produced at the first attempt, but after a long process and some drafts, this has instigated researchers to resort to the process approach.

According to Richards (1992, as cited in Sadek, 2007, p. 231), "the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts". Compared to the other approaches, Broughely (1997, p. 130) concluded that the product approach is also known as a "prose model approach" when used for teaching the composition skill to native and non-native learners. This is based on the strategy of read, analyze, and write.

Furthermore, the overall emphasis of this approach, regardless of who are the learners, "is on the form of the final product that the students produce rather than on the process of writing" (Sadek, 2007, p.232). In sum, the main goal of the product approach to writing is accuracy rather than communication. As it is pointed out by (Sadek, 2007, p. 232): "The product approach concentrates on ends rather than means" [i.e.] on the form and structure of writing rather than on how writers create writing which has form and structure. This means that the processes of good writers are ignored.

1.5.2. Process Approach:

Writing is a process that contains many stages the writer should go through in order to produce

something in its final written form. This process may, be affected by the content of the writing, the type of writing, and the medium it is written in . . . this process has four main elements: planning, drafting, editing, and final draft. (Harmer, 2007a, p. 4). This idea is supported by Richards and Schmidt (2002), who stated that “writing is viewed as a result of complex processes of planning, drafting, reviewing and revising" (p.529).

Writing is a whole process which goes through different steps. It is not merely limited to express thoughts via written symbols, but also a tool of learning as it is reported by Kate and Guy (2003, p. 1480). The process approach is a reaction to the product-oriented culture which is seen as an enhancement over the traditional methods of writing (B. Ho, 2006). The process approach focuses more on content and meaning, and the second place is reserved for the form.

Accordingly, the process approach is usually considered as a positive innovation which enables both teachers and learners to interact more meaningfully with a purpose in mind when writing, i.e., why write? And to whom to write? Moreover, it is important to make learners aware of how to get started by encouraging them to start think and produce ideas. Also, allowing time for the process is essential as well as feedback so that students can discover new ideas, sentences, words, etc. as they plan and work through the initial drafts. This shows that process writing is a way of creating, discovering, and extending meaning. (Tsui, 1996, p. 15).

According to Steele (2004) the process-oriented approach has eight stages that imply different teaching strategies. **Stage one: brainstorming.** In this stage students generate ideas and discuss with the teacher the points that need to be covered in the assigned topic. **Stage two: planning/ structuring.** Students write down the ideas and then judge their usefulness with a view to doing their writing task. **Stage three: mind mapping.** Students organize their ideas into conceptual maps or diagrams. These are meant to help them to structure their information and to find relations

between different ideas. **Stage four: writing the first draft.** Using the ideas which they generated and organized previously, the students write their first draft, often in pairs or groups.

Stage five: peer feedback. Students exchange drafts among themselves. This is meant to make them realize what they have just done: they are gradually becoming thinkers, writers, and, of course, also readers. **Stage six: editing.** Students make changes based upon the feedback which they got from their peers. This strategy is aimed at developing their cognitive and meta-cognitive competency. **Stage seven: final draft.** Students finally write their definitive drafts in fulfilment of their writing assignment. **Stage eight: evaluation and teachers' feedback.** Students' writings are evaluated by the teacher, who also gives them his or her feedback. White and Arndt (1991) provided teachers with a framework which shows that the process of writing is circular, not linear. It also charts the 'how stages' (namely brainstorming, planning/ structuring, mind mapping, writing the first draft, peer feedback, editing, final draft, and evaluation) as interlinked.

The effectiveness of the process-oriented approach is varied in many ways. It gives students the chance to think of their writing while they write, and this can greatly help students to manage their own writing (Brown, 2004). Raimes (1983) wrote that teachers found that the process-oriented techniques made students discover new ideas and new forms to express their ideas. Nunan (1991) has also insisted that the process-oriented approach encourages students to work collaboratively, and this would enhance their motivation and disposition toward writing.

Conclusion:

Writing is a form of communication that helps students to put their feelings and ideas on paper, to organize their knowledge and beliefs into arguments, and to convey meaning through well-formed texts according to the types of writing they are assigned. In its most advanced form, writing

can be as vivid as a work of art. As children learn the steps of process writing, building new skills upon the old one, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the learner demonstrate more advanced writing skills each year through the process writing.

Chapter One: Part Two: Young Learners' Characteristics and Teachers' belief about their writing

1.2. EFL Young Learners Characteristics in the classroom

The term “middle years” is generally used to refer to students between 10 and 15 years of age (Barratt, 1998). The National Middle Schooling Project (1996-1997, in Cumming, 1998) identified a common set of personal, intellectual and social needs of young adolescents. These needs were identified as: identity, relationships, purpose, empowerment, success, rigour and safety. Jackson and Davis (2000) identified several instructional elements that they argued were relevant to middle-school practices that met the needs of these students. These elements refer to success, expectations, partnerships and relationships with peers and adults, empowerment, structure and supportive environments.

1.2.1. Learners like to feel psychologically secure

Safe schools promote the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. Generally, the school focuses on helping all students feel safe, not just in their classrooms but also on the playground, in the hallway, in the cafeteria, on the bus, and on their way to and from school. In particular, emotional and physical safety in school are related to academic performance.

However, some children can feel unsafe for a wide variety of reasons. They may bring with them to school bad effects from past experiences or have pressing fears that are related to their current experience in school, such as bullying. They may be afraid of ongoing events outside of school—an unsafe home or neighbourhood. Structure and limits are essential to creating and maintaining a sense of safety for every student and staff member at school. With careful planning, every adult in a school can work together to provide a blanket of safety comprehensive enough to cover every space and every person in the school and enforced no matter what. (adapted from <https://traumasensitiveschools.org/blog-helping-all-students-feel-safe/>)

1.2.2. Learners need to be motivated and encouraged

One of the biggest challenges in the classroom is improving learners' motivation. The two types of motivation for learning are intrinsic and extrinsic. Intrinsic learning occurs when the child has already got an interest in learning the subject and is inspired internally. However, extrinsic motivation occurs when other factors, such as a reward or recognition, drive them to participate in class. It is the teacher's responsibility to engage students in learning by tapping into intrinsic and extrinsic motivations. Here are some strategies that can be used in the classroom to help motivate students: **Promote growth mindset, develop meaningful and respectful relationships with your students, grow a community of learners in your classroom, establish high expectations and establish clear goals, be inspirational.** (<https://www.nbpts.org/top-5-strategies-for-motivating-students/>)

1.2.3 Learners like doing and interacting with each other

Learners need to practice as much as possible if they are to be successful. Interaction through pair and group work maximizes the opportunities to practice as more learners speak for most of

the time. Moreover, interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to increasing motivation. Furthermore, collaborative learning, particularly through the use of collaborative tasks, has been shown to foster language development. (<https://www.teachingenglish.org.uk/article/increasing-student-interaction>)

1.2.4. Learners like the language to be accompanied with visuals and prompts.

Visual aids help students understand and remember concepts more easily and reduce teacher talking time. Visual aids not only help put the new language out there, they also help remind students of the language they have learned as the class goes on. For example, if the learners make an error with the target grammar, or use a different word when they could have used a new word from the lesson, the teacher can direct them back to the visual aid as if to say, “Try and say it like we practiced earlier.” Moreover, they make classes more dynamic as they bring in fun. (<https://www.fluentu.com/blog/educator-english/esl-visual-aids/>)

1.3. Part Three: Teachers’ Perception and reflection about Students’ Writing (Why do we need to develop writing skills with young learners?)

As everything has developed through the written word, it has become paramount for teachers to reinforce writing at a basic level. Teachers have noticed through learners’ writing that students’ writing is not up to the level in most cases; hence, they deserve assistance at all levels if they want to develop into good writers. Teachers’ perception varies from class to class but their reflection is the same-They have to prepare a long-term consolidation program to promote good achievers and back up the low ones in terms of grammar, spelling and sentence level.

1.3.1. Respect to learners' needs analysis and interests

Needs analysis involves doing some kind of activity with learners in order to find out what their learning needs are. A good understanding of learner needs can contribute to successful course planning. It can be conducted in more than one way, but all these ways share one point in common: Organization. Knowing learners' needs is very important for teachers who will try to respect what their learners want to learn. Hence, learnability can occur and so do achievements (<https://smallbusiness.chron.com/important-element-needs-analysis-81415.html>)

1.3.2 A need to a pedagogical intervention that explores the process approach

Working from a cognitive perspective, Flower and Hayes (1981: 55 in Susser, 1994) suggest that seeing writing as a complex problem-solving process enables teachers to intervene at points in the writing process, which could help writers do good as they are actually engaged in the act of writing. Teachers thus could help writers to write, not just learn to repair the damage.

Hence, improvement in writing skills is expected to take place in a conscious as well as subconscious way. In the process approach, it is not enough for writing teachers just to show students models of excellent writing, tell them to write, and mark their errors. Therefore, teachers need to display the key features of the process approach to the learners: they would spend more time generating material and strategies, they should control their own writing, they would do several drafts utilizing advice from both the teacher and their peers, and they would learn more and retain more in a collaborative environment . (Utami Widiati1.2016).

1.3.3. Writing needs to be contextualized through appropriated practices

The aim of contextualization is to create conditions for more valuable effective and quick learning for learners. In fact, most of the students in Middle schools use a product approach

where they ask learning just to produce something but they have perhaps never shown them the process. This was practiced more with first and second year; however, teachers should approach writing through the process writing where real writing is practiced in the classroom. To do this appropriately, students need to rely on three stages: pre-writing, while writing and post-writing with reinforcement of brainstorming techniques, drafting, revising and editing.

1.3.4. Learners need scaffolding while they are writing

Teachers are crucial key factors in delivering instruction that leads to the development of competent literacy learners. From the earliest studies of effective instruction (Bond & Dykstra, 1967) to more recent studies (Alton-Lee, 2003; Darling Hammond, 2000; Hattie, 2002; Timperley, 2005), teachers have been found to be pivotal in influencing students' literacy achievement. Some of these teachers may be described as "exemplary teachers", defined as those teachers who consistently use effective practices and "demonstrate the quality of excellence in every action they perform ... both in what they and their students do" (Collins Block & Mangieri, 2003, p. 35).

Scaffolding, a term borrowed from Vygotsky social constructivism, helps teachers know how and when to support their learners at times of writing need. As writing mostly takes place in the classroom, teachers have to assist weak or low achievers to do well in class by creating a supportive environment comprising more knowledgeable writers as models; recognizing writing approximations as success; using supportive dialogue which shapes the students' thinking as they write; developing planning strategies for creating text; using editing and revising strategies; and publishing and sharing writing with real audiences (Bereiter & Scardemalia, 1987; Dyson, 1995; Englert & Marriage, 2003; Flower & Hayes, 1981; MacArthur, Graham & Schwartz, 1993).

Conclusion

Classroom safety and good learning conditions are primordial for learners' stability. Learners need to be psychologically secure, empowered and promoted through motivation and moral black up. Teachers have to give prompts and bring visuals to incite learners, especially visuals learners to act in the class. Learners can write, but they write better with teachers' support and assistance. They need to be respected and listened to their aspirations and needs. Teachers' needs analysis templates and portfolios should bear all what students' need with the intend to give them a chance to contextualize writing through a staged process where creativity can be ignited. Scaffolding in this is very crucial in the exploration of students' potential to write communicatively and interact with peers.

Chapter Two: Part One: Research Methodology and Design

Introduction

This chapter is related to the methodological framework of the current study which, in its entirety, relates to the development of writing Skills in EFL Young Learners through teachers' perception and reflection. It also sheds some light on how the research is designed and conducted; thus, it comprises the fundamental research concepts, such as: research nature-, mixed method approach, sample and sampling. In addition, it aims to answer the research questions to give an ample understanding of the issue and its problem.

2.1. Research Design and Methodology

There is no research without a design. Research is essentially based on a careful set up plan of the elements to research about a given topic. This is the design that a researcher needs to follow. It gives the researcher a kind of set up goal to reach a given destination.

2.1.1. Research Design definition, importance and perspectives

The term research refers to a process of systematic, methodical and ethical steps to solve a problem, to understand a phenomenon, to answer a question or to establish facts (Neville 2007). Rajasekar et al. (2013, p. 5) describe research methodology as "...the procedures by which researchers go about their work of describing, explaining and predicting phenomena".

According to Singh (2006) a research design is a "mapping strategy" that consists of "research method or research strategy, sampling design, choice of research tools, and choice of statistical techniques" (p.77). Nayak (2015) in his turn, states that a detailed identification of the problem, objectives, research questions, the settings, sampling plan, methods and techniques of data collection and analysis are essential components of the research design (p.61). A research design is the

theoretical framework that shapes all what concerns methodology, approach, data collection and tools. Hence, in the words of Bhattacharjee (2012), it is “a comprehensive plan for data collection in an empirical research project” (p.35).

A research design is primordial in every project and its importance is vital in research. According to Plano (2007), research designs are “important because they provide road maps for how to rigorously conduct studies to best meet certain objectives” (p.159). Kothari (1990) added that a “research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money” (p.32).

2.1.2. Research Methodology definition

According to Collins Cobuild (1987), research methodology refers to “a system of methods and principles for doing something” (cited in Jonker and Pennink, 2010, p.32). However, for Leedy and Ormrod (2001) it is “the general approach the researcher takes in carrying out the research project” (cited in Williams, 2007, p.66). In the same line, Singh, (2006) stipulated that

Research methodology involves such general activities as identifying problems, review of the literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection analysis of data, interpreting results, drawing conclusions and contributes in organizing the research work in a scientific, and valid manner (2006).

A methodology provides a piece of research with its philosophy, the values and assumptions which drive the rationale for the investigation as well as the standards that will be utilized for the interpretation information and the drawing of conclusions (Bailey, 1994). It will

provide the focus and approach for the study and is the process through which researchers pinpoint the methods that will be used in order to address their specific question (Crotty, 1998).

2.1.3. The Nature of the Present Research Design

The present study tries to implement the development of writing Skills in EFL Young Learners through teachers' perception and reflection. To achieve this purpose, a descriptive- analytical research design has been followed to trace out the different classroom phases, steps and procedures. Hence, description is the vital element besides analysis of the different students' activities in the class. In this respect, Nayak & Singh, (2015) argued that this type of research design is usually designed when the researcher has already some knowledge about the phenomena, but he/she wants to extend more its scope. For Kothari (1990), the descriptive research tends to describe a situation as it happens or exists in its current time: it characterizes the interrelationship existing between features of a set of people or a community and their opinions, beliefs, feelings, attitudes, etc.- as accurately as possible. In this study; researchers seek to discover teachers' perceptions about how written expression is supposed to be taught in their respective middle school classes through the use of surveys in addition to Inspectors' interviews on how teachers are implementing written expression as a taught process.

2.1.4. Research Approach

A research approach is the theoretical framework and the philosophy set in conducting a research-Two main approaches are generally referred to mixed -methods approach that comprises both quantitative and quantitative methods. So, before all, let us define what is meant by Mixed methods.

2.1.5. Mixed-Methods Approach.

Mixed methods research has been described in a variety of ways which can make it a difficult

concept to understand (Niglas, 2009). It has been referenced as “empirical research that involves the collection and analysis of both qualitative and quantitative data” (Allan, n.d., Slide 4), whereas Burke Johnson et al. (2007, p. 123) define it as:“... the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.” (Williams, 2007) argued on its importance saying that it enables the researcher to “answer the questions about both the complex nature of phenomenon from the participants’ point of view and the relationship between measurable variables” (p.70). Hence, a scrutiny to both quantitative and qualitative is a necessity to give an overview about them.

2.1.5.1. Quantitative Method

A quantitative research approach is defined by Bhawna and Gobind (2015, p.49) as “the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques”. In other words, it involves collecting the data in an objective and realistic manner, and analyzing it using mathematical models methodology (Williams,2007) Tavakol and Sanders (2014) state that quantitative studies are interested in “investigating how and why phenomena vary,” but it is not the same as how and why questions in qualitative research. Quantitative studies use mathematical models and statistics for analysis, providing numerical results that are considered more objective.

2.1.5.2. Qualitative Method

Qualitative researchers use “participants’ observation, in-depth interviews, document analysis, and focus groups” (Yilmaz, 2013, p. 315).Hence, according to Bhawna & Gobind (2015), a

qualitative research is “a holistic approach that involves discovery “(p.50); it involves conducting data about attitudes, opinions, and behaviour in a subjective way (Kothari, 1990).

In this study, a mixed-methods approach is employed by combining quantitative and qualitative research methods; two survey questionnaires for teachers are used as quantitative tools, in addition to one to students involving both quantitative and qualitative. Also, qualitative questionnaire was administered to inspectors in what concerns how teachers’ written expression classroom activities are implemented.

2.1.6. Research Setting

The present research is conducted in the Department of English Language and literature at Mohammed Boudiaf, M’sila University during the academic year 2019/2020. The data are collected from Middle schools Inspectors, teachers and students pertaining to Msila geographical district.

2.1.7. Research population

Bhattacharjee(2012), defines population as “all people or items (unit of analysis) with the characteristics that one wishes to study” (p.65).He added that the unit of analysis comprises all the possible entities-a person, group, organization, country, object, etc- that researchers want to build scientific inferences about (2012).So population comprises the parent group from which a sample is to be formed” (Singh .2006 p .82).In the present study, the target population is formed of 120 Third year Middle School students, 80 urban and semi-urban teachers of English and 07 inspectors.

2.1.7.1. Sample and Sampling Design

Nayak & Singh, (2015) defined a sample as a subset of people, objects, or items selected from the entire population for measurement which act as a representative “taste” of a group” (p.78). They asserted on the crucial role of randomization (each individual of the population has an equal chance

or probability of selection) because it “eliminates the danger of researchers biasing the selection process because of their own opinions or desires” (Nayak, Singh p.80)

In our research, we have opted for random sampling where each participant has a chance to be selected. The questionnaires were coded according to recipients then a selection was done. In order to conduct the present study, the first sample has been selected randomly 40 students with a 33.33% from 120 Middle School students ;whereas, the second sample 50 teachers making 62.50% out of 80 has been selected for the first questionnaire, while another selection to the same group with a sample of 18 teachers making 45% out of 40 teachers .The third sample was that of 07 Inspectors of English with a sample selection of only 02 making 28%.

2.1.7.2. Data Collection Procedures

With the intention to test the research hypothesis and answer the research questions, we have used basic instruments; two questionnaires for teacher, one for students and one for inspectors of English .After piloting the questionnaires and after their revision we opted for distribution,, we coded them ,then we analyzed them

2.1.7.2.1. Teachers’ Questionnaire Aims and objectives

. The main objective of the two teachers’ questionnaires was to gather data about the teachers’ development of writing Skills in EFL Young Learners through their own perception and reflection on writing and their practical implementation on how to teach this skill.

2.1.7.2.2. Students’ Questionnaire Aims and objectives

The purpose of the students’ questionnaire was to collect data from students about whether their teachers teach them writing, provide them with enough chance of practicing writing and give correction and feedback on their writing.

Conclusion

The first part of chapter two relates the research design and procedure including the methods used, the data collection tools including surveys to inspectors, teachers and students. The results and findings would be depicted through the second part of chapter two which would subsequently treat the analysis of findings, discussion, recommendations and general conclusion.

