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**Exploring Teaching Writing Techniques
Contributing to the enhancement of EFL
students' writing performance.**

The case of third year secondary school students and teachers

**Dissertation Submitted to the Department of English in partial fulfillment of
the Requirements for the Degree of Master in Linguistics**

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Dedication

In the name of Allah, most Gracious, most Merciful, all the praise is due to

Allah, the Sustainer of the entire world.

I dedicate this simple work to

My Parents who have provided me with their encouragement and love.

To my brothers and their wives, to my sisters and their husbands.

To my husband who has shown me what nobody else would never have done, he provided me with support, encouragement, patience and love.

To my Children .

To everyone who has supported me even with a simple word.

HALTALI AFAF

Dedication

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.

I dedicate my humble effort

- To my sweet and loving daughter Meriam
- To my dearest wife
- To my Father and mother
- To my brother and sisters

Lastly, my thanks go to my friends for their endless support and encouragement.

Mounir

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May Allah bless them All.

Abstract

English as a foreign language requires a combination of techniques to promote learning, especially the ability to write. The present study aimed to investigate writing techniques to improve learners' writing skills. Research includes theory and practice; it consists of analyzing data from two questionnaires, followed by results. Two questionnaires were distributed in this regard. 70 questionnaires were administered to third year EFL students, in addition 20 questionnaires were distributed to EFL teachers. The results show that Djaber Ibn Hayan learners prefer to study in groups, learning a lot by being together. Even our teachers appreciate the team's work. Although they face problems in implementing collaborative techniques, they will do their best to solve these problems and provide an effective learning process. Third grade students of Djaber Ibn Hayan Middle School were asked to complete a questionnaire to learn about appropriate strategies and effective methods and techniques used by teachers to improve skills. student writing. This descriptive study was carried out quantitatively and qualitatively. This study used questionnaires, selected from third-year EFL students of Djaber Ibn Hayan High School, to explore writing techniques to improve students' writing skills. The second questionnaire is for teachers, consisting of fourteen questions. The objective of this questionnaire is to look at the problems that students face when writing and how teachers solve them, as well as to know how often feedback is given to learners and the main goal is to discover the writing techniques while teaching. Writing to improve students' writing skills.

Key words : techniques , methods, writing skill, EFL learners

List of Abbreviation

SLA: Second Language Acquisition

SL: Second Language

FL: Foreign Language

L2: Second Language

L1: First Language

EFL: English as a Foreign Language

ESL: English as a Second Language

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CHAPTER ONE

Strategies and techniques used to enhance the writing Skill

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GENERAL INTRODUCTION

1. Background

Writing has largely attracted the attention of researchers as being a crucial skill that contributes to learning any language; without it, the learning process may be largely difficult and perhaps impossible. The process of writing, as it seems to most people, is a difficult one to carry; it takes a lot of time and requires excessive attention.

Moreover, the skill of writing is significant for EFL learners in particular, for it is a major factor for successful academic performance in educational contexts. Most students often encounter several difficulties in writing, and they consider it a challenging task to carry because of various instructions they need to respect.

For the majority of EFL students, writing is one of the most difficult activities. Those latter have various challenges and difficulties in writing; as a result, we must investigate the teaching writing process that helps EFL students, particularly in third-year secondary school, master their writing. This has resulted in an ineffective and unsuitable approach to composition (Al-Fath Journal. 2014). As a result, it is crucial to note that writing entails several requirements and approaches that students must put into practice in order to write well.

To have good EFL writers, teachers' interventions are needed to improve their learners' writings through adopting special strategies when teaching writing. Many researchers who are interested in teaching writing tried to provide some techniques to enhance third-year secondary school EFL learners' ability to write (writing skill).

Among them are Steve & Dolores (2007), who explore the key elements of effective writing: writing strategy, summarizing, collaborative writing, specific product goals, word processing, sentence combining, prescribing, research activity, Writing for process writing approaches, model research, and content learning. Regardless of the strategy used – whole class, group work, pair work or individual work – teachers can incorporate all elements into their style. All elements are interconnected. That is, teachers should not separate them. They should be mixed to get better results and improve the writing ability of learners.