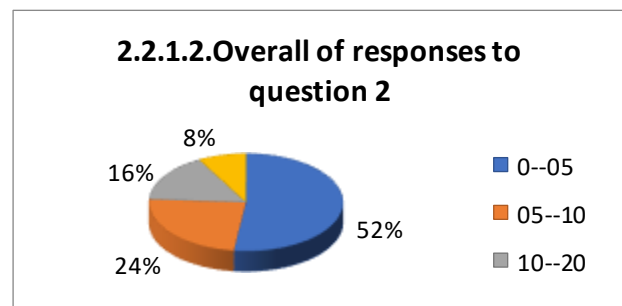
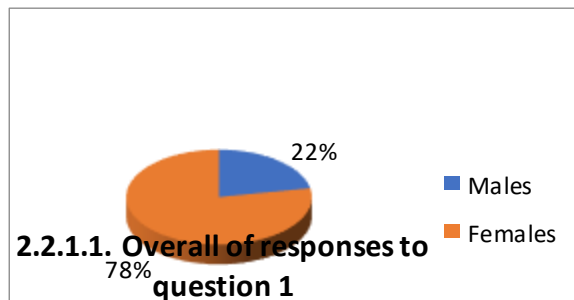
Chapter Two: 2.2. Part Two: Research Methodology

Analysis of the Teachers' Questionnaire (1)

I-Teachers' Identification information

| | | Urban | | Semi-urban | | Number | | Percentage | |
|--|---------------------|-------|--------|------------|--------|-----------|-----------|------------|------------|
| | | Male | Female | Male | Female | M | F | M | F |
| 1.Are you Male? Female? | | 04 | 21 | 07 | 18 | 11 | 39 | 22% | 78% |
| 2.Teaching experience | 0-5 | 00 | 14 | 03 | 09 | 26 | | 52% | |
| | 05-10 | 01 | 02 | 01 | 08 | 12 | | 24% | |
| | 10-20 | 00 | 06 | 00 | 02 | 08 | | 16% | |
| | Over 20 | 00 | 02 | 00 | 02 | 04 | | 8% | |
| 3.How long have you been teaching written expression? | 1-5 | 00 | 15 | 01 | 09 | 25 | | 50% | |
| | 5-10 | 00 | 05 | 01 | 08 | 14 | | 28% | |
| | 10-15 | 00 | 04 | 00 | 05 | 09 | | 18% | |
| | More than 15 | 00 | 02 | 00 | 00 | 02 | | 4% | |
| 5. How many hours a week? | 15mns | 00 | 01 | 00 | 00 | 01 | | 2% | |
| | 30mns | 00 | 01 | 00 | 01 | 02 | | 4% | |
| | 1-2hrs | 01 | 11 | 05 | 11 | 28 | | 56% | |
| | 3- 4hrs | 02 | 00 | 00 | 04 | 06 | | 12% | |
| | No choice | 00 | 09 | 02 | 02 | 13 | | 26% | |
| 6.Do you think this is enough? | yes | - | - | - | - | 13 | | 26% | |
| | No | - | - | - | - | 37 | | 74% | |

Table 2.2.1. Teachers' Identification Information



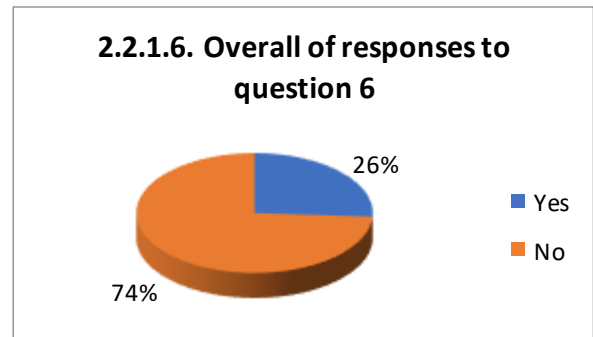
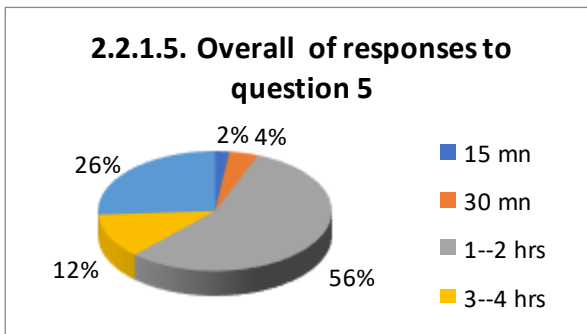
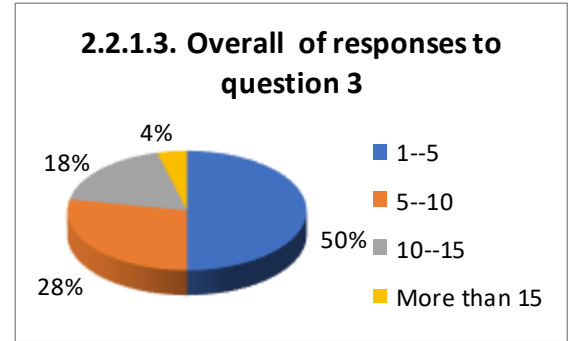
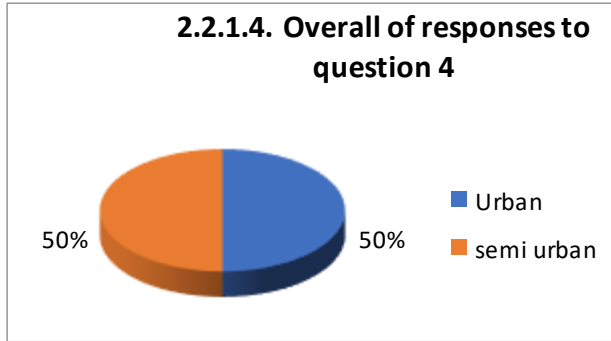
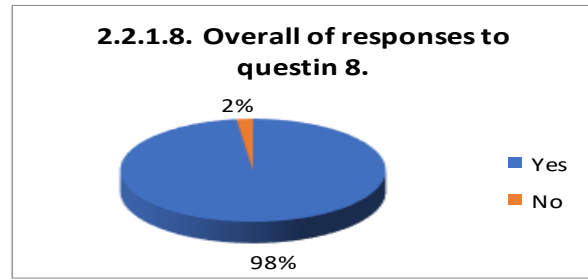
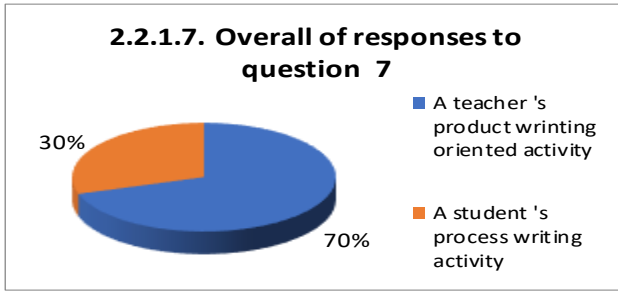


Table 2.2.1. is related to teacher’s experience in teaching English. Most of teachers 78% are female; this shows that women teachers are more adept in teaching English with a long experience and with long hours per week. Some 26% believe the allotted time to teach English is enough; whereas a great majority represented through 74% think it is not enough.

2. Teachers’ Perception on Students’ Writing

| | | number | percentage |
|--|---|--------|------------|
| 7. What type of writing do your learners do in the class? | a. A teacher’s product writing oriented activity | 35 | 70% |
| | b. A student’s process writing activity | 15 | 30% |
| 8. Do you help your learners while they are trying to write about an activity in the class? | Yes | 49 | 98% |
| | No | 01 | 2% |

Table 2.2.1.1 Teachers' perception on students' writing



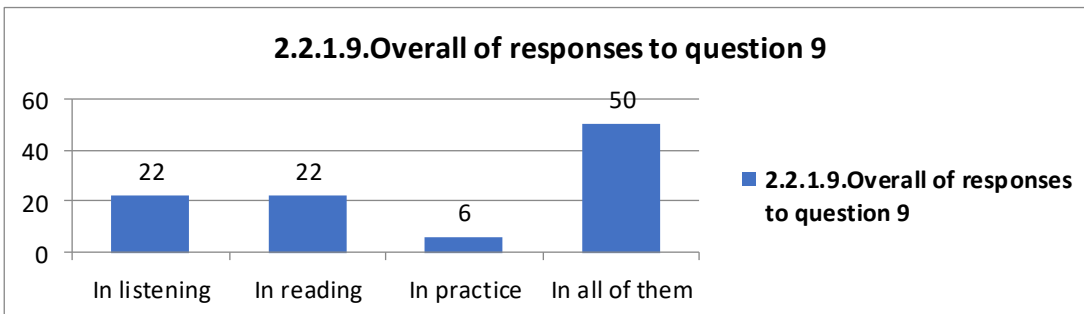
In what concerns Teachers' perception on students writing as shown in **Table 2.2.2** question seven, some 70% of the questioned recipients on the type of writings learners do in class answered (35 out of 50) believe it is a teacher's product writing-oriented activity against (15/50) making some 30% believe it is a process writing activity.

Question eight, related to whether teachers help learners while they are trying to write about an activity in the class., the number of yes was 49 making some 98% against a number one with no answers making only 2%.The findings show that the total majority of teachers do help in a written session.

9. When do you ask your learners to produce?

| | number | percentage |
|-------------------------|---------------|-------------------|
| a. In listening | 11 | 22% |
| b.in reading | 11 | 22% |
| c. in practice | 03 | 6% |
| d.in all of them | 25 | 50% |

Table 2.2.1.2 On learners' time of production

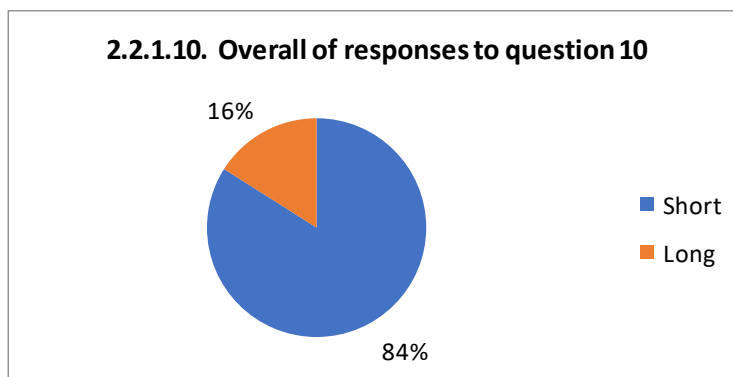


As to when do teachers ask learners to write, 11 students said in listening, with 22%. In the same line 11 other students with 22% said it is in reading . However, only three students opted for practice making 6%. Half of the responders 50% with a number of 25 students have chosen them all. In fact, writing as a skill exist in all the skills and students started, though, with little bits of writing right from beginning and end with the real activities- a result of a long process.

10. Are the written activities assigned to your learners short or long?

| Nature of Activity | number | percentage |
|--------------------|--------|------------|
| short | 42 | 84% |
| Long | 08 | 16% |
| Justifications | | |
| Nature of Activity | number | percentage |
| short | 42 | 84% |
| Long | 08 | 16% |
| Justifications | | |

Table 2.2.1.3. On the nature of activities



For question 10 concerning the nature of the written activities practiced in the class, a great majority with 42 out of 50 believed the activities are short making 84%; however only eight responders think they are long with (16%). Going deeper in the textbook, nearly all the activities are short because they are based on certain parts of the text and on the skills. Hence, at their level students need to practice writing in bits and in accordance with the required tasks.

11. Do you earnestly correct your learners' productions? Justify your answer

| | Number | | percentage |
|-----|--------|------------|------------|
| | urban | Semi urban | |
| yes | 23 | 24 | 94% |
| N0 | 02 | 01 | 6% |

| | |
|----------------------------|---|
| - justifications | *I correct some productions just to know SS's levels and mistakes * To develop their writing skills *learning does not happen if the teacher does not correct his learners. * to identify learners' difficulties and work on them. *So that learners learn from their mistakes. *To make sense of the production process. *I don't waste time correcting the papers of careless SS who do not show their interest in the assigned works. *Sometime I correct according to time availability. * I feel happy if learners wrote a good writing and I encourage the low achievers to do better. * Because I have to-it is my duty. |
|----------------------------|---|

Table 2.2.1.4. On the learners' written production correction

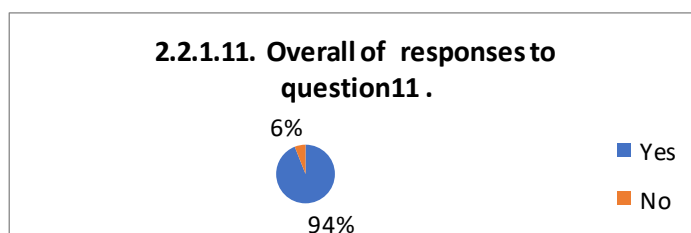


Table 2.2.1.4 shows the answer to question eleven which is related to teachers' correction of their learners' written productions. Nearly the whole sum of teachers forty seven out of fifty answered with yes (94%) against (6%) with a no answer. All teachers agreed on the principles that mistakes should be corrected so that students know their weaknesses and could evaluate their own progress. Some teachers expressed their satisfaction to see their students benefit from teacher's remarks. However, teachers who answered with No answers (6%) expressed their contempt in correcting students who failed to write and are lazy to produce.

12. - How do you correct your learners' productions?

| Options | number | percentage |
|--|--------|------------|
| a. by using the written errors table | 14/50 | 28% |
| b. by underlying the mistakes | 19/50 | 38% |
| c. by crossing and writing the correct word instead | 23/50 | 46% |
| d. Others | 03/50 | 6% |

Table 2.2.1.5. On how to correct learners' productions

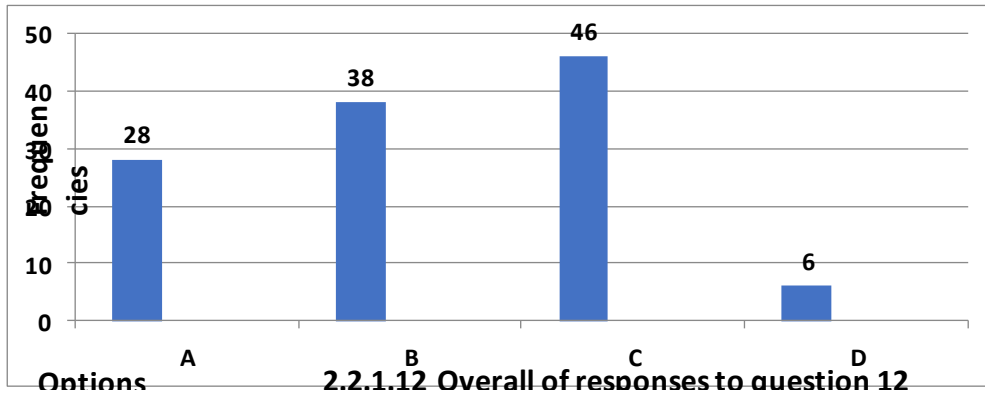
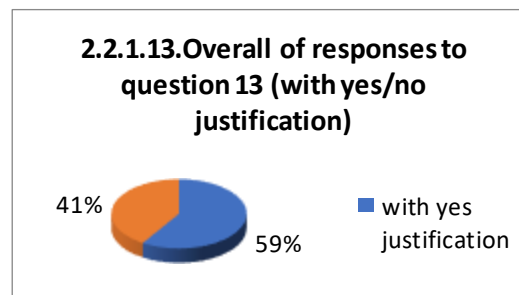
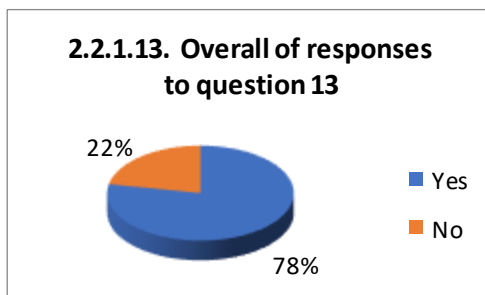


Table 2.2.1.5 shows how teachers correct the learners' written mistakes-the biggest majority twenty-three teachers making some 46% claimed to cross the mistakes and write the correct version instead, some nineteen teachers making (38%) underlined the students' mistakes, other fourteen teachers with (28%) prefer using the written errors table. Three teachers making a total of (6%) expressed their choice otherwise; that is, they gave other options not mentioned on the table.

13.- Do you encourage good achievers to read their written productions before their peers? If yes, justify your choice

| Answers | numbers | percentage |
|---|-----------|------------|
| Yes | 39 | 78% |
| No | 11 | 22% |
| With Yes justifications | 23 | 46% |
| 1.to encourage, inspire and motivate them to write | 10 | 20% |
| 2.to create self-confidence, reduce stress, increase integration in them and help shy pupils participate | 08 | 16 |
| 3.to improve their pronunciation and read their productions | 05 | 10% |
| Yes ,with No justifications | 16 | 32% |

Table 2.2.1.6. On learners' reading of their written productions



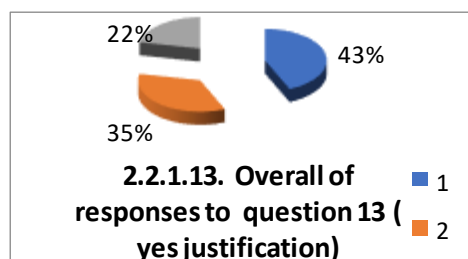
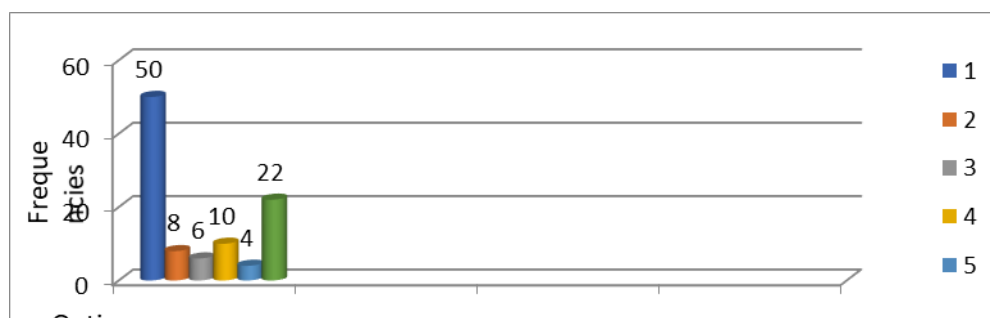


Table 2.2.1.6. treats whether teachers encouraged learners to read their productions in front of their peers or not. A great majority represented in thirty-nine teachers against eleven, making approximately 78% against 22%, in this respect, showed positively their consent. Among thirty-nine teachers, twenty-three of them who gave a yes justification. Ten of those teachers gave logical, sound and relevant answers -They agreed to encourage learners, inspire them and motivate them to read 20%. Eight teachers encouraged learners to read, to create self-confidence, reduce stress, increase integration in them and help shy pupils participate. Five teachers thought learners would improve their pronunciation when reading their productions. However, sixteen teachers did not give any justifications.

14. In your opinion, which method to teach writing is more effective in Middle schools?

| Suggested methods | number | percentage |
|---|--------|------------|
| 1.pre-during and post writing, drafting, revising, editing | 25 | 50% |
| 2.brainstorming, cueing, guided tasks | 04 | 8% |
| 3.modeling, sample imitation, providing guidance, questioning, writing by ideas | 03 | 6% |
| 4.communicative activities, group work | 05 | 10% |
| 5.product writing | 02 | 4% |
| No suggestions | 11/50 | 22% |

Table 2.2.1.7. On effective methods in writing for middle schools



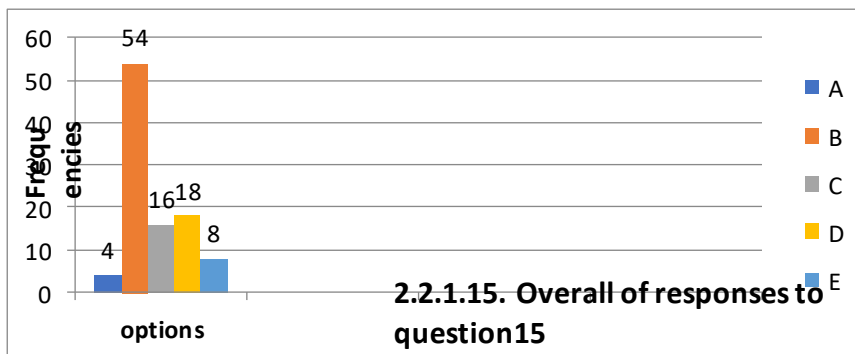
2.2.1.14.Overall of responses to question 14

Table 2.2.1.7 which relates to which method in written expression could be more effective for middle school students. Twenty-five teachers making (50%) focused on the use of PDP where written should be seen as a process with pre-reading, during reading and post reading where drafting, revising and editing should be practiced in class. Five teachers believed the right method is to use communicative tasks and collaborative work (10%), four teachers think of brainstorming, cue using and guided tasks. In addition, three teachers thought modelling, sample imitation, providing guidance, questioning and writing by ideas could be the right method.

15. What type of strategies do you use to help your learners write?

| Answers | number | percentage |
|------------------------------------|--------|------------|
| a. Using mother tongue translation | 02 | 4% |
| b. Using English only | 27 | 54% |
| c. Writing cooperatively | 08 | 16% |
| d. Using cues and prompts | 09 | 18% |
| With no answers | 04 | 8% |

Table 2.2.1.8. Learners’ types of writing strategies



In table 2.2.1.8. teachers tell about the strategies they use to help their learners write. There are four options teachers opted for. Twenty-seven teachers making some (54%) favoured the use of English in the class to enable learners to use effective English when writing. While nine of them (18%) encouraged learners through cues and prompts, hence, resorting to brainstorming and pre-writing activities, eight (16%) encouraged cooperative learning and only two (4%) favoured the use of mother tongue which we believe is not the right strategy. Only four teachers (8%) abstained from giving their answers.

16. What is special for you to teach writing?

| Suggested Answers | number | percentage |
|--|--------|------------|
| 1.To make learners put all their thoughts on paper and expand their vocabulary | 11 | 22% |
| 2.To help learners demonstrate their knowledge to others | 05 | 10% |
| 3.To help evaluate learners’ progress in learning how to write | 11 | 22% |
| 4. to give cues, prompts and ideas to help learners understand their tasks | 05 | 10% |

| | | |
|--|-----------|------------|
| 5.how to make them work cooperatively in a crowded class | 05 | 10% |
| 6.How to find good texts and control learners' practice | 03 | 6% |
| No suggestions. | 10 | 20% |

Table 2.2.1.9 what is special with written expression

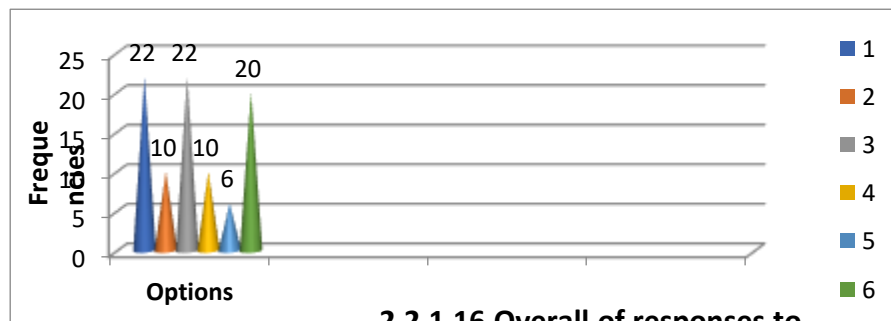


Table 2.2.1.9 relates to what is special in teaching written expression. Eleven teachers making (22%) thought it is good to see learners put their thoughts and ideas on the paper and expand their vocabulary. Similarly, other eleven teachers (22%) writing is to help evaluate learners 'progress in learning how to write. A three groups of five with (10%) each advocated the following suggestions respectively-To help learners demonstrate their knowledge to others, to give cues, prompts and ideas to help learners understand their tasks and how to make them work cooperatively in crowded classes. In addition, another group of three teachers (6%) questioned the idea of how to find texts and control learners' practice. Ten (20%) teachers expressed with no suggestions, a reality that those teachers are not interested in teaching writing, they are afraid of it or do not know how to exactly teach it.