Writing is an important productive skill for students learning the target language because it is a fundamental component of the curriculum for foreign language teaching and learning. It must be mastered by teaching students how to write and how to be creative in their writing. Furthermore, they must teach different writing styles, such as narrative, descriptive, expository, compare and contrast, reflective, personal, and techniques, and assist students in selecting the

best one for them. To do so, teachers should employ approaches and techniques that are appropriate for the learners' needs. This is why careful planning and consistent practise of this skill are critical.

2. Statement Of The Problem

The ability to write effectively and accurately is regarded as the most serious issue confronting students in the third grade of secondary school. Few studies present various essay writing challenges to students. Learners' mother tongue influences them, and they lack logical arguments and coherence. They claim that during the early stages of their initial training, they were not given instructions on how to write parafigures or essays, but instead were only given feedback on exams when teachers returned reports filled with red dots and notes. As a result, they reacted by complaining (Al-Fath Journal.2014). The goal of this research is to collect and examine techniques for improving writing skills.

3. Research Questions:

The purpose of this research is to answer the following questions:

- *What are the challenges that students face in order to write correctly?
- *Does using different techniques, approaches, and methods help students improve their writing skills?
- *Does the independent writing technique outperform other techniques?

4. Aims Of The Study:

The goal of this research is to:

- *Explore writing techniques that can help students improve their writing skills.
- *Discovering the students' weaknesses and attempting to find solutions

5. Significance of Study:

The present research attempts to know the different kinds of problems faced by the third-year secondary school students in writing and to suggest solutions to those problems through the appropriate methods, techniques, strategies, and approaches in order to enhance their writing skills.

6. Research Methodology

***Research Methods**

The researchers adopted a descriptive study to conduct this research work. The study uses quantitative and qualitative research as an approach. Students' perceptions of their speech development were determined using the questionnaire as a data collection tool. Under normal circumstances, it is detrimental to work with the entire population. In this case, the students are over 180. Therefore, working with each of them requires time and effort; so, a representative sample of 70 students was randomly selected to answer the questionnaire and another for teachers to look at the problems students face when writing and how teachers solve them. Then, also to know how often feedback is given to learners and the main goal is to discover appropriate learning techniques while teaching writing to improve students' writing skills.

7. Dissertation Structure:

This dissertation is divided into two chapters. The first chapter consists of two parts, the first giving an overview of his writing abilities. It presents the theory of writing, its definitions, and implications, then describes the types of writing, its components, and their relationship to other skills, and concludes with approaches used to teach writing. The second part is about writing difficulty to measure the level of students' writing ability and the writing difficulty of students, but it is the main focus for building effective writing and writing skills in foreign language teaching. Methods are described and strategies for improvement are included. Chapter 1 concludes with the effectiveness of the secondary school third-year curriculum in improving students' writing skills.

Chapter two is a field of study and it is concerned with the description and the analysis of the students and the teachers' questionnaire and answers, discussion of the findings and the presentation of the pedagogical implications.

CHAPTER ONE

**Strategies and techniques used to enhance the
writing Skill**

SECTION ONE: General Overview of the Writing Skill**Introduction**

Writing in a foreign language has drawn a lot of attention as literacy research has grown. A growing number of ESL students worldwide are being taught writing, and academics and researchers worldwide are working to determine the best methods for doing so. We will give an overview of the most pertinent ESL writing studies and methodologies in this section. We will examine the main developments in pedagogical and historical ESL writing theory and practice.

1. Theories of Writing

Numerous theoretical stances have been taken into consideration when doing writing research. Four key theories—communicative theory, contrastive rhetoric theory, cognitive development theory, and social construction theory—support current methods to writing education. Due of their close ties to the most crucial ESL writing instruction methods and writing strategies, they will be discussed in the first section of this chapter.

1.1. Contrastive Rhetoric Theory:

In an article titled “Cultural thought processes in intercultural communication,” Kaplan (1966) put out this writing idea (Congjun mu, 2007). The examination and comparison of written texts from native and non-native English speakers has traditionally been the main focus of research in this field. The variances in text that have been discovered have mostly been connected to differences in writing norms between cultures.

In the 1960s, it became evident that it was impossible to teach connected writing using the audio-lingual method. As a result, researchers like Kaplan decided to examine the compositions of a sizable number of international students. The findings showed that students' writing styles differed from those of native speakers of Chinese, Arabic, Russian, Japanese, or French. It is important to stress that surface-level changes in tense, aspect, or mode are not the main focus of contrastive rhetoric. Instead, emphasis is placed on the various topicalization and cohesiveness strategies. In his analysis of the field of contrastive rhetoric studies, Connor identified four research areas.

(1) Contrastive text-linguistic studies: employing written discourse analysis techniques, investigate, compare, and contrast how texts are created and perceived in various languages and cultures.

(2) Research on writing as a cultural and educational activity: Look at the consequences of literacy development on L1 language and culture as well as L2 literacy development.

(3) Comparative studies conducted in the classroom: analyses cross-cultural trends in revision processes, student-teacher conferences, and process writing.

(4) Academic and professional writing employ investigations that are narrowly focused on a particular genre. (Congjun Mu, 2007: Congjun Mu, 2002: 498) After conducting a thorough investigation, Shirley Ostler (1987) discovered that Arabic students who write in English follow linguistic and structural conventions that bring writing close to the oral scale.

In addition, it was discovered that the Arabic language makes extensive use of coordinated conjunctions, repetition, and syntactic balance (Reid Joy M, 1993; 61). The study of contrastive rhetoric underwent a paradigm shift in the 1990s. This is due to the fact that early contrastive rhetorical study focused mostly on the end result. Recent studies have shown that, however, the issues identified in the subject cannot be resolved by focusing solely on the literary output. Even though this theory places more emphasis on the text than on the mental processes, the processes that lead to the composition's creation cannot be ignored (Grabe William and Robert B Kaplan, 1996).

1.2 Communication Theory

In the 1970s, this theory originally gained popularity in Britain. The main focus of communicative theory is typically the communicative skills of language learners. When it comes to writing, communicating has always been the main reason for creating a text in all circumstances. A number of communicative conceptualizations have been proposed for developing models of written language, despite the fact that the majority of research in this area has focused primarily on oral skills (K. Johnson and Morrow, 1981; Savignon, 1983) and less so on reading skills (D. Clarke, 1989; Grellet, 1981).

The importance of a piece of writing's goal and target audience is emphasized while training writers how to write (Reid Joy M, 1993; 39). For instance, Flower created a socio-cognitive model that accounts for how context affects the writer's cognitive process. Martin also created a discourse model that can be used to writing, which is another crucial development. The functional perspective of Halliday has an impact on his model. The cognitive aspects of writing are not taken into account; only the textual and social ones are. Witte has suggested an additional model (1992). It takes into account writing's social, cognitive, and literary aspects.

In this study, the models created by Bachman (1990), Canal and Swain (1980), and Hymes (1972) are the ones that most interest us. Grammatical (linguistic), sociolinguistic, discourse, and strategic competence were proposed as the five components of communication competence by Canal and Swain. As stated by William Grabe and Robert B. Kaplan.

According to these four aspects of communication, a person's linguistic abilities would be explained as follows: Knowledge of the following four areas is necessary for effective discourse structuring: (1) phonological/ orthographic, morphological, syntactic, and semantic knowledge; (2) sociolinguistic awareness and rules of appropriate language use; (3) understanding of how discourse is ordered and the ability to structure it effectively; and (4) skills and strategies that either improve communication or correct miscommunication. 225 (Grabe and Kaplan, 1996).

This writing strategy is on the purpose and the audience. In the classroom, students work on real-world projects like applying for jobs, drafting emails, or writing letters to friends. The only audience for pupils' writing has always been the teacher. According to the communicative hypothesis, authors perform at their highest level when writing is genuinely a communicative act. As a result, friends from school and pen pals may also read the publication. In other words, pupils write for audiences other than their teacher and for causes other than their teacher.