17. How do you assist low achievers to write?

| Teachers' suggestions | number | percentage |
|---|-----------|------------|
| 1.use remedial work and show them their mistakes | 09 | 18% |
| 2.give them step by step clear instructions | 06 | 12% |
| 3.help them read more and write more to avoid grammar mistakes | 05 | 10% |
| 4.give them extra activities to train them | 09 | 18% |
| 5.give them extra topics to write on | 07 | 14% |
| 6.try to diagnose difficulties and facilitate the learners' tasks | 06 | 12% |
| 7.Consult the learners' work and give them advice | 04 | 8% |
| 8.No suggestions | 04 | 8% |

Table 2.2.1.10. on assisting low achievers to write

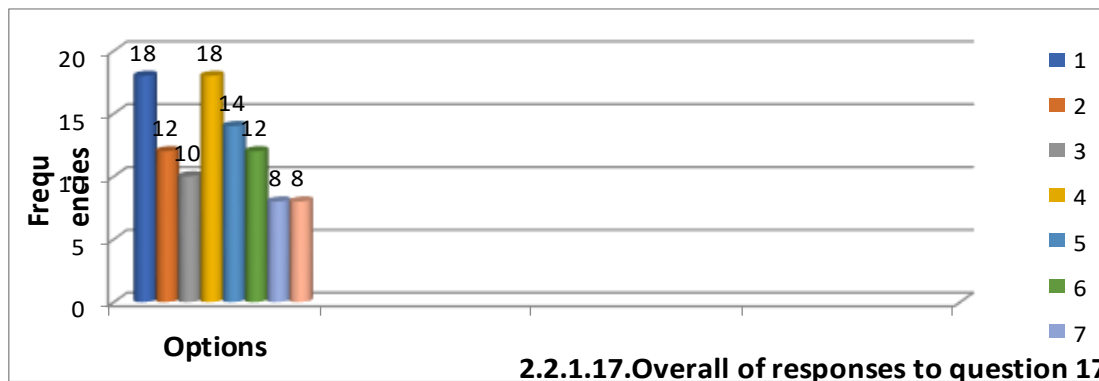


Table 2.2.1.10 treated the way teachers assist learners in written production. Two groups of nine teachers making (18%) each believes in using remedial work and in showing learners' own mistakes and giving them extra activities to train them. Seven teachers (14%) suggested giving learners extra topics to write on. Two other groups of six making (12%) believe in giving learners step by step clear instructions of the tasks and trying to diagnose learners' difficulties and facilitating their tasks. In addition, five teachers (10%) suggest to help them read more and write more to avoid grammar mistakes. Finally, the table describes two groups of four teachers- one with no suggestion at all (8%) and the other suggest to consult the learners' work and give them advice.

18. Do you believe assisting learners in writing can make a difference?

| Answers | number | percentage |
|--|-----------|------------|
| Yes | 49 | 98% |
| No | 01 | 2% |
| Yes Justification | | |
| 1.yes, because they will enrich their voc. and develop their writing skills | 06 | 12% |
| 2.yes, when you motivate them, they can do best | 07 | 14% |
| 3.Any extra effort can make the difference-giving them ideas and correcting their mistakes is an asset | 09 | 18% |
| 4.the more Pupils write, the more mistakes they make, the more they learn | 07 | 14% |
| 5.they need the teachers' clear instructions | 08 | 16% |
| 6.The teacher's presence is a positive assistance in itself | 09 | 18% |
| No justification | 03 | 6% |

Table 2.2.1.11-on teachers' assistance to learners

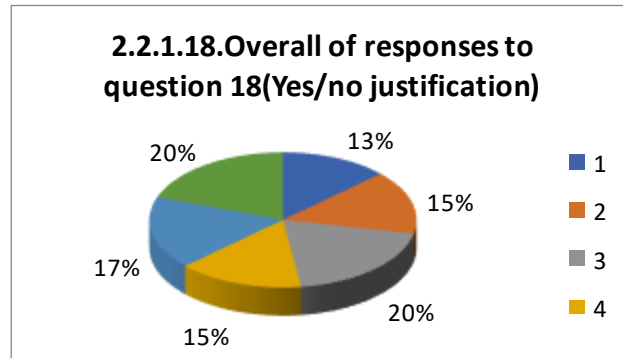
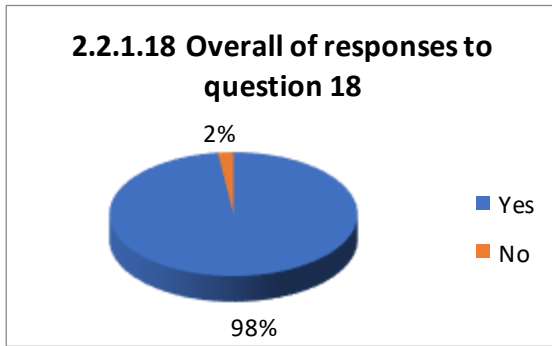


Table 2.2.1.11 shows whether the teachers' assistance to learners in writing makes a difference. In this respect, some forty-nine of teachers making (98%) against one (2%) believe positively. Their answers is as follows: two groups of nine (18%) believe that the teacher's presence in the class is a positive element hence any extra effort can make the difference-giving them ideas and correcting their mistakes is an asset. A group of eight teachers said learners need the teachers' clear instructions. Additionally, two groups of seven making (14%) believe in learners' motivation to give better results and the more pupils write, the more mistakes they make and the more they learn. Another group of six (12%) believe in teachers' assistance because this will help enrich their vocabulary and develop their writing skills. Finally, a group of three made no justification.

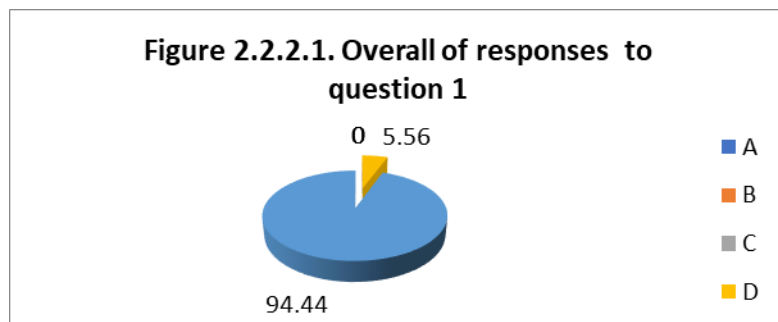
Analysis of Teachers' Questionnaire 2

Section One: Teachers and classroom Process writing-

Q.1. I believe students can produce something in the class if they are well supported?

| Alternative options | number | percentage |
|----------------------------|--------|------------|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Neither agree nor disagree | 0 | 0% |
| Agree | 1 | 5.56% |
| Strongly agree | 17 | 94.44% |

Table 2.2.2.1. On students' classroom production

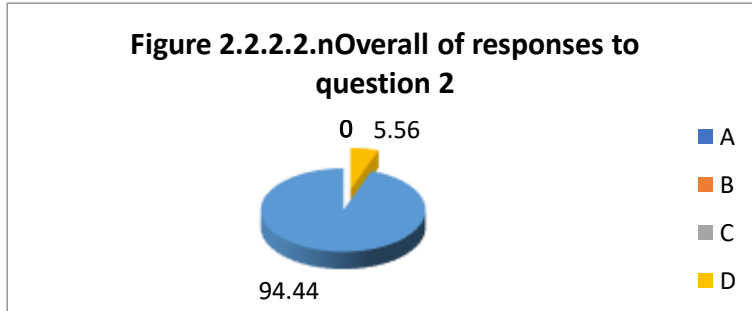


Comment: Table 2.2.2.1. shows that the majority-17 teachers strongly agree with a rate of 94.44% that students can produce something in the class if they are well supported against only one teacher making a rate of 5.56% who claimed the opposite.

2. Most of the students like teachers' models, prompts and cues in the pre-writing phase

| Alternative options | number | percentage |
|----------------------------|--------|------------|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Neither agree nor disagree | 0 | 0% |
| Agree | 1 | 5.56% |
| Strongly agree | 17 | 94.44% |

Table 2.2.2.2. on students' use of models, prompts and cues



Comment: Table 2.2.2.2. shows that the majority-17 teachers strongly agree with a rate of 94.44% that students like teachers’ models, cues and prompts in their pre-writing phase against only one teacher making a rate of 5.56% who claimed the opposite.

3. Introducing learners to pre-writing techniques as clustering, mind mapping, free writing, brainstorming is a necessity.

| Alternative options | number | percentage |
|----------------------------|--------|------------|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Neither agree nor disagree | 0 | 0% |
| Agree | 0 | 0% |
| Strongly agree | 18 | 100% |

Table 2.2.2.3-On teachers’ introduction of pre-writing Techniques



Fig. 2.2.2.3. overall response to question 3

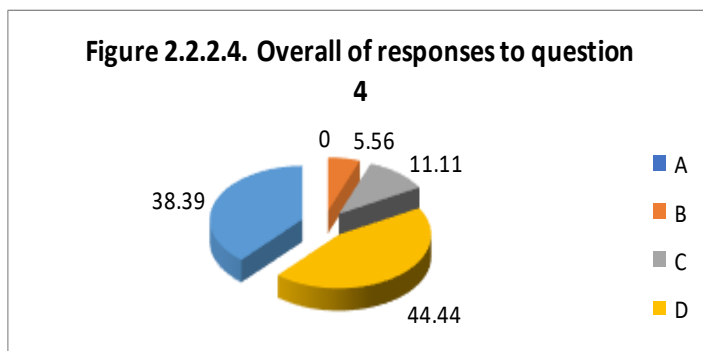
Comment: Table 2.2.2.3. shows a total response of 100% of teachers who agree that introducing some pre-writing techniques as clustering, mind mapping, free writing, brainstorming is a necessity. This indicates that classroom writing under teachers’ guidance is very beneficial.

4. Beginner writers enjoy very much writing in the class-they need to be guided through confidence

| Alternative options | number | percentage |
|----------------------------|--------|------------|
| Strongly disagree | 0 | 0% |
| Disagree | 1 | 5.56% |
| Neither agree nor disagree | 2 | 11.11% |
| Agree | 8 | 44.44% |

| | | |
|----------------|---|--------|
| Strongly agree | 7 | 38.39% |
|----------------|---|--------|

Table 2.2.2.4 On students' classroom guidance

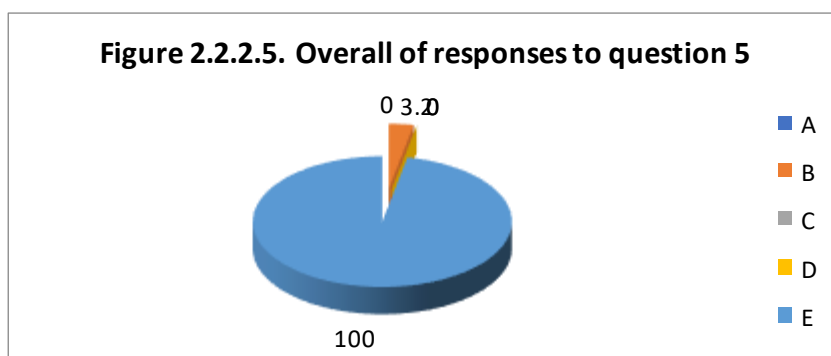


Comment: Table 2.2.2.4 is related to beginner writers to whether they enjoy very much writing in the class- where they need to be guided through confidence or not. To this, eight teachers with a rate of 44.44% agree, seven teachers strongly agree making 38.39%, two of them neither agree nor disagree with a rate of 11.11% and only one teacher disagrees with a rate of 5.56%

5. When students write in the class they need to be followed up and not to be neglected

| Alternative options | number | percentage |
|----------------------------|--------|------------|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Neither agree nor disagree | 0 | 0% |
| Agree | 0 | 0% |
| Strongly agree | 18 | 100% |

Table 2.2.2.5. On students' follow up during writing

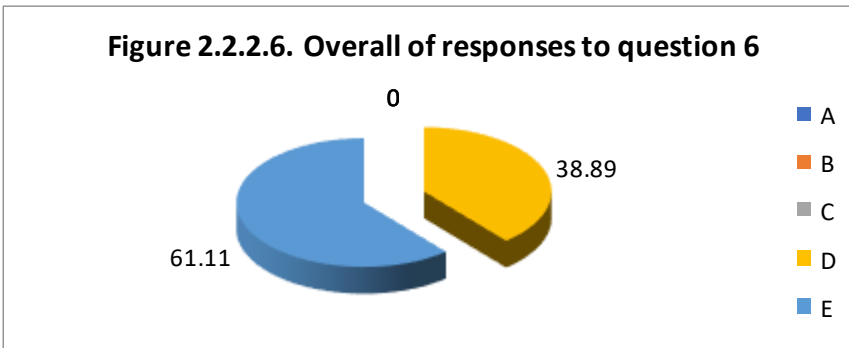


Comment: Table 2.2.2.5. displays an absolute response with 18 teachers who strongly agree with the idea that students should be totally under charge while they are writing and not abandoned to their own. Hence, making a 100% rate.

6. Pair share is a promoting technique for insecure beginner writers.

| Alternative options | number | percentage |
|----------------------------|--------|------------|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Neither agree nor disagree | 0 | 0% |
| Agree | 7 | 38.89% |
| Strongly agree | 11 | 61.11% |

Table 2.2.2.6 on teachers' use of pair-share technique

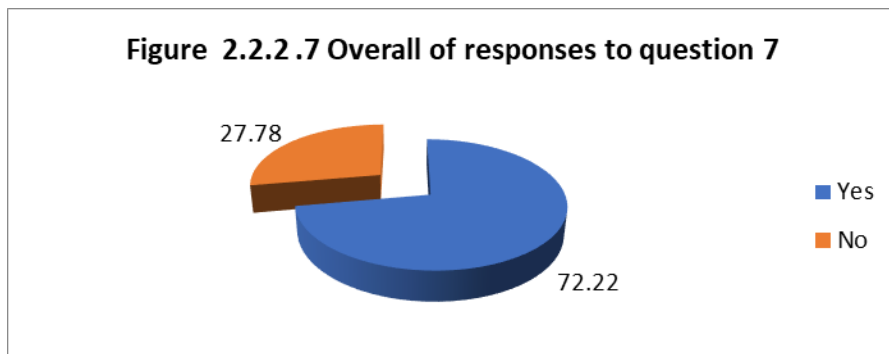


Comment: Table 2.2.2.6 shows how strong the use of pair -share technique is for beginner writers who need support. As a response, eleven teachers strongly agree with its use making a rate of 61.11% against seven with a rate of 38.89% who opted for agree.

7. Do your learners usually prepare a draft outline before they start writing?

| Alternatives | Number | percentage |
|--------------|--------|------------|
| yes | 13 | 72.22% |
| No | 5 | 27.78% |

Table 2.2.2.7 on students' drafting

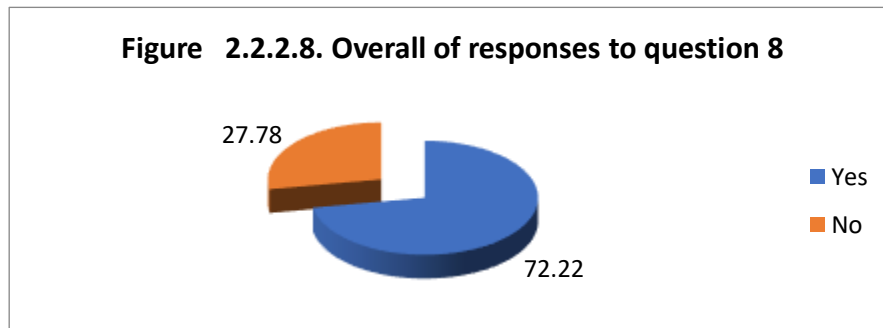


Comment: table 2.2.2.7 is related to whether students prepare their drafts before they write. Thirteen teachers answered with yes-they prepare learners to think of a draft outline before they start writing with a rate of 72.22% against only five with a rate of 27.78%

8. Through your experience with product writing, do you think your learners produce better in comparison to the process writing.?

| Alternatives | Number | percentage |
|--------------|--------|------------|
| yes | 13 | 72.22% |
| No | 5 | 27.78% |

Table 2.2.2.8. On students’ product preferences-product or process?

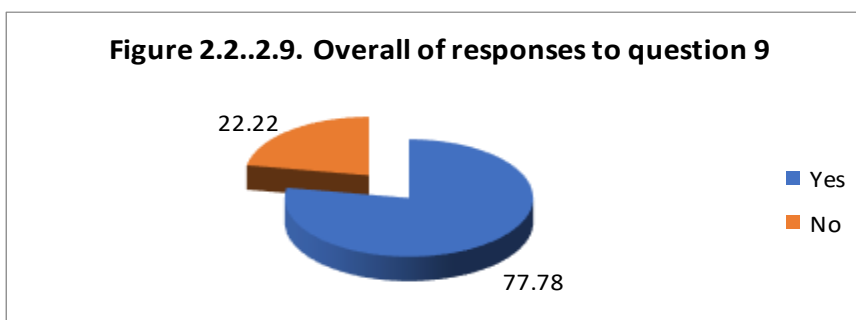


Comment: Table 2.2.2.8 is related to teachers’ own experience with learners’ product writing and whether the product approach is better for them in comparison to the process writing. Thirteen teachers with a rate of 72.22% believe in the product is better against five with a rate of 27.78% against.

9. Do you agree that writing exists all along the situations of a given sequence and so, it should be promoted right at the beginning?

| Alternatives | Number | percentage |
|--------------|--------|------------|
| yes | 14 | 77.78% |
| No | 4 | 22.22% |

Table 2.2.2.9. on the existence of writing in all the sequences

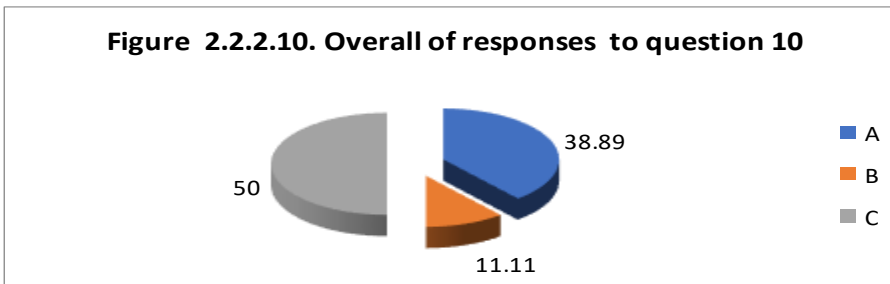


Comment: Table 2.2.2.9 is related to the existence of writing at the beginning of every sequence and hence it should be teachers promoted. To respond to this, fourteen teachers with a rate of 77.78% answered with yes against four teachers with a rate of 22.22% answered with no.

10. What is your own perception of process writing?

| Alternatives | Number | percentage |
|--------------|--------|------------|
| Good | 7 | 38.89% |
| not suitable | 2 | 11.11% |
| Good but | 9 | 50% |

Table 2.2.2.10 on teachers' perception of process writing

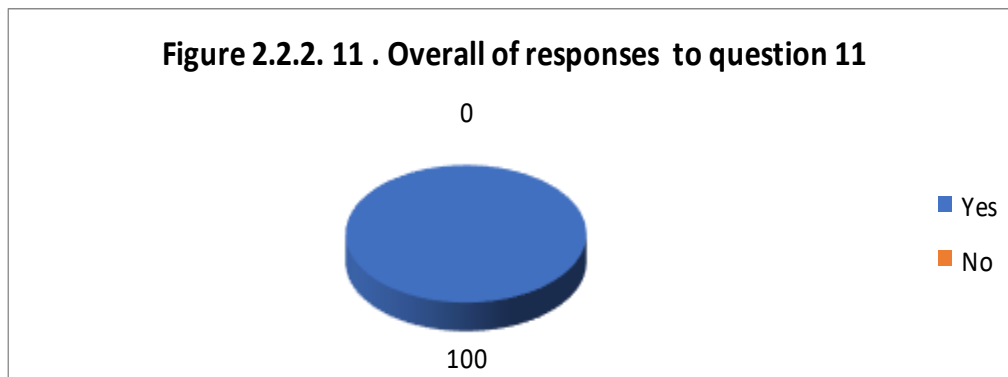


Comment: Table 2.2.2.10 is related to teachers' perception of process writing. To respond to this option, nine teachers with a rate of 50% answered that the process writing is good but, seven teachers said it is good with a rate of 38.89%; whereas only two teachers with a rate of 11.11% said it is not suitable.