1.3. Cognitive Development Theory:

Cognitive theories started to influence composition lessons. A new scientific approach to studying writing emerged, one that was not solely focused on the final product or, as the traditionalist's advocated, on the writer's personal growth through expressive writing.

The cognitive approach was founded on both psychological and cognitive principles. This method of researching the process approach was more scientific than the expressive method. The Case study research was frequently used as the basis for the data collection process. This involved meticulously documenting and carefully observing a limited number of writers over a brief period.

After that, the data were categorized, explained, and were reported. The researchers were primarily interested in the study of poses, the function of rereading in revision, and the quantity and nature of revision among writers. The "Think-aloud" methods were often the methodology utilized.

Using this technique allowed the author to express his thoughts while planning and writing the text.. Janet Emig (1977), Nancy Sommers (1980),k., they employ a recursive structure, frequently returning to earlier phrases, sentences, or parafigures in their writing. In other words,"the act of putting words on paper is two steps ahead, one step back" for many authors (Reid Joy M, 1993; 8).and Sondra Perl were some of the pioneers in the study of the process dimension in L1writing. These teacher-researchers looked at both seasoned and beginning authors' writing processes. They concluded that writing is not always linear and that authors go through a series of stages in creating a wor

After conducting her research, Janet Emig concluded that continuing tasks like pre-planning and editing should be given prominence. The use of "invention heuristics" Is one of the cognitivists' contributions to the field of writing instruction. Kenneth Burke was the one who originally argued for it (1945). This comprises of an unstructured series of questions that aid in the idea generation, development, and organization for the writers. They range from straightforward inquiries like who, what, when, where, why, and how to the most difficult inquiries.

1.4 Social Constructionist Theory:

Social constructivism served as the inspiration for this teaching strategy. The work of Vygotsky serves as the foundation for social constructivism (1978). He contends that the process of human growth is inherently a social activity. In fact, social engagement with more intelligent people in society serves as the foundation for a child or novice's cognitive development. Regarding writing, the written work is regarded as a social action that occurs in a particular setting and is intended for a certain audience. In actuality, a written text's language and form are controlled by the community. Kuhn's Structure of Scientific Revolution served as another source of inspiration for this strategy (1970). Indeed, according to social constructionists, «reality, knowledge, thought, facts, texts, selves, and so on are creations formed by communities of like-minded peers" (Bruffee 1986: 774 in *ibid*) Discourse is therefore socially created. Furthermore, according to Bruffee, social construction presupposes that the community of competent peers and their shared vernacular knowledge serve as the matrix of cognition rather than the individual self.In other words, according to social construction, knowledge and the authority of knowledge are created and maintained by communities as symbolic artifacts. (2006) (1986: 777 in Kroll Barbara, 1994; 28)

As is clear, this theory supports the idea that the “discourse community” for whom the writer is generating the text establishes knowledge, language, and the nature of discourse.

Writing is thus learned within society and is used to develop real and significant functions. Equally, significant, social constructionists take into account the fact that writing is learned within the zone of proximate development. Students are required to ask their teacher or more seasoned classroom assistants for assistance when given a job that is too challenging them to complete.

Both the process and the product are stressed from the standpoint of writing training. On the one hand, the product-approach perspective contends that authors use one another's written works to create meaning. The process- method, on the other hand, suggests that writers collaborate and communicate with one another when creating their texts.

As a result, the teachers' job is to have the students talking to each other constantly about their writing and the methods they utilize. It is important for teachers and students to be able to communicate with one another in order to discuss ideas and various strategies for addressing a task.

2. Models of the Writing Process

Two research teams have been prominent in the 1980s with the growth of study in the area of the writing process. Because of their direct impact on ESL writing research, Flower and Hayes, Breiter and Scardamalia, and Scardamalia and Breiter are all worth mentioning. To create a synthesis of the research, these researchers started to create cognitive models of the writing process. Both have offered crucial insights into how writing skills develop. The models that researchers in L1 writing composition established and that affected research in L2 writing composition are illustrated in the following.