11. Do you encourage your learners to work in pairs in class?

| Alternatives | Number | percentage |
|--------------|--------|------------|
| yes | 18 | 100% |
| No | 0 | 0% |

Table 2.2.2.11. on teachers' encouragement to students to work in pairs



Comment: Table 2.2.2.11 is related to whether teachers encourage their learners to work in pairs in class, eighteen teachers responded with yes making a rate of 100%.

Section Two: Teachers’ classroom perceptions about writing

12. Rank the following fundamentals of teaching writing in Middle School using (1,2,3,4)

| Teachers’ Choices | 1 | 2 | 3 | 4 | Number | Percentage |
|--|---|---|---|----|--------|-----------------------------|
| • Opting for peer correction | 3 | 5 | 3 | 7 | 18 | 16.66%_27.78%_16.66%_38.89% |
| • Teach learners vocabulary, structure and mechanics | 6 | 5 | 4 | 3 | 18 | 33.33%_27.78%_22.22%_16.66% |
| • Teach learners to put ideas together | 0 | 1 | 7 | 10 | 18 | 0%_5.56%_38.89%_55.56% |
| • Teach learners to generate ideas first | 6 | 8 | 4 | 0 | 18 | 33.33%_44.44%_22.22%_0% |

Table 2.2.2.12. Ranking writing basics in Middle School coursebook

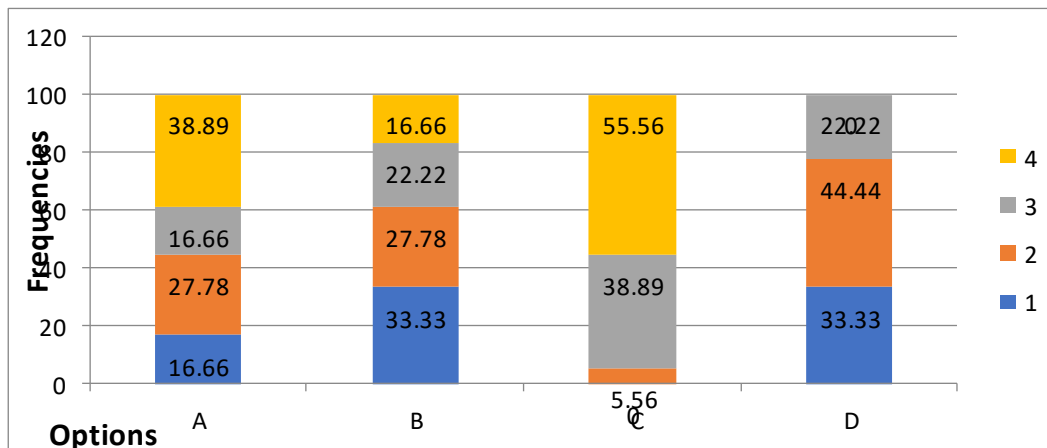


Figure 2.2.2 12 Overall of responses to question 12

Comment: Table 2.2.2.12. is related to the ranking of the fundamentals of writing, **for peer correction**, three teachers rank this as first, with a rate of 16.66%, five teachers as second with 27.78%; three teachers as third with 16.66% and as fourth, seven teachers with a rate of 38.89%.

As what concerns the second group, **teach learners vocabulary, structure and mechanics**, six teachers with a rate of 33.33% opted for position one, for position two ,five teachers with a rate of 27.78%, for position three, four teachers with a rate of 22.22% and for position four, three teachers with a rate of 16.66%

Concerning the third group, **teach learners to put ideas together**, zero teachers for the first position, one teacher for the second position with a rate of 5.56%, seven teachers for the third position with a rate of 38.89% and for position four, ten teachers with a rate of 55.56%

Concerning the fourth group, **teach learners to generate ideas first**, six teachers opted for the first position with a rate of 33.33%, eight with a rate of 44.44% for the second position, four teachers for the third position with a rate of 22.22% and zero teachers for the fourth position.

13. How do you perceive writing in the class? Tick the appropriate answer(s)

| Teachers' Choices | Tick | Number | Percentage |
|---|------|--------|------------|
| • writing is making mistakes and thanks to them that we improve writing | | 8 | 44.44% |
| • Mistakes are tolerated at the beginning provided they are reduced | | 3 | 16.67% |
| • Learners like peer correction better than their teachers' correction | | 2 | 11.11% |
| • Writing is a long process-it should be initiated step by step | | 8 | 44.44% |
| • All of them | | 10 | 55.56% |

Table 2.2.2.13 on teachers' perception of writing in the class

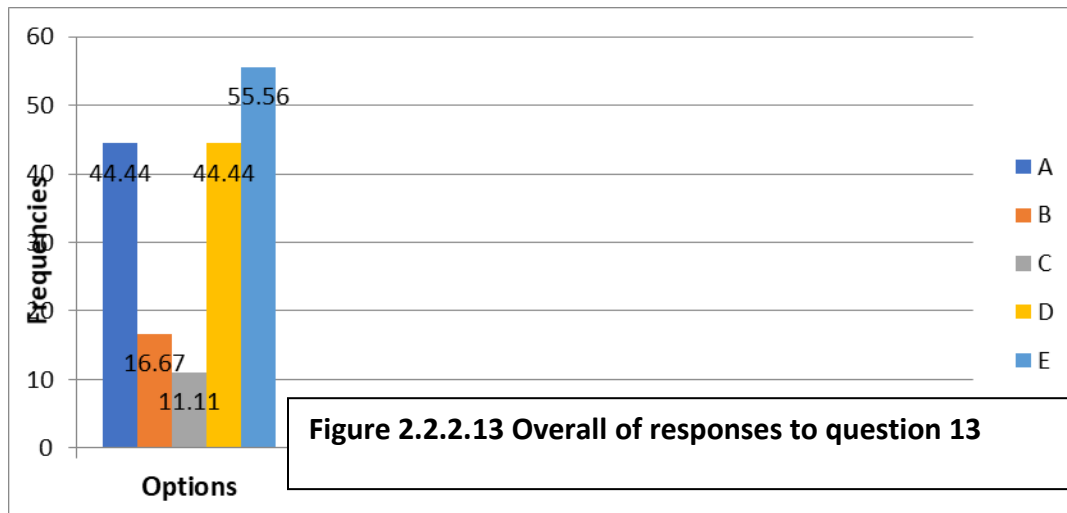


Figure 2.2.2.13 Overall of responses to question 13

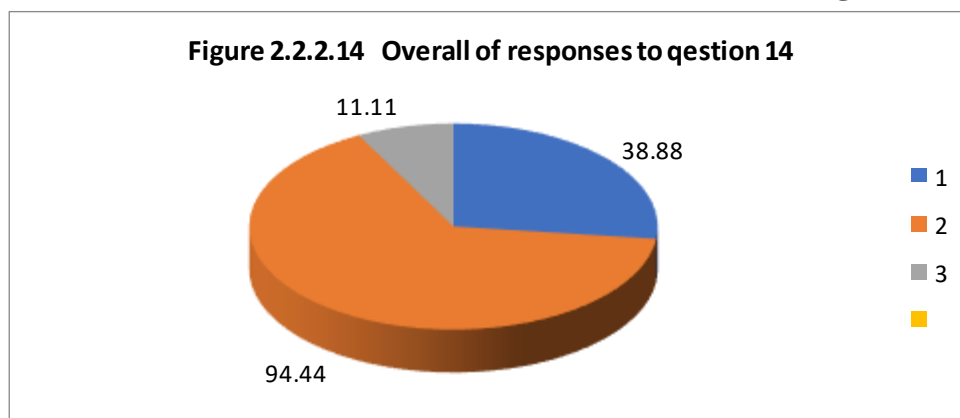
Comment: Table 2.2.2.13 is related to teachers' perception of writing in class.

- Eight teachers with a rate of 44.44% opted for **writing is making mistakes and thanks to them that we improve writing**, three teachers with a rate of 16.67% opted for **Mistakes are tolerated at the beginning provided they are reduced** and two teachers with a rate of 11.11% opted for **Learners like peer correction better than their teachers' correction**; eight teachers chose **Writing is a long process with a rate of 44.44% -it should be initiated step by step with a rate of 44.44%**

14. Give three reasons why writing is a difficult skill to teach

| Reasons | Why writing is a difficult skill to teach? | number | percentage |
|--------------|--|--------|------------|
| Reason One | lack of resources, boring topics; not enough time, too many things to learn | 7 | 38.88% |
| Reason Two | learners are beginners and find it difficult; lack of ideas & productivity (they can't generate ideas), They suffer from lack of confidence; vocabulary and poor grammar. - they don't like it and are not interested in languages; they don't use it outside the school | 17 | 94.44% |
| Reason Three | - teachers fail to explain well, not enough experience. it is boring for teachers. | 2 | 11.11% |

Table 2.2.2.14-On reasons about writing difficulties



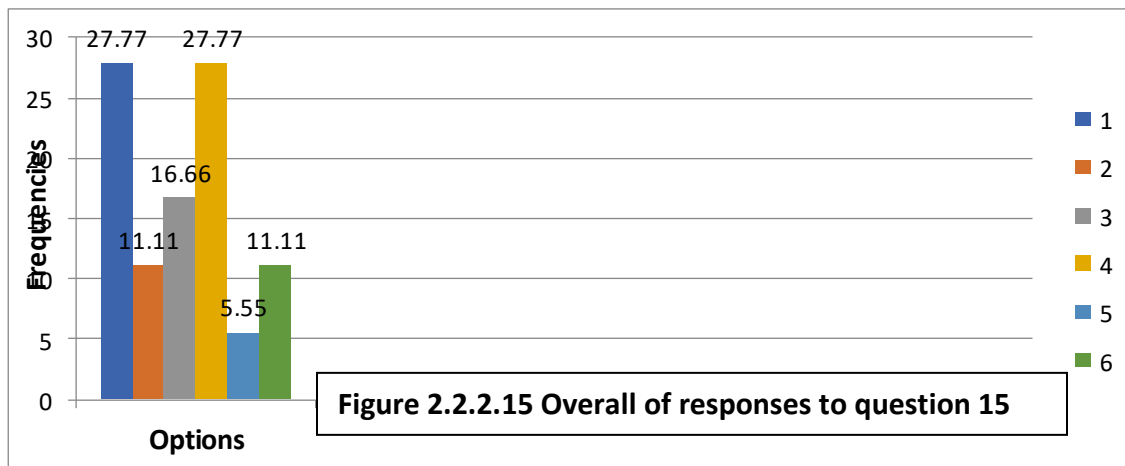
Comment: 2.2.2.1.4. is related to reasons why writing is a difficult skill to teach.

For the first reason, seven teachers with a rate of 38.88% opted for **lack of resources, boring topics; not enough time, too many things to learn**; for reason two seventeen teachers with a rate of 94.44% said **learners are beginners and find it difficult; lack of ideas & productivity (they can't generate ideas), They suffer from lack of confidence; vocabulary and poor grammar. - they don't like it and are not interested in languages; they don't use it outside the school**. For reason three, only two teachers with a rate of 11.11% claimed that **- teachers fail to explain well, not enough experience. it is boring for teachers**.

Section Three: On Classroom strategies and implemented activities

| 15. How do learners feel when working together and why? | number | percentage |
|---|--------|------------|
| 1.They feel encouraged because they like working together and sharing knowledge &help to improve their productivity. | 5 | 27.77% |
| 2.They feel great and excited because they increase their self-esteem | 2 | 11.11% |
| 3.they feel excited because they know they will rely on their friends when necessary & group work seems more like a discussion session rather than a boring lesson. | 3 | 16.66% |
| 4.they feel encouraged because it gives them equal chances to participate and major opportunity to provide each other with feedback. | 5 | 27.77% |
| 5.They like it because it helps them to develop their skills and allows them to be active | 1 | 5.55% |
| 6. They feel motivated because it exposes them to diverse ideas and it facilitates understanding of the topic. | 2 | 11.11% |

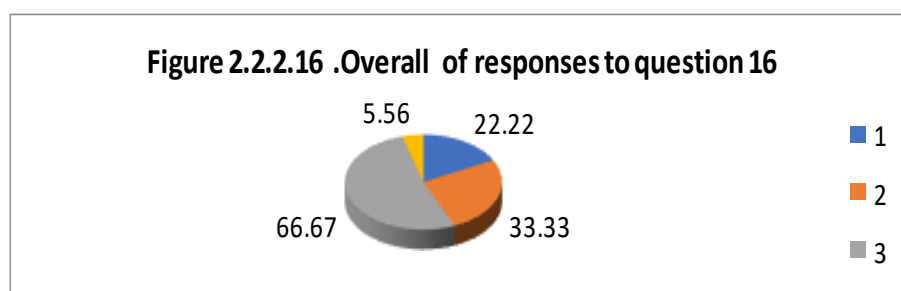
Table:2.2.2.15. On Classroom strategies and implemented activities



Comment: Table 2.2.2.15. on teachers' perception about how learners feel when working together-Five teachers with a rate of 27.77% said they feel encouraged because they like working together and sharing knowledge &help to improve their productivity. Two teachers with a rate of 11.11% said they feel great and excited because they increase their self-esteem. Three teachers with a rate of 16.66% said they feel excited because they know they will rely on their friends when necessary & group work seems more like a discussion session rather than a boring lesson. Five teachers with a rate of 27.77% said they feel encouraged because it gives them equal chances to participate and major opportunity to provide each other with feedback. One teacher with a rate of 5.55% claimed pupils like it because it helps them to develop their skills and allows them to be active. Finally, two teachers rating 11.11% said students feel motivated because it exposes them to diverse ideas and it facilitates understanding of the topic.

| 16. What are your strategies to encourage learners to write and produce in class or at home? | number | percentage |
|---|--------|------------|
| 1. Give them topics which interest them and encourage them to share their opinions, | 4 | 22.22% |
| 2. Makes it enjoyable, use personal narratives and writing work shop, use diaries and journals to promote fluency. | 6 | 33.33% |
| 3. Give them permission to make mistakes, use of positive competition through testing them and establish rewards | 12 | 66.67% |
| 4. Read more and write more, the more they read the more they have ideas, vocabulary, the more they write the more they manage to edit and respect writing forms .. | 1 | 5.56% |

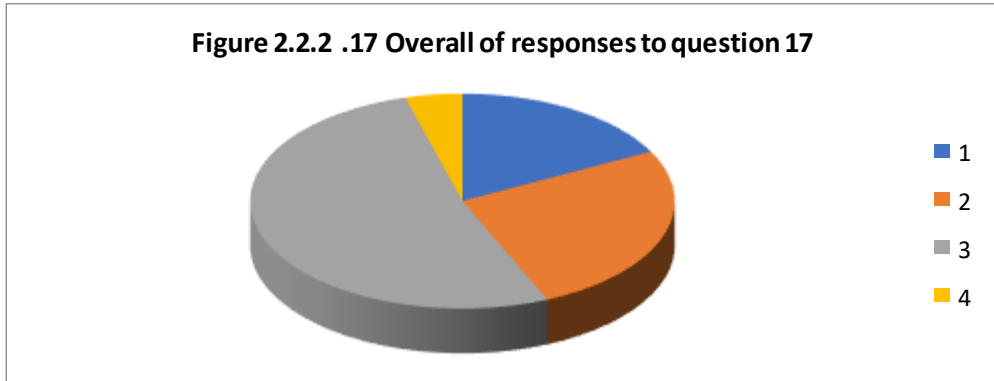
Table: 2.2.2.16 On teachers' strategies towards learners' writing



Comment: Table 2.2.2.16 is related to teachers' strategies that they use to encourage learners to write in class or at home. Four teachers with a rate of 22.22% said they give them topics which interest them and encourage them to share their opinions, six teachers with a rate of 33.33% said they make their sessions more enjoyable by using personal narratives and writing work shop, use diaries and journals to promote fluency. Twelve teachers with a rate of 66.67% said they give them permission to make mistakes, use of positive competition through testing them and establish rewards. Finally, one teacher rating 5.56% claimed pupils read more and write more, and the more they read the more they have ideas, vocabulary, the more they write the more they manage to edit and respect writing forms.

| 17. What are your suggestions to make learners good achievers at writing? | number | percentage |
|--|--------|------------|
| 1. Expose them to reading more often, encourage them to learn a lot of vocabulary, practice it more, peer correction | 8 | 44.44% |
| 2. Ask them to write about topics they are acquainted with, invite them to write freely. | 4 | 22.22% |
| 3. Provide helpful feedback and encourage good writing and writing diaries | 4 | 22.22% |
| 4. Set aside some more time for writing (daily), cooperative writing | 1 | 5.56% |
| 5. group discussion, doing researches | 1 | 5.56% |
| 6. By giving them situation that they have experienced or at least know about it | 1 | 5.56% |

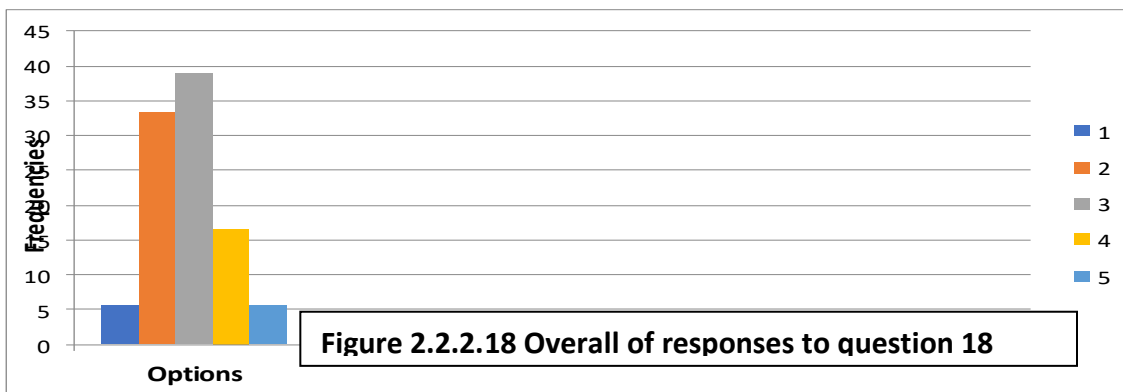
Table:2.2.2.17. On teachers' suggestions on learners' being good achievers



Comment: table 2.2.2.17 is related to teachers' suggestions on how to make learners good achievers at writing. Eight teachers with a rate of 44.44% suggest to expose learners to reading more often, encourage them to learn a lot of vocabulary, practice it more, peer correction. Four teachers with a rate of 22.22% said they ask them to write about topics they are acquainted with, invite them to write freely. Four other teachers with the same rate said they Provide learners with helpful feedback and encourage good writing and writing diaries. Three teachers with a rate of 5.56% each said respectively-they set aside some more time for writing (daily), cooperative writing; group discussion, doing researches and finally by giving them situations that they have experienced or at least know about it.

| 18. What advice do you give your learners before writing (in pre- writing stage)? | number | percentage |
|---|--------|------------|
| 1.to put down all their ideas concerning the topic and to share and discuss them | 1 | 5.56% |
| 2.to use a draft and write on it everything they know about the topic, pay attention to grammar | 6 | 33.33% |
| 3.let them know that I am proud of their writing, that they should not feel discouraged, just write what comes in their minds and ask questions | 7 | 38.89% |
| 4.to follow the teachers 'instructions and make use of dictionaries | 3 | 16.67% |
| 5.understanding the topic, brainstorming and writing the important ideas. | 1 | 5.56% |

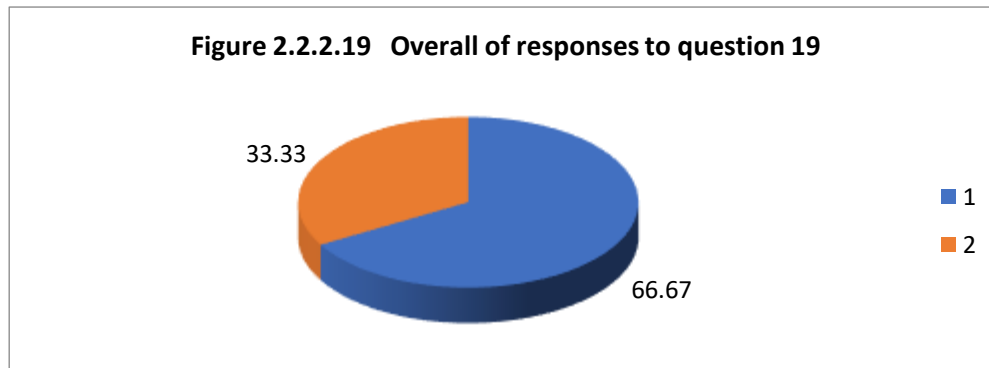
Table 2.2.2.18 on teachers' giving advice to learners