2.1. The Flower and Hayes Model of Writing

Throughout the 1980s, one of the studies that was the most frequently cited was Flower and Haye's concept of the composition process (Grabe William and Robert B Kaplan, 1996). According to this concept, writing is a goal-directed activity, writing processes are interactive, intertwined, and possibly simultaneous, and expert writers compose differently from novice writers (Ibid; 91)

For instance, when writing an essay, the author must create a unique depiction of the issue, choose writing objectives, and determine how to get there. Writing jobs that require creating written texts go through a number of stages according to Flower and Hayes' model of the writing process. The writer emphasizes idea generation and goal-setting activities more in the initial

stages. In the final stage, revision becomes more crucial. In addition to the writing process dimension, the model incorporates a monitor that controls the beginning and finish of each phase. There is where the writer's tactical awareness is found.

The following figure best illustrates this

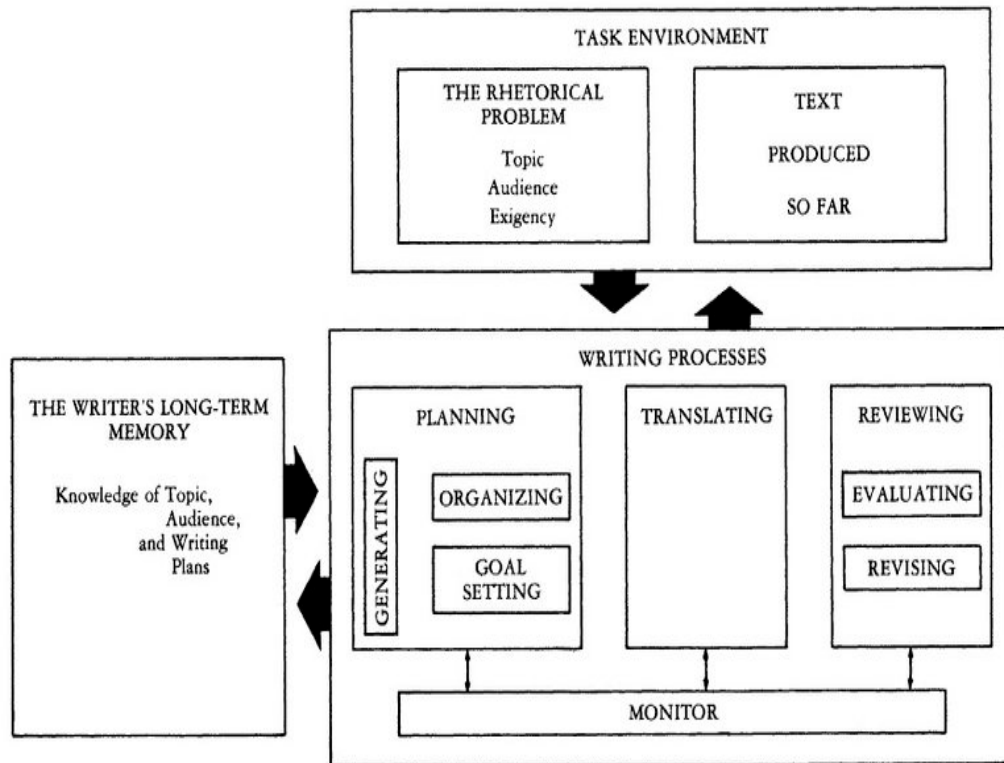


Figure 1: Flower and Hayes cognitive processes (1980; 1981)

The main challenge the writer faces, in Flower's opinion, is not how to learn new talents, but rather how to employ those that currently exist in novel and useful ways. According to Flower, the classroom material, the instructor's interest in the material, and the use of the paper as a tool in the grading process "are likely to match a familiar schema for theme writing" for the student. However, the objectives are more crucial in college than the apparent genre or norms.

Writing to an imagined community of peers with a personal rhetorical purpose and utilizing writing to think through real problems and topics are the goals of self-directed critical inquiry. (1993; 113) Grabe William and Peter Robert. In other words, improving one's writing skills is seen as the creation of efficient plans for setting acceptable goals. That is to say, the writing assignment should be prioritized.