Comment: Table 2.2.2.18 is related to teachers' advice to learners before they start writing. In this concern, seven teachers with a rate of 38.89% claimed they let learners know that they are of their writing, that they should not feel discouraged, just write what comes in their minds and ask questions. Six teachers with a rate of 33.33% suggest learners need to use a draft and write on it everything they know about the topic, pay attention to grammar. Three students with a rate of 16.67% suggest learners need to follow the teachers 'instructions and make use of dictionaries. Two groups of teachers each with a rate of 5.56% suggest respectively, to put down all their ideas concerning the topic and to share and discuss them, and understanding the topic, brainstorming and writing the important ideas.

| 19. How do you motivate successful learners in their writing achievements? | number | percentage |
|--|--------|------------|
| 1.By posting or reading their work, praising, rewarding them and tell them how great they are, taking their work as examples | 12 | 66.67% |
| 2.By letting them know that I enjoy their piece of writing (positive feedback) | 6 | 33.33% |

Table 2.2.2.19. On teachers' motivation to successful learners

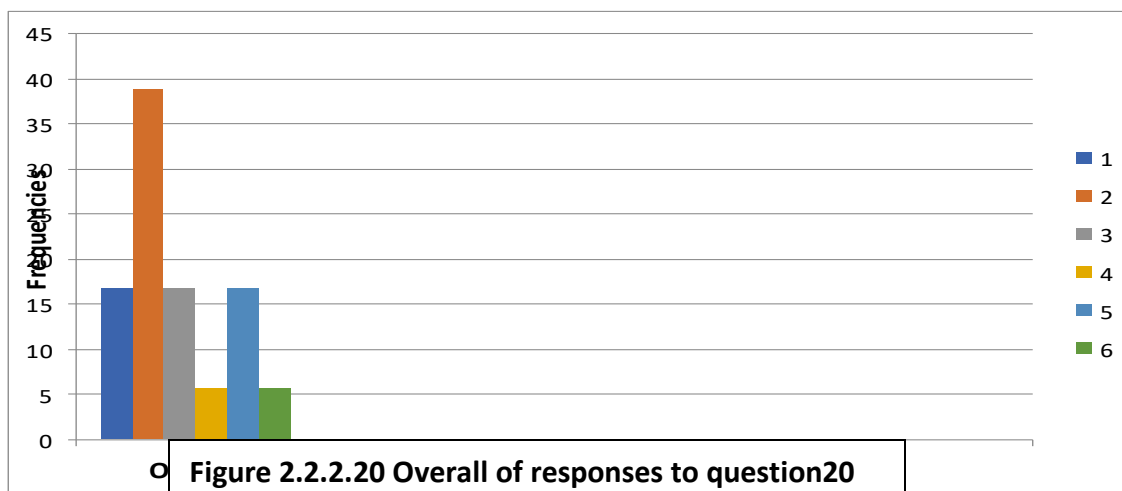


Comment: Table 2.2.2.19 is related teachers' motivation to successful learners. Twelve teachers with a rate of 66.67% opted for posting or reading their work, praising, rewarding them and tell them how great they are, taking their work as examples. Six teachers with a rate of 33.33% suggest letting them know that I enjoy their piece of writing (positive feedback).

| 20. Which strategies do you use in group work? (I learn and write session) | number | percentage |
|--|--------|------------|
| 1.By explaining to them the topic, class discussion to understand the topic, checking in , assisting and guiding them | 3 | 16.67% |
| 2.By dividing them considering their individual differences, setting rules and asking them to follow the instructions | 7 | 38.89% |
| 3.by letting them choose who they feel comfortable to work with, determining the group size, and giving them the opportunity to evaluate each other. | 3 | 16.67% |

| | | |
|--|---|--------|
| 4.by presenting the topic with some cues, providing them with dictionaries and monitoring their work | 1 | 5.56% |
| 5.By respecting them | 3 | 16.67% |
| 6.By starting with a warm up activity | 1 | 5.56% |

Table 2.2.2.20 On teachers' group work Strategy use



Comment: Table 2.2.2.20 is related to the type of strategies teachers use in group work of *I learn and Write session*. Seven teachers with a rate of 38.89% By dividing them considering their individual differences, setting rules and asking them to follow the instructions; three groups of three each with a rate of 16.67% respectively suggest By explaining to them the topic, class discussion to understand the topic, checking in , assisting and guiding them; .by letting them choose who they feel comfortable to work with, determining the group size, and giving them the opportunity to evaluate each other; by respecting them. Finally, two groups of one, each with a rate of 5.56% suggests by presenting the topic with some cues, providing them with dictionaries and monitoring their work; and by starting with a warm up activity

| 21. What type of layout contents do you provide your learners with to follow in the while writing stage? | | |
|---|---------------|-------------------|
| Suggested Contents for While Writing | number | percentage |
| 1. No answer | 11 | 61.11% |
| 2.Depend on the paragraph | 1 | 5.56% |
| 3. the paragraph layout (opening sentence, body, concluding sentence) | 4 | 22.22% |
| 4. none, I let them write freely | 1 | 5.56% |
| 5. E-mails, paragraph layout, formal letters | 1 | 5.56% |

Table 2.2.2.21 On Teachers' suggested contents for while writing

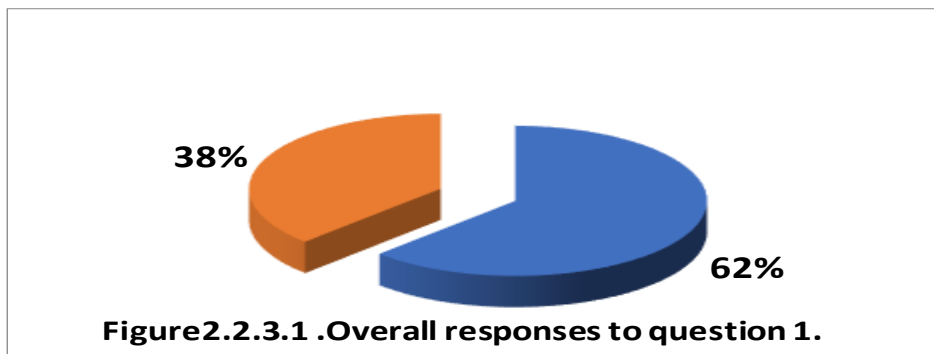
Comment: Table 2.2.2.1 is related to teachers' suggested contents for while writing. Eleven teachers with a rate of 61.11% gave no answers. Four teachers with a rate of 22.22% suggested to focus on the paragraph layout (opening sentence, body, concluding sentence). Three groups of teachers, each with different answers respectively-It depends on the type of paragraph they are going to write about. paragraph; it also depends on the type of discourse, e-mails, paragraph layout, formal letters, or none, I let them write freely on the topic they want.

2.2.3 Analysis of the Students' Questionnaire

Part one: Background information

| | Number | | Percentage | |
|----------------------------|--------|----|------------|-------|
| | M | F | M | F |
| 1.Are you Male? Female? | 15 | 25 | 37.5% | 62.5% |

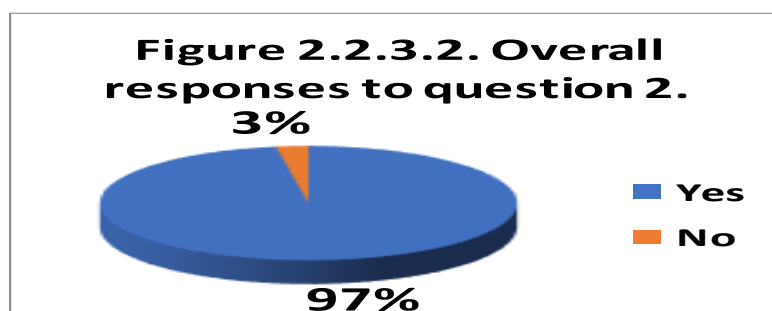
Table 2.2.3.1-Gender Background information

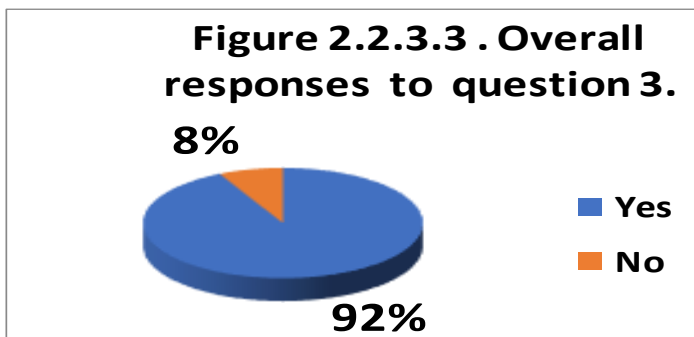


Comment: table 2.2.3.1 shows that the great percentage constituting gender background is composed of Females who are among the most attendees in educational institutions.

| | Number | | Percentage | |
|---------------------------------|--------|----|------------|------|
| | yes | No | Yes | No |
| 2.Do you like studying English? | 39 | 1 | 97.5% | 2.5% |
| 3.Do you like writing? | 37 | 3 | 92.5% | 7.5% |

Table 2.2.3.2-On studying English and on Writing preferences



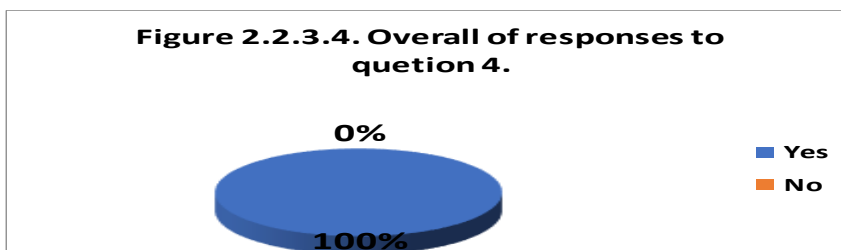


Comment: Table 2.2.3.2. and the two graphs under represent the two questions-Question two displays a great majority of students who responded they like studying English with 97% against 3% who answered by no. Question two which is related to whether they like writing-92% responded with yes against 8% who answered by No. This demonstrates that the majority like studying English and like writing.

Part two: Students’ writing proficiency and difficulties in writing:

| Question | Number | | Percentage | |
|---------------------------------------|--------|----|------------|----|
| | yes | No | Yes | No |
| 4.Are you motivated to learn writing? | 40 | 0 | 100% | 0% |

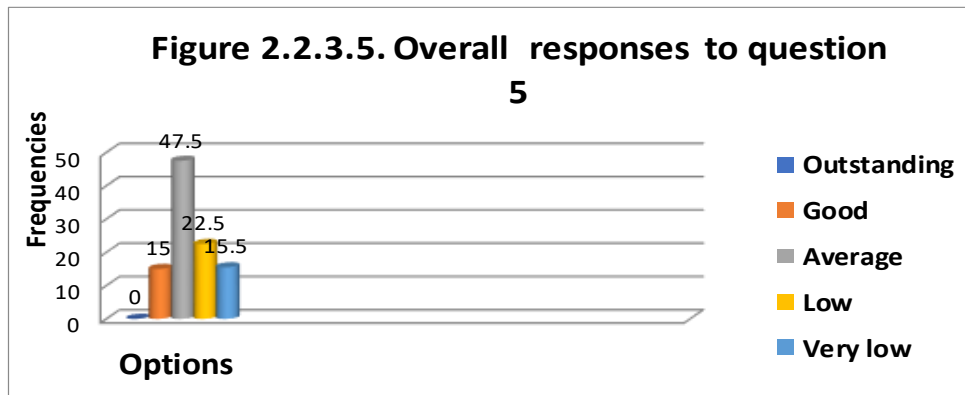
Table 2.2.3.3 On learners’ motivation to learn about writing



Comment: As a response to question four, all the students answered positively and expressed their total desire to learn writing.

| 5.How do you evaluate your writing proficiency? | number | | Percentage |
|---|---------------|-------|------------|
| | 1-outstanding | 0 | 0% |
| 2-good | 6 | 15% | |
| 3-average | 19 | 47.5% | |
| 4-Low | 9 | 22.5% | |
| 5-Very low | 6 | 15% | |

Table 2.2.3.4 on learners’ self-evaluation to their writing proficiency



Comment: the result displayed in figure 2.2.3.5. indicates that an average of 19 in addition to six good make a good rate of 25 students against nine low nine and six very low which make 15. On the whole a great majority claimed their self- satisfaction.

| | | number | Percentage |
|---|----------------------------------|-----------|--------------|
| 6.What are the aspects you are likely to find difficulties in? | 1-Grammar | 28 | 70% |
| | 2-Vocabulary | 24 | 60% |
| | 3-Punctuation | 14 | 35% |
| | 4-Spelling | 28 | 70% |
| | 5-Style | 13 | 32.5% |
| | 6-Organization of writing | 21 | 52.5% |

Table 2.3.5 On Learners' language aspects of difficulty



Fig.2.2.3.6. Overall response to question 6

Comment: Table 2.3.5 shows the different aspects of learners' language learning difficulties. Observing the statistics collected, we see both grammar and spelling with a great number with a percentage of 70% then comes vocabulary with 24 with a percentage of 60%. Organization is also a problem with a number of 21 a 52.5%. As final difficulties, we see punctuation and style making

35% and 32.5% respectively. Hence, ranking the most difficulties can be spelling, grammar, vocabulary and organization.

Part three: on Course book Activities

| | Number | | Percentage | |
|--|--------|----|------------|-----|
| | yes | No | Yes | No |
| 7.Are you given enough time in the classroom to write or to answer the writing activities? Reasons No: time, we need much time and practice | 26 | 14 | 65% | 35% |
| 8.Do you usually follow the stages of writing in your written assignments? Reasons -No. because we have seen them | 40 | 0 | 100% | 0% |

Table: 2.3.6 on writing time allotted and the stages followed

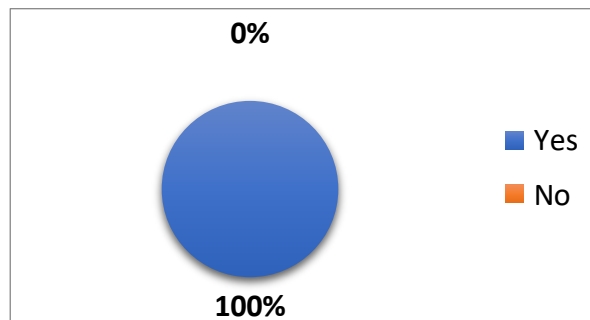
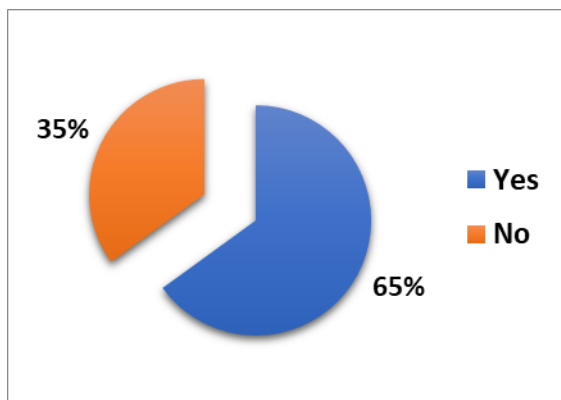


Fig2.2.3.6.-2.2.3.7. overall responses to question 7 and 8

Comment: In what concerns question 7 related to time consecrated for written activities, a majority of yes answers(65% was registered) in comparison to no answers(35%).As for question 8,related to the use of the stages of written assignment, a total number of 40 out of 40 making (100%) was noticed.

Part Four: Writing Improvement Preferences

| Questions | Number | | Percentage | |
|---|--------|----|------------|-------|
| | yes | No | Yes | No |
| 9. Do you plan your own writing? | 31 | 9 | 77.5% | 22.5% |
| 10. Do you use any prior knowledge before you write? | 15 | 25 | 37.5% | 62.5% |

| | | | | |
|---|----|----|-----|-----|
| 11. Do you use a draft paper before you write | 20 | 20 | 50% | 50% |
|---|----|----|-----|-----|

Table: 2.3.7. on planning one's own writing

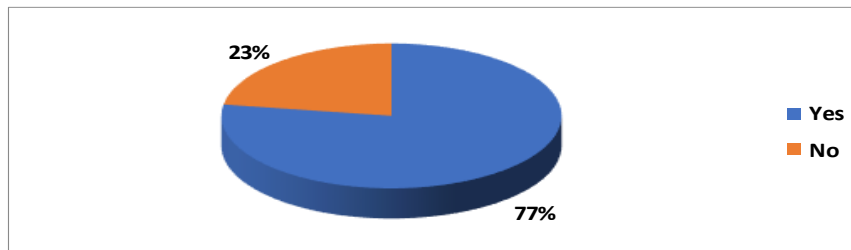


Fig2.2.3.8 overall responses to question 9

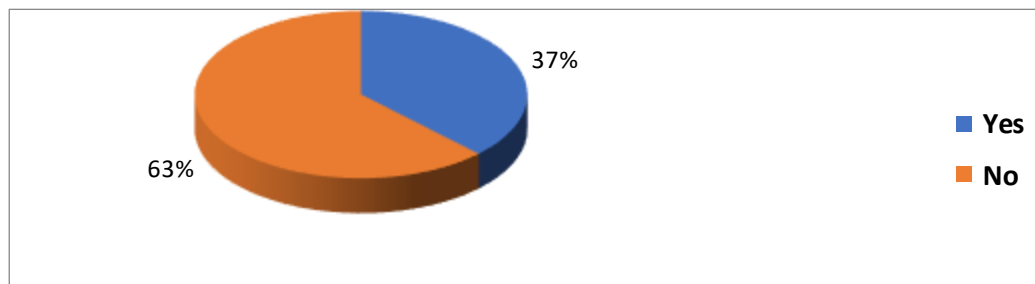


Fig2.2.3.9 overall responses to question 10

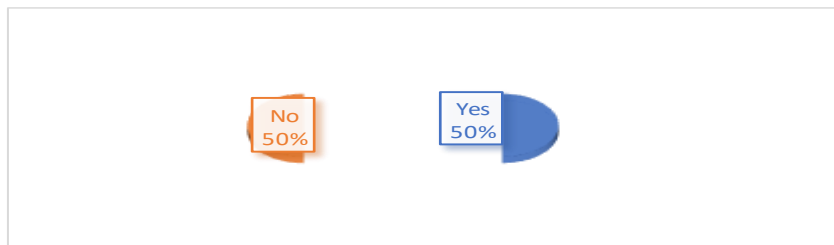


Fig2.2.3.10. overall responses to question 11

Comment: Question 9 related to whether students plan for their own writing-a total number 31 answered by yes making 77.5% against 9 with no answer with 22.5%. Question10 is related to whether students used their prior knowledge.15 responded with yes with a rate of 37.5% against 25 who answered with No, making 62.5%. Question 11 related to whether students use draft paper, some fifty answers were recorded with a number of 20and 50% for each.

Question 12:

| | | number | Percentage |
|---|--|-----------|------------|
| 12. How do you like writing to be? | a) in class under the teacher’s guidance. | 32 | 80% |
| | b) At home as an assignment | 8 | 20% |

Table: 2.3.8 on the type of writing activities

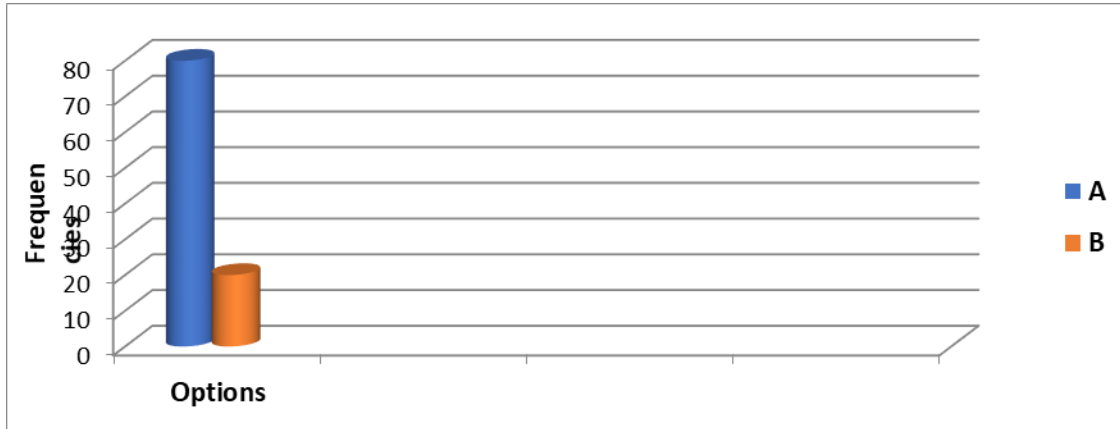


Fig2.2.3.11. overall responses to question 12

Comment: table 2. 3.8. question 12 is related to how writing should be in class or as homework.32 students with a rate of 80% preferred writing to be in class under teachers’ supervision and guidance; whereas only 08 students preferred writing to be at home.

| Questions | Number | | Percentage | |
|---|---------------|-----------|-------------------|------------|
| | yes | No | Yes | No |
| 13.. Do you like the teacher to give you the model on how to write by providing you with some clues or cues? | 30 | 10 | 75% | 25% |
| 14. Do you like your teacher’s moving through the rows for help? | 38 | 2 | 95% | 5% |

Table: 2.3.9. on Teachers’ help in the classroom.

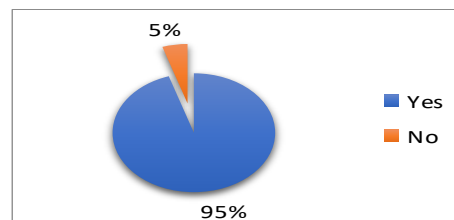
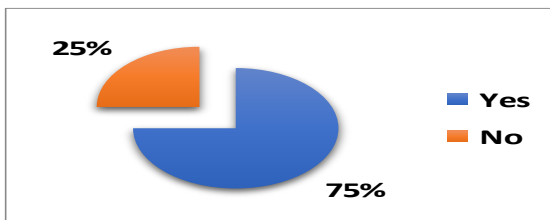


Fig.2.2.3.12 and Fig.2.2.3.13 overall responses to question 13 and 14

Comment: Table: 2.3.10 relates to **question 13** on students' preferred way of writing through teacher's help with a model on how to write by providing them with some clues or cues. 30 students responded with yes with a rate of 75% against 10 students who responded with NO, with a rate of 25%. **Question 14** is related to teachers moving through the rows to help and give assistance. To this, 38 students answered with yes with a rate of 95% against only 02 students who responded with no with a rate of 5%. This gives an idea about the students who do not rely on themselves and are not hard workers-they wait on for teachers' help.

| Question | Responses | number | Percentage |
|--|--|--------|------------|
| 15. Do you like working? | in pairs | 7 | 17.5% |
| | in groups | 28 | 70% |
| | (c) alone | 5 | 12.5% |
| 16- Which type of course book displayed written activities do you like most? Why? | a-I LEARN TO INTEGRATE | 33 | 82.5% |
| | b-I THINK AND WRITE | 7 | 17.5% |
| 17. How do you rate (give numbers) the different activities in writing as indicated under I think and Write Rubric in your course book? | (a)Writing short descriptive/ Narrative texts | 1: 13 | 32% |
| | | 2: 13 | 32% |
| | | 3: 6 | 15% |
| | | 4: 4 | 10% |
| | | 5: 4 | 10% |
| | (b)Writing dialogues and articles | 1: 8 | 20% |
| | | 2: 14 | 35% |
| | | 3: 8 | 20% |
| | | 4: 8 | 20% |
| | | 5: 2 | 5% |
| | (c)Writing summaries/ biographies and posters | 1: 2 | 5% |
| | | 2: 2 | 5% |
| | | 3: 16 | 40% |
| | | 4: 8 | 20% |
| | | 5: 12 | 30% |
| | (d) Writing pieces of adverts/ notes | 1: 6 | 15% |
| 2: 7 | | 17.5% | |
| 3: 4 | | 10% | |
| 4: 14 | | 35% | |
| 5: 9 | | 22.5% | |
| Q.15 on the way students like writing to be - | | | |

| | | | | |
|--|--------------------|----|----|-------|
| Q16. interesting types of activities displayed in the coursebook Q.17. Enumerating different activities Under write and Think Rubric. | (e) Writing videos | 1: | 1 | 27.5% |
| | interviews | 2: | 4 | 10% |
| | | 3: | 6 | 15% |
| | | 4: | 6 | 15% |
| | | 5: | 13 | 32.5% |

Table 2.3.11. on the nature of teachers' help to students in the class

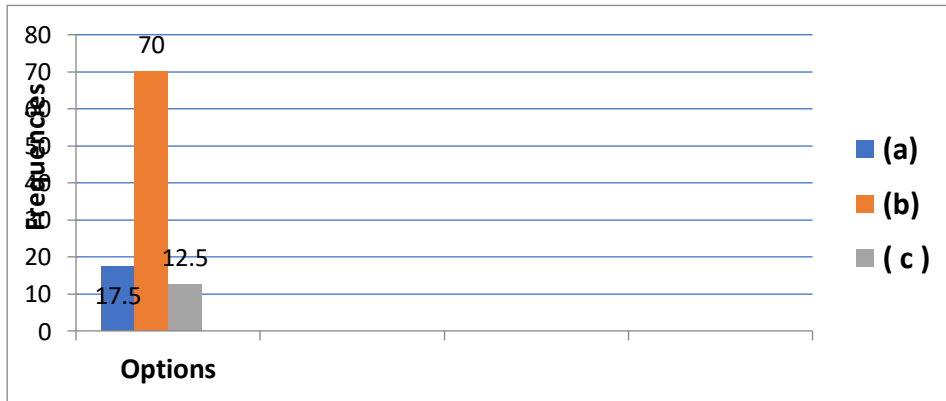


Fig:2.2.3.14. Overall responses to question 15

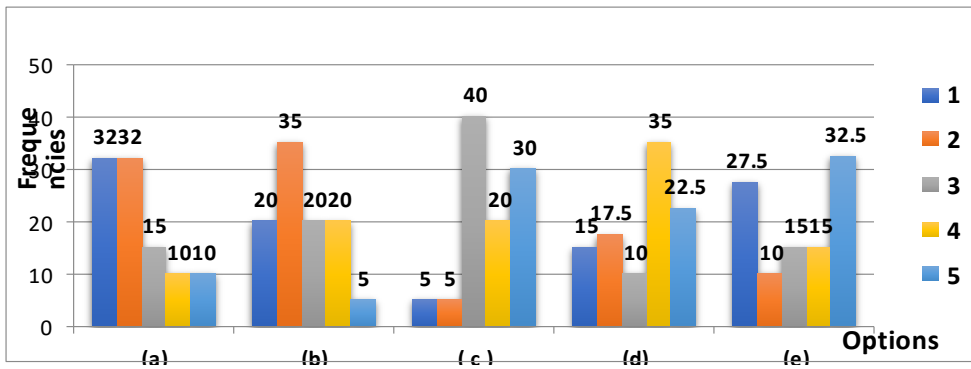


Fig:2.2.3.15. Overall responses to question 16

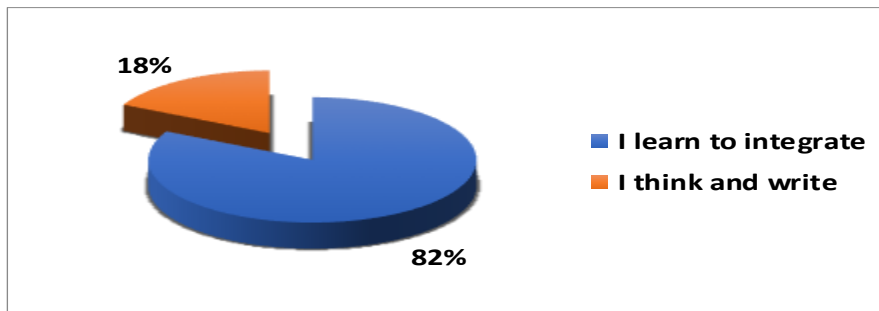


Fig:2.2.3.16. Overall responses to question 17

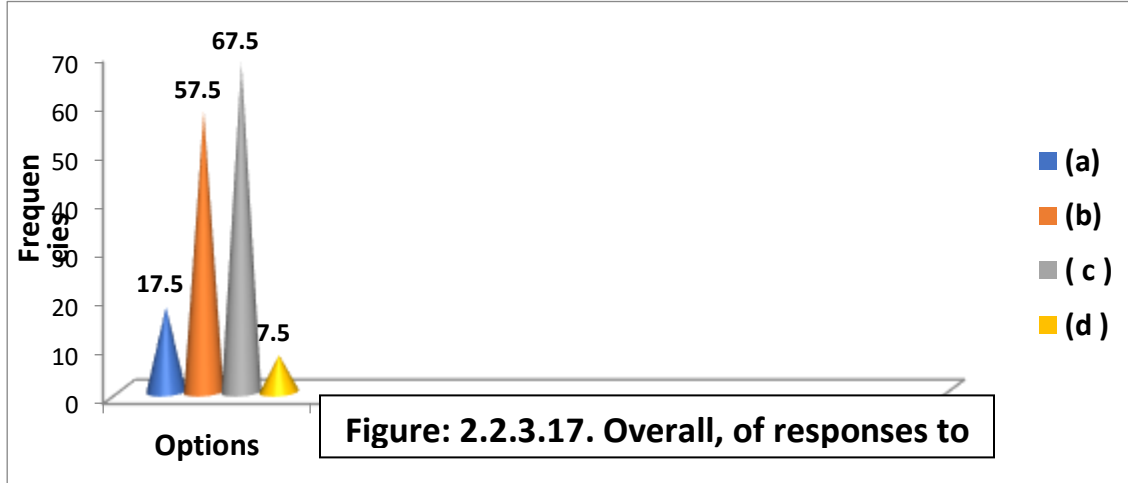
Comment: Table 2.3.11 -Question 15 is related to the nature pupils like working in the class, pairs or in groups or alone-Twenty eight students answered in groups; thus making a rate of 70%;a group of seven making a rate of 17.5% opted for in pairs and five students made their choice with working alone with a rate of 12.5%

Question 16 is related to the interesting types of activities displayed in the coursebook. For (a) I Learn to Integrate-thirty-three students made their choice making a rate of 82.5% and for (b) I think and Write, seven students opted for this with a rate of 17.5%

Question 17. Is related to students’ ranking of the different activities in writing as indicated under I think and Write Rubric in their course book. For (a) Writing short descriptive/ Narrative texts, thirteen ranked it first, with 32%, thirteen ranked it second with 32%; six ranked it third with a rate of 15%; four ranked it for with 10% and finally four ranked it five with 10%. For (b) Writing dialogues and articles, eight students ranked it first with 20% rate; fourteen ranked it second with a rate of 35%;eight ranked it third with a rate of 20%;another group of eight ranked it four with a rate of 20% and finally a group of two ranked it five with a rate of 5%. For (C) writing summaries/ biographies and posters, two group of pupils ranked this as first and second with a rate of 5% each. Sixteen students with a rate of 40% ranked it third position, eight students with a rate of 20% ranked it fourth and finally twelve students ranked it fifth with a rate of 30%.For(D) Writing pieces of adverts/ notes, six pupils ranked it first with a rate of 15%;seven ranked it second with a rate of 17.5%; four ranked it third with a rate of10%,fourteen ranked it fourth with a rate of 14% and finally nine pupils ranked it fifth with a rate of 22.5%. For (e) Writing videos and interviews, eleven pupils ranked it first with a rate of 27.5%, four ranked it second with a rate of 10%; a group of two six ranked it third and fourth respectively with 15% as rate. Finally, thirteen pupils ranked it fifth with a rate of 32.5%

| Question | Response | number | Percentage |
|--|--|---------------|-------------------|
| 18 . How do you like your teacher to help you write in the class? | a*Through Modelled writing (imitating texts such as newspaper articles, tales...). | 7 | 17.5% |
| | b*Through Think aloud process (you say what you are thinking about during writing | 23 | 57.5% |
| | c*Through Guided writing (you work collaboratively with peers) | 27 | 67.5% |
| | d*Through Independent writing (you rely on your skills and the information, you have acquired from the teacher in order to accomplish the writing task) | 3 | 7.5% |

Table: 2.3.12. on teachers’ help to students in class



Comment: Table 2.42. is related to how students like to be helped by their teachers. Four options were offered to students to select from. **A**)-Through Modelled writing (imitating texts such as newspaper articles, tales...) For this 7 students made their choice with a rate of 17.5%, for **B** through Think aloud process (you say what you are thinking about during writing) 23 students made their choice with a rate of 57.5% and with option **C** through Guided writing and working collaboratively with peers 27 students made their choice with a rate of 67.5% and finally with **D** option, through Independent writing relying on their skills and the information, they have acquired from the teacher in order to accomplish the writing task). Only 3 students made their choice for this with a rate of 7.5%

2.2.4. Analysis of Inspectors' INTERVIEW-A SAMPLE study

1. Through your casual visits to different teachers, did you notice differences in teaching writing activities?

Recipients

Answers

Inspector 1

Yes. Teachers deal with this skill in different ways

Inspector 2

Though I haven't seen many, teachers mainly resort to traditional ready-made guided compositions, all-in-one step process, correcting everything, both structure and ideas.

Comment: Both inspectors' answers satisfy the questions because some teachers are always guided by their traditional recipe that laid down by the teachers' guide; whereas others apply their own ways derived from their own experiences.

2. How do you attribute this difference to?

Recipients

Answers

Inspector 1

1- Work experience of the teacher
2- Learning environment
3- Objectives of the piece of writing
4- Learners' pre-requisites and level

Inspector 2

According to teachers, learners lack the necessary lexis as well as the ideas. However, the product approach to writing can be the cause that disables learners from generating ideas, thus acquiring the necessary lexis.

Comments: In fact, it is the difference between teachers that make the difference-Hence, many factors enter in this interplay-Experience and the nature of the activity, together with the conditions of work and the types of learners teachers are working with.

Inspector 2 believes that the product approach obstructs learners who lack lexis and grammar to produce; however, resorting to process approach at this level may be better as learners can work together in class under the teacher's guidance.

1. How do you expect teachers of English to teach written Expression?

Recipients

Answers

Inspector 1

Writing is not the skill which can be learnt in isolation. It is the nucleus of the linguistic knowledge. For this reason teachers are supposed to take into consideration the different stages of the development of the writing

Inspector 2

skill: - controlled writing - guided writing - free writing and in each stage there are specific points to focus on .

Through brainstorming, learners are motivated enough to write:

- Collectively, with the help of the teacher and the dictionaries, learners use the necessary lexis to express whatever relevant idea, indiscriminately, on the board.

- In groups, they proceed to dismiss any repetitive, redundant or mistaken ideas. They order the sentences coherently, then read to the class.

- Individually, they prepare drafts whose structure is finally corrected by the teacher, according to the level of each learner. Ideas/judgements are generally subjective; therefore, they are accepted as long as they are logical and relative to the topic

Comments: Both inspectors are right in their display to the question

Inspector 1 believes it is of paramount importance to teaching writing through its different staging levels starting with guided, semi guided to free practice and this could be better initiated through the process approach where writing is not taught in isolation but related to a pre-reading text. However, inspector 2 believes that brainstorming can better motivate learners to generate ideas, optimize the lexis used and pave the ground for future writing either individually or collectively; thus, insinuating to the process writing with its pre, while and post writing.

4.Are there any specific orientations on how to teach written expression in Middle Schools?

Recipients

Answers

Inspector 1

Middle school teachers deal with beginners in general and this level requires special focus and attention about the requirements for learning the writing skill:

- Knowledge of the English alphabet
- Understanding of the orthographic system
- Knowledge of the mechanics of writing
- Knowledge of possible sentence structure
- Familiarity with lexical connectors, grammatical connectors, referential and anaphoric connectors
- Combining sentences
- Some control of syntax and vocabulary to put ideas in writing.
- Some experience of listening, speaking and writing

After these requirements are realized, teachers can start dealing with written expression following the product writing with 1MS and 2MS, and the process writing with 3MS and 4MS

Inspector 2

-Learners should be encouraged to read; one can't write without having read on various topics, notably relevant ones.

- Structure is not important if messages are conveyed; teacher's corrections may be an inhibitor to creativity. Again, correct/good language should be the fruit of reading.
- Teacher must be aware of the notions and interests specific to the learners' generation and judges the truths accordingly. Truth can be multi-faceted and subjective.

Comments:

Inspector 1 reasonably treats the way written expression is taught under the auspice of the Ministry of Education with the setting up of the basics of English Knowledge of the English alphabet, understanding of the orthographic system, knowledge of the mechanics of writing, knowledge of possible sentence structure and familiarity with lexical connectors, grammatical connectors, referential and anaphoric connectors, knowing how to form simple sentences then moving to how to write. 1MS and 2MS Students start with the product approach because this helps them just to produce something in English. Later on, when they become 3MS and 4MS, they will move on to the process writing which tends to be more precise, more focal and more complex.

Inspector 2: believes that teaching writing should spring up from good reading as it is the source for writing. Hence, learners should be encouraged to a diversity of reading. Learners should be taught how to convey the message and where ideas are better than structures. Teachers should incite learners to be creative. Teachers' roles are to cater for learners' needs in what concerns the selection of good texts and how to correct their feedback.

5. Which, according to you, is the most efficient way to improve learners' writing? -the use of process writing or the product approach? Justify-

Recipients

Answers

Inspector 1 Both of them are efficient with a specific level. for beginners (1MS and 2MS) the product writing approach is more efficient. On the other hand, the process writing is more appropriate and beneficent with 3MS and 4MS

Inspector 2 Process writing, unless it is for models and templates, as in letter writing or applications. Otherwise, process writing is motivating and inciting curiosity, as well as promoting self-confidence and personal contribution. It promotes critical thinking and develops all competencies, notably that of producing.

Comment: Inspector 1 believes that both product and process approaches are good for Middle school students. Product is good for fresh beginners whereas process is better for 3MS and 4MS.

Inspector 2 believes process writing is the most efficient because it promotes cooperation, helps learners think critically, read strategically and work efficiently under the teacher's view.

6. According to your own experience as inspector, what is your own perception about effective writing for Middle school learners? Elaborate more on the approach, the methods and the techniques suitable for such a perspective.

Recipients

Answers

Inspector 1

There would be no effective writing for middle school learners without competent teachers who are really able to facilitate the task for their learners. Learners do not need teachers to read and explain to them the instructions, but they do need teachers who are able to train them on how to produce a piece of writing, who are aware of the requirements of the skill, and who are knowledgeable about the different stages of the development of writing.

Inspector 2

No experience so far as an inspector, so I leave the answer till later year: if any-thing of the sort takes place

Comment: **Inspector 1** believes in the teachers' competences; those who are able to ease the difficult and better teach the practical side rather than the theoretical-the true teachers who can act on the field and follow the students' step by step. **Inspector 2** trustfully acknowledges his inability to speculate on this question as he lacks experience. He prefers to relegate this to a future occasion.

Conclusion-

Chapter two, in both its sections, is related to research design Methodology and analysis of data collection tools. Both mixed methods were used and they were widely reflected through the data collected. Quantitative method was used in teachers' and students' questionnaire and was displayed in tables and graphs. Also, the qualitative method was used in settings where the Wh-/How questions are required in both students' as well as in teachers' questionnaire. It was amply used with Inspectors interview because researchers wanted to benefit from Inspectors' experience through open questions. The analysis of the data collections tools proved positive. For teachers, the idea of teaching written through the process approach was assimilated where most teachers had revealed their use of it with their different classes.

Students, thanks to teachers, had become more conscious that writing is a passion that needs to be more articulated in class under their teachers' guidance. Inspectors also had given their consistent views about how written expression is taught in Middle Schools. They had made it a good idea to reinforce teachers' training through study days and conferences where prompts about the writing skills are to be introduced so as to train teachers to devote more time to writing, reading and feedback. The purpose of this chapter is and the overwhelmingly attained and the answer to research questions was achieved.

Chapter Three

Chapter Three: Syllabus, Course book and Teachers' perception on writing implemented Tasks

Part One: 3.1. Third Year Middle School Syllabus and the Course book

Introduction

The text book as a serving tool will help teachers get an idea about the vital components of the official syllabus that they comply with along their school year. The suggested lessons will provide them with many opportunities to teach in accordance with their learners' needs. The variety of themes and language points, together with structures will facilitate their task. The tasks and activities included in the course book are carefully selected to cater for learner's' styles and multiple intelligences and offer teachers assistance in lessons implementations that cater for the four skills, their use and their integration in order for them to acquire effective English in its most varied aspects where both –curricular and extracurricular activities are widely promoted. As learners vary in learning styles-Auditory visual, tactile/ kinaesthetic, they need to learn English at all levels-

Book Three is destined to Third year learners whose cognitive capacities are to a certain extent more developed. The orientation is more focused on competency task-based activities where learners are supposed to manipulate language through the four skills and their integration, they will have lots of listening, reading and writing activities where they can apply their cognitive and meta cognitive faculties. Teachers, in this respect, have to incite learners to play a more active role in their own development and make them responsible for their own learning. Teachers should afford their learners' opportunities to find the answers to questions arising from their own daily life to become autonomous learners. Learners need to integrate themselves in social collaborative works

that require problem solving, a bit of critical thinking and the use of logic and reason to accomplish the competency-based approach in its most long learning favourable condition.

3.1.1. Syllabus Definition, types and contents

3.1.1.1. Syllabus definition

A number of definitions have been proposed for the term syllabus by different scholars. According to the Longman Dictionary of Language Teaching and Applied Linguistics a syllabus can be defined as 'a description of the contents of a course of instruction and the order in which they are to be taught' (Richards et al. 1992, 368). Hutchinson and Waters (1987, p. 80) define syllabus at its simplest level "as a statement of what is to be learnt". Widdowson (1990, p. 127) interprets a syllabus as "the specification of a teaching program or pedagogic agenda which defines a particular subject for a particular group of learners . . . a syllabus specification, then, is concerned with both the selection and the ordering of what is to be taught". According to Breen (1984) a syllabus can also be seen as "a plan of what is to be achieved through our teaching and our students' learning". Breen (1989:47) defines syllabus as "...a plan of what is to be achieved through our teaching and our students' learning". It has been pointed out by Sinclair and Renouf (1988, 146) that 'a coursebook is not a syllabus' suggesting that a syllabus 'should either pre-exist or be devised independently of other elements like course materials, methodology, and assessment.'

3.1.1.2. Difference between syllabus and curriculum

Richards (2001, p. 2) distinguishes a difference in scope in the UK- the curriculum is the bigger picture. As "the bigger picture", the curriculum can incorporate three steps: (1) course planning, (2) materials/methods, and (3) course evaluation (Nunan, 1988, pp. 4–5). Historically, because grammar-centric teaching has been so popular, syllabus design was simply the order of the grammar

points that would be taught within the framework the curriculum. However, in the United States, Syllabus and Curriculum often mean the same thing. This chapter will treat Syllabus and Curriculum separately.

3.1.1.3. The purpose of a syllabus

A syllabus specifies the work in a course setting and serves also as an 'expression of accountability' towards the public (Brumfit 1984, cited in White 1988,3).According to second language acquisition research findings, it cannot define what is learnt as the syllabus is 'built in' to the learner (Skehan 1996, 19). Thus, consequently, it will indicate what is taught. It has been suggested by McDonough and Shaw (1993, 6) that such a document 'will (...) have direct implications for the (...) design and selection of materials and tests, the planning of individual lessons and the management of the classroom itself' (even though admitting that this is an idealized description of what often actually happens).

3.1.1.4. The elements of a syllabus

Richards and Rodgers (2001, pp.20–34) discuss their tiered framework for evaluating methodologies. The three tiers are Approach (the underlying theories), Design (selection of content), and Procedure (specifics of the activities). This has become a somewhat standard tiering framework for TEFL/TESL courses. Basturkmen (2006:20) argues that “in order to specify what language will be taught, items are typically listed and referred to as the syllabus”. She exemplifies the definition by giving a standard view of the syllabus through the figure below. As quoted indicated in (Course in Language Teaching, CUP, 1996:177 qtd in Basturkmen 2006:21) , a syllabus

1- Consists of a comprehensive list of-- content items (words, structures, topics) -- process items (tasks, methods)

- 2- Is ordered (easier, more essential items first)
- 3- Has explicit document
- 4- Is a public document
- 5- May indicate a time schedule
- 6- May indicate preferred methodology or approach
- 7- May recommend materials

3.1.1.5. Types of Syllabi

3.1.1.5.1. The Functional-notional Syllabus

The starting point for the functional notional syllabus is the communicative purpose and conceptual meaning of language, i.e., notions and functions as opposed to grammatical items and situational elements which remain but are relegated to a lesser role. According to Finnocuario and Brumfit (1983:91), functional notional methodology attends to meaning more than structure and form, contextualization is a basic premise, language learning is learning to communicate, reading and writing can start from the first day and communicative competence is the desired goal.

In a functional notional syllabus, the teaching activity in the classroom should be learner centred, and all course components are viewed as a systematic whole. Finocchiaro and Brumfit (1983) give the merits of functional notional syllabus four perspectives - sociolinguistic perspective, psycholinguistic perspective and educational perspective educational principles. In the sociolinguistic perspective, the functional-notional approach emphasizes the communicative purpose of the speech act.

A)-Functional Syllabus

This syllabus gives the communicative functions that are to be taught to the learners like requesting, suggesting, promising, describing, warning, identifying, persuading, etc. The syllabus also

lists the sentence patterns that are used to realize these functions.

B)-Notional Syllabus

In the notional syllabus, the teaching points are notions of language. Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of notions depends on three major factors - the functions, the elements in the situations and the topic being discussed. The advantages of Functional notional syllabus, as stated by Finocchiaro and Brumfit (1983:18-19) are

1. It sets realistic learning tasks in which full-class or individualized instruction can be utilized.
2. It provides for the teaching of everyday, real-world language use in a variety of sociocultural situations in which features of pronunciation, vocabulary, grammar, and culture are selected and graded according to their priority in actual communication, and intermeshed meaningfully from the first lesson at the beginning level of learning to serve the learner's immediate communicative purpose
3. It leads us to emphasize the need for numerous, varied, receptive activities before rushing learners into premature performance.
4. It recognizes that while the language used in any speech act should be based on the situation or setting in which it occurs and be grammatically and semantically appropriate, the speaker must, above all, have a real purpose for speaking and something to talk about.
5. The act of communication, even at elementary levels, will be intrinsically motivating simply because it expresses basic, universal communicative functions of language and because it makes use of notions that are most appropriate to complete the specific function or functions being expressed.
6. It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.

7. It can develop naturally from existing teaching methodology. Curriculum writers and teachers may, thus, use an eclectic approach, taking what has been found best and most suited to their teaching personalities from the direct, audio-lingual, structural, situational, or any other method and integrate relevant features of each into a functional-notional approach

8. It does not insist upon mastery of any body of material when it is presented. A spiral, expandable curriculum is envisaged so that grammatical and topical or cultural materials can be studied in greater depth whenever relevant during the course.

3.1.1.5.2. The situational syllabus

According to Wilkins the situational syllabus has constructed on the analysis of situations and behaviours. In a situational syllabus, the content is either real or imaginary situations where language occurs. This language is in dialogue form or in conversations. The learner has to practice the dialogues and memorize useful expressions. However, grammar and vocabulary also play an important role. Main aim of the situational syllabus is to teach the language that occurs in different situations. An example of the situational syllabus is

1. At the hotel. 2. At the bank. 3. At the restaurant. 4. At the airport

3.1.1.5.3. The communicative syllabus

The communicative approach is usually based as a notional or functional syllabus which is not graded according to the grammatical structures, but according to the functions and notions of the language (Swan 1985). The communicative syllabus is based on speech acts or language functions rather than on units as grammar; that is, the communicative syllabus contains units called “Ask, Request”, and “Demand” or “Generalize”, “Exemplify” and “Hypothesize” instead of “present simple tense”, “present continuous tense”, and “Relative Clauses”.

3.1.1.5.4. Skill-based syllabus

Skill -based syllabus is a syllabus that combines all the four skills together. There should be no prominence of one skill upon the other, but the four skill are integrated, practised and allotted the same importance. Dinçay (2011) affirms “a skill-based syllabus is a collection of specific abilities that may play a part in using language. The primary purpose of skill-based instruction is to learn the specific language skills and to develop more general competence in the language.” (p.242).

3.1.1.5.5. Content -based syllabus

What is content-based instruction (CBI)? Is not all learning “content-based”? According to Brinton, Snow, and Wesche (1989, p. vii), it is the “integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material.”

3.1.1.5.6. Task-based syllabus-Definition

In theory, it is a type of syllabus that is learning-centred (not to be confused with learner-centred). It therefore should be a procedural syllabus based on teacher-selected tasks that are assumed to promote the language acquisition process, while downplaying the learning of pre-selected linguistic content (Tagg & Woodward, 2011). Skehan’s view (1998, p. 260) is that the students should be given freedom within the framework of the tasks for real communicative engagement in the tasks. More importantly, in contrast to other types of syllabi discussed earlier (that have little or no pedagogical protocols), the TB syllabus, grounded in task-based methodology, is a syllabus that is inseparable from the methodology. In other words, it is a syllabus that is based on a clear methodology and a clear theory. That said, defining what a “task” actually is has not been easy—this has caused some controversy. Moreover, Dörnyei (2009) discusses how TB is little more

than a re-packaged form of Communicative Language Teaching (or perhaps notional-functional), with the most significant difference being that it may incorporate a bit more focus on form.

3.1.2. Third Year Coursebook Identification

The book concerns 3rd year Middle School- Algerian Ministry of Education. It consists of four sequences. Its title is My Book of English published by Casbah Edition, Algiers in 2017-ISBN:978-9947-62161-5. It contains 159 pages.

3.1.2. 1.Coursebook Contents- Methodology and Structure

3.1.2.1.1. I listen and do

The listening tasks proposed to learners in this book involve both receptive and productive skills, which makes listening a purposeful act in carrying out tasks that require learners to integrate all communicative skills other than just listening and speaking. Although the main focus is on communicative interaction in class through role playing, note-taking is also sought. – Some listening tasks particularly encourage the learners to take notes while listening as this is a study skill, they will need throughout their school life. Listening is accompanied by speaking and writing activities.

3.1.2.1.2. My pronunciation tools/ I pronounce.

The official syllabus insists on teaching vowel and consonant discrimination in the first, second and third middle school years. To achieve this, teachers may resort to various teaching methods and techniques. Teachers may use simplified articulatory diagrams as teaching aids when introducing English sounds whose counterparts or equivalents do not exist in the learner's first language (Arabic) or mother tongue (Tamazight). Listening inputs is designed so as to implicitly introduce

the targeted sounds that are to be explicitly taught at a later stage in the progression of the sequence, using “My pronunciation Tools” and “I pronounce” sections of the course book.

3.1.2.1.3. My Grammar Tools

In both Year Two and Year Three coursebooks, “My Grammar Tools” are meant to be exploited as learning aids whose main pedagogical function is to succinctly sum up the main tenses, structures and structural lexis dealt with in each sequence in the form of “rules” or, sometimes, broad generalisations. Teachers, however, are encouraged to help their students deduce rules and make generalisations through analysis and comparison of relevant examples. They are equally encouraged to recycle the language forms studied in preceding sequences or in the previous year

3.1.2.1.4. I practice.

This section is meant for the practice of the language presented in the previous teaching points. It aims at consolidating and reusing the acquired knowledge in meaningful contexts. The learners work individually, in pairs or in groups to do some contextualized tasks and activities. Thanks to their immersion in practical activities that they learn better. Learners feel the things and understand them each time an application immediately follows from the theory. Hence, the idea of I practice evokes a certain pride from the part of learners who have been and are engaged in what they see, what they feel and what they touch-

3.1.2.1.5.I read and do.

For us, teachers of English as a foreign language, one pedagogical principle to always keep in mind when preparing their “read” lessons is that the “I read and do” section in the course books has been conceived, designed and planned according to an integrative teaching/learning approach

whereby many of the learning and study skills are combined in the reading tasks ,and work together towards achieving the same goal, i.e. comprehension with its multi-faceted aspects – from the explicit lexical meaning of single items and the specific referential information contained in phrases or statements to the implicit, more complex meaning of either single items or longer texts, which can only be inferred using relevant clues from the reading materials.

3.1.2.1.6. I learn to integrate.

This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on how to integrate what they have learnt so far. The learners are involved in selecting and classifying the resources they need, the skills they will use and the values / attitudes to be instilled. This phase will enable the teacher to identify the learners' strengths and weaknesses in order to organize tutorial sessions for moderation, remediation then standardization (levelling up.)

3.1.2.1.7. I think and write.

In this section, with the help of teachers and parents, learners learn how to write and communicate with friends about topics related to their environment and interest. However, teachers should train them to think first and then write. Teachers have to design individual tasks based on what their individual learners need to write about. They should pay attention to what they write; they need to write in simple English. In short, students need to make a distinction between writing to learn (other things, like structures, spelling and vocabulary) and learning to write.

3.1.2.1.8. Now, I can.

This section is entirely devoted to learners to freely express their own involvement as self-

assessment assessors through a suggested appropriate rubric. Learners are supposed to check what they can do through the different parts of the sequence. They might need a bit of extra help and support from the teacher who will identify what the learners already possess and what they need to work more on. The teacher can then determine what level of instruction is needed by which learners and at what level. In this respect, the *Now I Can Rubric* is an effective formative assessment tool for both teachers and learners.

3.1.2.1.9. I play and enjoy.

The idea of inserting a section for I play and enjoy is to give another space for learners to change the atmosphere of boredom, of hard doing activities into a bit of fun and enjoyment, for recreation, for mutual exchange of humorous events. Enjoying is part of learning and the more joyous learners turn to be, the more creative and productive they will be-The Play and Enjoy part is the fillip through which learners discharge some of their burdens to turn as light and full of vigour to enter the next sequence with too much delight. For example, some activities and tasks of the coursebook need to be done outdoor-visiting parks and green spaces can be a good example.

3.1.2.1.10. My project

The main objective of the project is to help the learners to work together and socialize. It helps the teacher discover many aspects and hidden competencies and social skills. The teacher will find out that some learners are good at drawing. Some have good computer skills. Some are good at collecting and organizing data. In short, the teacher will not be surprised to discover the seven intelligences Gardner has talked about in one class.

3.1.2.1.11. I read for pleasure.

Children like reading stories they are interested in namely fables where animals rove and fritter in their imaginative world; a world full of fantasy and pictures where the emotive sense grows. Reading stimulates creativity as it gives a lance to its adaptor- a fresh spring of inspirational source full of imagery, sound and natural settings. Children like to create, to visualize the concrete and render it as subtle as a modest act of recreation. It is through reading that children feel free to choose the worlds they visit through imagination, the characters they meet, the points of view they encounter while reading the peoples' ideas from different veins and the visionary world they create.

3.1.2.1.12. My Trilingual Glossary

The objectives of the trilingual Glossary are of three folds: To enrich the learners' vocabulary with a range of new lexis that cover the difficult and new words encountered through the four sequences. To give an opportunity to learners to use the offered vocabulary contents in a wide realistic context. To help learners use three languages in their different varying contextual use and not lexis as separated entity.

3.1.3. Aims and Objectives related to writing

The acquisition of language skills such as reading and writing targets the development of writing competency. Acquiring writing is the most difficult part of the language learning process. It is essential to first acquire the conventions of written English (such as capitals, punctuation, indentation, etc.). Next, the learner must become familiar with all the stages which prepare him for the production of a text. Teachers need to find ways to integrate writing with other skills and activities, giving it more relevance and importance - and also making it more interesting. In process writing, these stages are: brainstorming, outlining, drafting, re-drafting, editing, and publishing.

The learner should also be able to assess his work, and then with the help of his teacher he will improve his written production. Teachers have to elicit and generate ideas about writing with their learners, how they write well, why to write and for whom. So, with the help of teachers, learners will be able to: Produce written messages of average length about friends, family, interests, shopping, health and Travels. Use punctuation and capitalization correctly and write cohesive and coherent paragraphs which hold together from the point of view of form and meaning, respect correct syntax (subject, verb, object,) and use tenses effectively. Write an outline (plan) and organize his ideas clearly and logically.

3.1.4. Methodology and Structure of the Book

The book is structured into Four sequences/Units where the four skills are integrated. The layout is organized into listening, speaking, pronunciation, grammar, practice, read, think and write. The units are very well graded in a sense that they start with simple knowledge, down to earth information related to self to end with the universal world. The activities in the different sequences are varied and are accompanied with pictures to help learners inspire from. There is a trilingual dictionary at the end of the book to help learners spell check and to enrich their stock of vocabulary. Also, there is a part called My Grammar, a given space for students to review their grammar points for each lesson. In addition, the book contains a wide range of reading texts for learners to develop their reading competences.

3.1.5. EFL Students and Writing Activities

Teachers need to give learners tasks that are intellectually satisfying, tasks that inspire learners with the envy to write. As course books do not necessarily always help learners develop writing as they want it to be, learners seek materials that provide relevant, real and communicative practice.

Here comes the role of inquisitive Learning through practical writing based on simplistic form, clear cut messages and straightforward conveyance of expression. Teachers have to work hard on developing ways of responding to the content of what their learners write about - the message - and not just the way things should be written. Learners need a permanent audience represented in the teacher. If teacher comes to do this efficiently, the learners' confidence in writing will grow.

In this respect, writing, like all other aspects of language, becomes communicative where learners start to think about what they write in real life writing (e-mails, lists, notes, covering letters, reports, assignments, paragraphs, notes, blogs, forums and websites) will be a good issue to tackle. All of these writing tasks have a communicative purpose and a target audience.

3.1.6. Units and Lessons contents

The third year Middle School Coursebook entitled My Book of English consists of Four sequences entitled respectively: Sequence One-Me and my abilities, my interests and my personality. Sequence two-me and my lifestyles. Sequence three-me and the Scientific World. Sequence Four-me and my environment. The Book Map represents the three main sub-components- Communicative Objectives, the Linguistic Objectives divided into Language Forms and Pronunciation.

3.1.7. Coursebook Types of Written tasks

3.1.7.1. Definition of a task

Van den Branden (2006) proposes that a task should be an activity that has a communicative goal to be met via meaningful usage of language; it can be just about any communicative classroom activity that does not have a keen focus on grammatical accuracy. For Nunan, a piece of classroom

work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on form (1989, p. 10). Van den Branden: An activity in which a person engages in order to attain an objective, and which necessitates the use of language (2006, p. 4). Willis and Willis (2007, pp.72–78), focusing on cognitive processes list these seven requirements for tasks: • Listing• Ordering and sorting• Visual support• Matching• Comparing and contrasting• Problem solving tasks and puzzles• Projects and creative tasks• Sharing personal experiences

3.1.7.2. EFL students and Written tasks

Third Year EFL students do not totally base their writing on the process but they also use some parts from the product. For example, they start by models' teachers give them. Writing E-mails; Formal letters; - reports; - CVs and cover letters; - Postcards; - Recipes; - Personal statements cannot be started from scratch but need to see as examples. And the tasks given on them are mostly controlled. However, once they adapt themselves to reading material where they can master a minimum stock of vocabulary, writing can be processed through at least four levels where students start doing their tasks through pre-writing with **brainstorming**, generating ideas, using prompts, cues, photos, memos, predict about the topic they are going to write about, collect information individually or collaboratively-they use **draft** paper where they jot down ideas as raw, **analyse** then **organize** them into bits of language, reviewing vocabulary, spelling and grammar, organizing everything through **proofreading and editing**.

3.1.7.3. Product vs Process orientation towards writing

Product Writing is an approach to teaching writing that gives priority to the end product, the students' final outcome. A product writing is usually related to four stages. Modelling where

students see a text and write or produce similar version. Students then go to the analysis of the model and see how it is structured in terms of vocabulary and grammar. The second step is what is called controlled practice where students start writing and practicing what they have learnt. The third step is the organization where students try to arrange the information they have collected into a readable passage. Finally, students shape their work into a final product. Students are not supposed to generate and brainstorm ideas as they do in the usual pre-writing phase, but they rather analyse and practice on the genre presented. However, writing as a process involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process because during the revision phase, learners can go back to what they have previously written and alter parts for expansion, deletion or addition.

Conclusion

Chapter three part one focusses on the curriculum and syllabus design for EFL third year

Middle school. It also displays the types of syllabi with a brief overview of each. Its contents are purely theoretical and reflects the course book contents starting with the curriculum, the syllabus and the four types of courses termed units. The coursebook is designed with the intent to integrate the four skills in a very well-balanced unit that features listening and pronunciation, review of grammar points, a lot of practice through reading and writing tasks. Students were supposed to interact, discuss, read and write. The type of writing projected was to enable learners to write through a process of pre-while and post writing with a more focus on the main elements- brainstorming, drafting, revising and editing. but more oriented towards the process where learning

Chapter Three -Part Two:

3.2. Developing EFL learners' writing skills through Teachers' Perception and Reflection to the different written implemented Tasks

3 2.1. Teachers' contribution to the Learners' development of various written activities

Through our constant observation to Middle school teachers, and through their answers throughout the questionnaires, and through our own experiences as teachers of English in the middle school, we noticed that students were fresh the day they started the book. They had no idea of how activities are to be tackled but thanks to their teachers modelling, they started to adopt their own strategies on how to do activities as a result of imitation, interaction with teachers and peers. Teachers' contribution is great in developing learners' own self-awareness about how to solve most of the problems alone.

3.2.1.1. Opting for the process approach and emphasizing the brainstorming strategy

Most teachers work and use the product approach because they are used to. For them it is an easy way to let learners write alone, work dependently without causing them much trouble. Teachers who use this method give more importance to the end product. Learners in this way do not learn and develop; the weak is always weak. However, after questioning teachers and persuading them of the process approach with the experimentation of brainstorming techniques, they discovered that the process is more beneficial for students in terms of self-development, collaborative work and achievement. Teachers also realized that generating ideas at the beginning of every written work is very helpful in collecting ideas and enriching vocabulary. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop

creative solutions to problems (al-Khatib, 2012:29). The goal is to pour our thoughts onto paper without worrying about whether they make sense or how they fit together (Fleming, 2014).

3.2.1.2. Scaffolding learners while writing through the three stages of the process

Vygotsky's creation of zone of proximal development (ZPD), is conceived as the difference between what a learner can do without help and what he or she can do with help (Vygotsky, (1978). The learners who cannot do without help needs scaffolding. Scaffolding has been one of the brilliant ideas Vygotsky (1978) has promoted with learners' learning. "Scaffolding refers to the way the adult guides the child's learning via focused questions and positive interactions." (Balaban, N. (1995). His system of More Knowledgeable Other (MKO) received a wide applause among the educationists and the constructivists. During the process writing, learners need some modelling and an efficient supporter to push them to learn independently. Process writing has got three stages-the pre-writing which includes brainstorming, graphic organisers, web charts and diagram that learners need to fill and generate ideas to prepare for writing.

It is at this phase that learners need proper guidance. The teachers should make his presence all through the stages of writing. He moves through the rows, checks and helps, organises pair work, group work and promote collaborative preparation. His presence is absolute and he has to devote himself to his learners. Scaffolding is a constant tutoring, it is time consuming, a hard task to accomplish, that is why lazy teachers opt for the product approach and relinquish using the process. While writing, learners need to draft their work, revise the mistakes, reformulate, change, add, enrich, delete before they edit. Proofreading demands skills and peer reviewing is quite encouraged at this stage.

3.2.2. Promoting collaborative writing

Collaborative writing is a strategy that is widely promoted by teachers working with small groups.

As stated by Smith and Macgregor

Nowadays, Collaborative Learning is seen as a powerful tool that provides meaningful experiences for students and teachers, in which learning as a group is the motor that impules other learning processes. In this type of techniques, teachers are not the ones that possess all the knowledge, and their only purpose is to transmit and reproduce that knowledge, but teachers are considered as promoters of experiences where students discover functionalities in what they learn, share with other and apply that knowledge to their real life (1992).

It is an effective aid for low achievers when they are put in groups of good achievers. Writing as a social activity implies working on tasks where all students can surely be involved in imaginative and creative topics in which writing is seen as a social dialogue (Dyson, 2000) as well as a peer collaboration in the classroom (McLane, 1990)

Collaborative work for weak students is the buoy that saves their stillness in class. Students like working together, enjoy correcting one another, they, in fact, learn from one another through imitation, competition and challenge. Collaborative strategy if properly managed help teachers see everybody at work.

3.2.3. Consolidating writing through the different situations related to the four skills

The integration of the four skills is one aspect that communicative approach promotes. Today, the skills are not separately studied or gone through, but they are integrated making a whole sum of

learning leading to a unit completion where learners are supposed to listen, speak, read and write. Hence, writing is rightly introduced from the first sequence of teaching, that is from the brainstorming, and the input. The activities related to listen and do, listen and write, take notes, complete, fill in gaps, tables etc. In the reading phase, a learner reads, listens to others 'answers, interact with them, take notes etc. Consequently, these are but are but examples of how to reinforce writing through the different skills. Learners do not wait until the end of the unit to start writing. Writing occurs just at the beginning and constantly goes on until the unit ends. Hence, teachers should initiate writing right from the beginning by giving simple to complex tasks gradually.

3.2.4 Correcting learners' feedback through remedial work

Learners like to see their written feedback given back to them. For them, it is the scale on how to know and measure the teacher's competence. Good teachers correct students' papers individually and display the common mistakes through communicative activities treated in class. Hence, all the mismatches are pointed out for the benefit of all. Bellon *et al.* (1990) state 'academic feedback is more strongly and consistently related to achievement than any other teaching behaviour.' In addition, special treatments to individual students are also sought. Hence, for formative assessment, teachers need to comply with the students' requirements in terms of follow up actions leading to the summative assessment.

3.2.5. Promoting rewarding feedback

To obtain good academic results, teachers need to apply certain strategic techniques as reward and reinforcement to promote those who are constantly competing and struggling for good achievements. There are good pupils in Middle school whose writings are very acceptable. Those learners need a special treatment through their on-going assessment or daily activities. A positive rewarding feedback

will instigate learners to work more, help low achievers to double their efforts and keep up with the leading individuals. There is nothing resulting from nought-Motivation can create genius minds and creative souls. Teachers need to be promising in their reinforcement.

3.2.6 Setting follow up activities as homework.

Pupils should work in class under their teachers' supervision and guidance, but they need also to work more at home. Assignments are very beneficial to students outside the class. They serve as extra-curricular activities and lessons-Teachers' assigning students to extensively read texts can help them grow with an amount of stock of vocabulary that they can use in writing. Most creative writing tasks are done at home. Middle School learners need to be encouraged to write and write even with the absence of a guide-Free writing enhances individual's development, creates confidence in the self and paves the way for the future classroom tasks.

3.3. Typology of activities to be achieved in the class through the Rubric 'I think and Write'

The rubric 'I think and Write' is a space that students need to explore to write for diverse veins and cater for targeted audiences. Students can select photos and postcards and develop them into a narrative piece. They can also read texts and use their notes to expand them into a readable short text. In addition, they can profit from a given lay out to write an introduction to a brochure. They can also explore time lines to write a historical account. Exploring profiles of persons, and animals to write their lives. Writing eco-posters for the Earth day can be a good example. Through the rubric 'I think and write', pupils can write many things individually or in pairs. So, what they need is only a push from their teachers in their pre-writing especially in brainstorming.

3.3.1. Writing short descriptive/ comparative texts

Third year pupils have certain abilities to write descriptive passages. They can describe people, animals and objects. Description is the easiest type of writing for they do not need complex sentences to describe but just simple sentences. In their descriptions, students need photos, short descriptive texts to model on, a guided structure frame and some leading questions for initiation. They can also compare and contrast two objects, things, persons, animals showing their positive and negative aspects. Students can eventually use simple tenses with some adjuncts of time and place, some prepositions and parts of speech.

3.3.2. Writing dialogues and articles

Third year students can write and complete dialogues in pairs. They can also contribute to the wall magazine or the school journal with their short articles about the different events. Teachers need to encourage them to try their hands at such types of writings and develop in them.

3.3.3. Writing summaries / biographies and Posters

Third year students are assigned to write summaries of stories, and texts. They can also write their own biographies or other famous personalities' biographies. They work together to create posters and present them before their classmates.

3.3.4. Writing pieces of adverts / notes and video interviews

Pupils, under their teachers' guidance, can write short pieces of adverts or write captions. They can organize themselves into pairs and hold interviews about the contents of the book. They can also write short notes or make lists.

3.3.5 Writing captions/ short descriptive and narrative texts

Based on given pictures, writing captions is easy for students to do and create. Learners also can produce short descriptive pieces about the environment surrounding them from people, animals to objects. Students at this level and age like reading stories so, they can produce similar contents from their own inspiration and creative power.

3.3.6. Post writing Teachers' feedback

In the teachers' view, good students never stop writing because they believe they have their own readership. The teacher is the first who can please or displease them. They are constantly waiting for his comments and feedback. Low achievers too are willing to write but they need their teachers' or peers for support. Pupils like writing at home and like also to be backed up with teachers' guidance and feedback which for them has a great effect.

Conclusion

Third year learners like producing written pieces especially if the matter is related to classroom contests. Teachers who are in constant touch with third year have their words to say in what concerns students implementation to the different classroom tasks. Teachers, according to the different questionnaires' answers, believe that students can write good pieces under their teachers' guidance. Hence, they optimize using the process approach to be able to give students a full follow up in what concerns conventionalities of effective writing. Writing in class, drafting on rough paper, reviewing the mistakes, proofreading mechanics and reformulating the language cannot be done at home. Teachers' own perception about their learners is quite positive. Learners can produce dialogues, write summaries, notes, posters, interviews, narratives, and descriptive pieces and pieces of adverts. In sum,

teachers' positive view about learners' writing is quite promising and it deserves to be developed, for writing is a step by step process that needs time and maturity.

3.4. Recommendations for further study

3.4.1. For Inspectors

Inspectors are recommended to organize more study days and conferences to specifically demonstrate the importance of reading and writing as they are essential in learning how to write and develop the language they study. They need to see with Middle school teachers and incite them to give the two skills more importance. Writing is not given its due in middle schools. Inspectors should think of how to reinforce written expression. They need to recommend to Middle school teachers to teach the practical side rather than the theoretical one. Students need to produce in class under the teachers' guidance. The teacher is supposed to follow the students in writing step by step-to help them learn and to write.

Inspectors are recommended to train teachers on how to teach the basics of writing, and train them to become more competent at this skill. They need also to insist that teachers should select the texts and the tasks they give to students, to correct learners written productions and provide them with feedback. Inspectors should clarify the different stages of writing using a more process focused approach with a strong emphasis on the pre-, while and post writing where the essential elements of writing should be identified- the brainstorming, revising, and editing. Product approach in writing can be promoted as a starter for fresh beginners to pave the way for more complex pieces of writing.

3.4.2. For teachers on teaching Written Expression

Every teacher knows that writing is a complex skill to teach but a good competent teacher can demonstrate his ability to make his learners write, even at a simple stage level. Teachers are recommended to work with students in class, plan their work, set clear cut objectives, start with the basics of writing, never be over ambitious, suffice with the little, make learners write every day, help the weak, encourage good achievers, give feedback from time to time, get learners work in pairs, encourage peer, cooperative work, reminds students of the essential rules of writing, teach reading, spelling and grammar. Use brainstorming in every lesson to encourage students to use their passive vocabulary, encourage the use of dictionaries and spell check tools and promote drafting and drafting to train handwriting and spelling. Be more practical and give importance to the written product through the way written soul be implemented in its how and not on its why.

3.4.3. For Pupils

Middle School Learners are recommended to take writing as a serious skill because everything is reading and writing. They have to follow their teachers' directions, guidance and orientations. They have to adapt themselves to writing in class and at home. They have to read a lot to develop their personal vocabulary and model their own written crafting on how the best writers write. Learners should not be discouraged by their own handwriting, spelling and grammar mistakes-everything comes step by step. They need to produce written pieces and learn from their mistakes. Pupils have to work on their teachers' feedback and frequently see their own evaluation progress

General Conclusion

The study has in its entirety treated writing and its perspectives-it extends from definition to types to obstructions facing students' abilities to effectively write. Plenty of factors that hinder writers to produce-among them psychological, linguistic, physical, cultural, and attitudinal related to teachers' perceptions. As teaching writing has and is always the teachers' main pre-occupation, this has incited them to view writing from different angles.

Those who use the product approach for their career did not come up with good results with their students. They believed they can give more openness to their choice by trying another approach-They used some positive elements from the product at an initial stage to mingle it with the process that leads more to learners' centeredness.

According to teachers' opinions in the questionnaires, EFL learners like working in pairs and collaboratively on topics that demand active participation, problem solving, a lot of drafting, reading and editing. They need help at the beginning of every activity, they like models and enjoy working under teachers' assistance. This has empowered them more to favour the process approach with brainstorming, mind mapping, revising, and editing. Scaffolding is the best policy according to most teachers.

Learners need to be guided all along the writing process, they need enhancement and encouragement for every initiative. Most teachers agree that learning comes with fun where learners congregate in pairs or in groups to do a task or extend an activity. Learning with visuals and prompts is another fillip to learners, namely visual learners and kinaesthetic. Teachers have realized that pupils' needs and aspirations have to be met and respected if learning has to occur on time.

Hence, a pedagogical intervention is to be sought in every writing process. Writing has to bear social issues of common interest where writers can write about in an easy, simple and relevant manner according to their age and level. The teachers' questionnaires really fit the purpose. All teachers have contributed with positive views on what concerns the use of the process approach in writing as a substitute for the product, in the sense that learners feel more at ease, they interact freely, share their opinions, collaborate with peers, write in drafts, and make mistakes that are corrected on the spot. Learning, in this respect, occurs unconsciously.

Learners have also openly responded to the different cases related to their experience with writing. Inspectors have also been frantically open to their teachers' teaching of writing in the different respective classrooms. Inspectors claimed that the orientations towards process writing implementation in the Algerian Middle schools is in progress and teachers have already started using it.

There are plenty of good written activities for third year in Middle school coursebook that teachers can explore in the class. Modelling can be initiated as a pre-writing activity where learners can, through brain storming technique enrich the task with diverse enterprise. The teachers' role is primordial in changing the writing strategies towards effective writing. Collaborative work, good guidance, scaffolding, reflecting upon the various tasks can add positively to learners know how in a short period of time. Teachers' perception on how written expression should be taught in Middle school started to take shape in a world where learners want their own reflection to pass, and if it is rightly met, it would soon grow and flourish.

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APPENDICES

Appendix A: Teachers' Questionnaire

Teachers' questionnaire (1)

This questionnaire serves as a data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas by answering the questions below, your answers will be anonymous and confidential. Your cooperation is very important and will be of much help for the researchers

I- Teachers' Identification information

- 1- Are you Male? Female?
- 2- Teaching experience: 0-05 05-10 10-20 over 20
- 3- How long have you been teaching written expression?
1-5 5-10 10 than 15
4. Location: Urban Semi-urban
5. How many hours a week do you teach writing?
6. Do you think that it is enough? Say why?
Yes No

II- Teachers' perceptions on students' writing:

7-What type of writing do your learners do in the class?

- a. A teacher's product writing oriented activity
- b. A student's process writing activity

8- Do you help your learners while they are trying to write about an activity in the class?

Yes No

9- When do you ask your learners to produce?

- a. In listening

b. in reading

c. in practice

d. in all of them.

10- Are the written activities assigned to your learners.....? Justify your answers

a. Short Long

11- Do you earnestly correct your learners' productions? Justify your answer

Yes No

12- How do you correct your learners' productions?

a. by using the written errors table

b. by underlying the mistakes

c. by crossing and writing the correct word instead

Others.....

13- Do you encourage good achievers to read their written productions before their peers?

Yes No

If yes, justify your choice

14. In your opinion, which method to teach writing is more effective in Middle schools?

15. What type of strategies do you use to help your learners write?

a. Using mother tongue translation

b. Using English only

c. Writing cooperatively

d. Using cues and prompts

16. What is special for you to teach writing?

17. How do you assist low achievers to write?

18. Do you believe assisting learners in writing can make a difference?

Yes

No

If yes, justify

Appendix B: Teachers' Questionnaire

Teachers' questionnaire (2)

This questionnaire serves as a data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas by answering the questions below. Your answers will be anonymous and confidential. Your cooperation is very important and will be of much help for the researchers

Section One: Teachers and classroom Process writing-tick the appropriate answer

1. I believe students can produce something in the class if they are well supported?

| | | | | |
|-----------------------|--------------|--------------------------------|-----------|--------------------|
| (1) Strongly disagree | (2) Disagree | (3) Neither agree nor disagree | (4) Agree | (5) Strongly agree |
|-----------------------|--------------|--------------------------------|-----------|--------------------|

2. Most of the students like teachers' models, prompts and cues in the pre-writing phase

| | | | | |
|-----------------------|--------------|--------------------------------|-----------|--------------------|
| (1) Strongly disagree | (2) Disagree | (3) Neither agree nor disagree | (4) Agree | (5) Strongly agree |
|-----------------------|--------------|--------------------------------|-----------|--------------------|

3. Introducing learners to pre-writing techniques as clustering, mind mapping, free writing, brainstorming is a necessity.

| | | | | |
|-----------------------|--------------|--------------------------------|-----------|--------------------|
| (1) Strongly disagree | (2) Disagree | (3) Neither agree nor disagree | (4) Agree | (5) Strongly agree |
|-----------------------|--------------|--------------------------------|-----------|--------------------|

4. Beginner writers enjoy very much writing in the class-they need to be guided through confidence

| | | | | |
|-----------------------|--------------|--------------------------------|-----------|--------------------|
| (1) Strongly disagree | (2) Disagree | (3) Neither agree nor disagree | (4) Agree | (5) Strongly agree |
|-----------------------|--------------|--------------------------------|-----------|--------------------|

5. When students write in the class they need to be followed up and not to be neglected

| | | | | |
|-----------------------|--------------|--------------------------------|-----------|--------------------|
| (1) Strongly disagree | (2) Disagree | (3) Neither agree nor disagree | (4) Agree | (5) Strongly agree |
|-----------------------|--------------|--------------------------------|-----------|--------------------|

6. *Pair share* is a promoting technique for insecure beginner writers.

| | | | | |
|-----------------------|--------------|--------------------------------|-----------|--------------------|
| (1) Strongly disagree | (2) Disagree | (3) Neither agree nor disagree | (4) Agree | (5) Strongly agree |
|-----------------------|--------------|--------------------------------|-----------|--------------------|

7. Do your learners usually prepare a draft outline before they start writing?

Yes No

8. Through your experience with product writing, do you think your learners produce better in comparison to the process writing.?

Yes No

9. Do you agree that writing exists all along the situations of a given sequence and so, it soul be promoted right at the beginning?

Yes No

10. What is your own perception of process writing?

Good not suitable Good but...

11. Do you encourage your learners to work in pairs in class?

Yes No

Section Two: Teachers' classroom perceptions about writing

12. Rank the following fundamentals of teaching writing in Middle School using (1,2,3,4)

- Opting for peer correction

- Teach learners' vocabulary, structure and mechanics
- Teach learners to put ideas together
- Teach learners to generate ideas first

13. How do you perceive writing in the class? Tick the appropriate answer(s)

- writing is making mistakes and thanks to them that we improve writing
- Mistakes are tolerated at the beginning provided they are reduced
- Learners like peer correction better than their teachers' correction
- Writing is a long process-it should be initiated step by step
- All of them

14. Give three reasons why writing is a difficult skill to teach

- 1.....
- 2.....
- 3.....

Section Three: On Classroom strategies and implemented activities

15. How do learners feel when working together and why?

16. What are your strategies to encourage learners to write and produce in class or at home?

17. What are your suggestions to make learners good achievers at writing?

.....

18. What advice do you give your learners before writing (in pre- writing stage)?

.....

19. How do you motivate successful learners in their writing achievements?

.....

20. Which strategies do you use in group work? (*I learn and write session*)

.....

21. What type of lay out contents do you provide your learners with to follow *in the while writing stage*?

.....

Thanks for your cooperation

Appendix C: Inspectors' Interview

1. Through your casual visits to different teachers, did you notice differences in teaching writing activities? Yes. Teachers deal with this skill in different ways.

.....

2. How do you attribute this difference to?

.....

3. How do you expect teachers of English to teach written Expression?

.....

4. Are there any specific orientations on how to teach written expression in Middle Schools?

.....

5. Which, according to you, is the most efficient way to improve learners' writing? -the use of process writing or the product approach? Justify-

.....

6. According to your own experience as inspector, what is your own perception about effective writing for Middle school learners? Elaborate more on the approach, the methods and the techniques suitable for such a perspective.

.....

Appendix D:

The Students' Questionnaire

Dear students,

The following questionnaire is primarily constructed for the sake of investigating the students' writing difficulties to better improve it in the future. We would be grateful if you could fill this questionnaire, and we inform you that your answers will be completely anonymous and used for scientific research only. Thank you.

Part one: Background information

1. Are you Male? Female?

2. Do you like studying English Yes No

3. Do you like writing?

2. Yes 2. No

Part two: Students' writing proficiency and difficulties in writing:

4. Are you motivated to learn writing? Yes No

5. How do you evaluate your writing proficiency?

Outstanding Good Average Low Very low

6. What are the aspects you are likely to find difficulties in ? (You can choose more than one answer)

Grammar Vocabulary Punctuation Spelling Style

Organization of writing

Part three: on Course book Activities

7. Are you given enough time in the classroom to write or to answer the writing activities?

Yes No

If no why do you think is the reason?

.....

8. Do you usually follow the stages of writing in your written assignments?

Yes, No If no why?

.....
.....

Part Four: Writing Improvement Preferences

9. Do you plan your own writing? Yes No

10. Do you use any prior knowledge before you write? Yes No

11. Do you use a draft paper before you write? Yes No

12. How do you like writing to be?

a) - in class under the teacher's guidance b) At home as an assignment

13. Do you like the teacher to give you the model on how to write by providing you with some clues or cues? Yes No

14. Do you like your teacher's moving through the rows for help? yes No

15. Do you like working

(a) *in pairs*

(b) *in groups*

(c) *alone*

16. Which type of course book displayed written activities do you like most? Why?

.....
.....

17. How do you rate (give numbers) the different activities in writing as indicated under I *think and Write Rubric in your course book?*

(a) *Writing short descriptive/ Narrative texts*

(b) *Writing dialogues and articles*

(c) *Writing summaries/ biographies and posters*

(d) *Writing pieces of adverts/ notes*

(e) *Writing videos interviews*

18. How do you like your teacher to help you write in the class?

- **Through Modelled writing (imitating texts such as newspaper articles, tales...)**
- **Through Think aloud process (you say what you are thinking about during writing)**
- **Through Guided writing (you work collaboratively with peers)**

Thank you for your cooperation

ملخص

إن تحقيق مستوى ناجح في الكتابة باللغة الإنجليزية لمدارس المتوسط يهيم المعلمين والتلاميذ على حد سواء. ومع ذلك، فإن غالبية التلاميذ غير قادرين على تحقيق هذا النجاح فيما يتعلق بمهارات الكتابة التي تنطوي على سلسلة من الصعوبات المؤدية إلى ضعف إنتاج التلاميذ عند الكتابة. فهم يجدون إتقانها صعبا جدا وهكذا لا يستطيعون تأليف فقرات مقبولة. وتتناول هاته الدراسة كيفية تطوير مهارة الكتابة بين تلاميذ السنة الثالثة متوسط في متوسطات ولاية مسيلة وذلك اعتمادا على تصورات وأفكار المعلمين. وبالتالي، فإن الغرض العام هو، في المقام الأول، تحديد الكيفية التي يكمن للمدرسين بواسطتها الانتقال من الاعتماد على منهج التأليف إلى الاعتماد على منهج العملية. ومن ثم تستخدم آليات بحث كثيرة للتحقق من فرضيات البحث وتثليث النتائج التي عولجت باستخدام استبيانين للمعلمين، استبيان للمفتشين واستبيان للتلاميذ ووفقا لآراء المدرسين في الاستبيان فإن التلاميذ يفضلون العمل الجماعي والمشاركات النشطة لحل المشاكل والكثير من الصياغة والقراءة والتحرير. فهم يحتاجون إلى المساعدة في بداية كل نشاط ويفضلون العارضات ويستمتعون بالعمل بمساعدة المعلمين. وقد مكنهم ذلك أكثر من أن يحبذوا منهج العملية مع تقارع الأفكار، ورسم الخرائط الذهنية والتنقيح والتحرير. وإن السقالات هي أفضل سياسة بالنسبة لأغلب المعلمين.