2.2. The Bereiter and Scardamalia Model

The agreement with Flower and Hayes, Breiter and Scardamalia believe that writing is an essential part of problem solving. They support the notion that writing is a cycle of problem - solving that enables writers to think and write more clearly about a subject. Rhetorical and self-regulatory techniques were used as two types of writing improvementtactics, which is more significant (Hacker DouglasJ and John Dunlosky, 2009, 137)

The difference between the two teams, though, is that Bereiter and Scardamalia proposed two models of writing processes rather than a single process model in order to demonstrate that skilled and less-skilled writers did not follow the same processes when dealing with the writing task in their study. The knowledge-telling and knowledge-transforming models are two-process writing models that these scholars proposed. These two examples show the difference in writing between experienced and less experienced writers.

They employ the knowledge-telling methodology for younger and less experienced writers. In other words, these authors typically generate writings that are less well-written, coherent, and impactful than those of writers with more experience. This is due to their lack of understanding of the writing process and the methods for organizing, generating, and rewriting their texts.

Overall, the two models have given a compelling explanation for many of the distinctions between inexperienced and seasoned authors. The debate that arose between the process and product approaches in L2 classrooms, according to Reid (2001), is “a false dichotomy.” He continues by saying that a lot of L2 writers follow “process writing tactics to generate effective written communication (product), with changes arising in emphasis.” After all, training writing techniques aims to raise the caliber of the final result.

Teaching strategies in SL classrooms have been greatly influenced by the many perspectives of writing and learning that have been discussed thus far. Together, they paint a picture of the state of L2 writing education today. It would be incorrect to see each hypothesis emerging from and replacing the previous one, according to Hyland Ken (2003; P7).

3. The Definition of the Writing Skill

Writing is important skill to the teaching and learning process due to the many benefits it offers. It may be seen as a skill that might aid language learners in becoming proficient in a foreign tongue. Writing, in general, refers to the act of recording words and symbols for communication (Encarta Dictionary, 1999:2151). It also refers to the process used to create such

a piece of written language. Writing is defined in a variety of ways by academics and researchers; Jozef (2001: 05) claims that it is "among the most complex human activities.

It entails creating a design concept, recording mental images of information and subject experience. As a result, writing calls for mental and intellectual processes that need significant work, expertise, and tenacity. Writing is a complex skill that allows the writer to convey his or her mental and physical efforts; it is not as easy as it may seem, as stated by Byrne (1979:1) "But writing is plainly more than the production of figuric symbols, just as speech is more than the production of sounds.". In addition to this complexity, Byrne adds there are some issues that any writer may encounter. He categorizes these issues into three groups. The lack of contact and response between the author and reader is what he first refers to as psychological difficulties. Second, clear and accurate expression of ideas in writing must overcome language issues like the absence of specific devices like pitch and intonation. Third, Byrne describes the cognitive issues, such as the arrangement and coherence of the content.

Nunan says (2003), Writing is seen as a kind of communication that is widely used to express and impress. It points out that authors usually have two basic goals in mind when creating their works. . First, the goal or desire to express the ideas or sentiments they have in mind in order to transmit a specific message. Second, the material is written to convey concepts to the readers. As a result, authors must be able to communicate and express their thoughts in a variety of ways.

3. The Importance of Teaching Writing

When teaching writing, some questions must have been addressed. What is your purpose when teach writing? How to teach writing Bowen (1994) and Ur (1996) argued that all writing activities consist of writing as a means, writing as an end, or writing as a means and end. Based on one of his three goals. Gain.

Therefore, writing is more commonly used as a means of enhancing language learning and practice. It is a way of recording what is learned and is considered a learning style for those who need visual demonstrations to master a language. In addition, it is also used as a way of assessing and evaluating what learners can do with the language.

Utilizing your writing abilities and viewing writing as a means in and of itself is another objective of writing. This level primarily aims to help learners improve their fluency and accuracy in writing by maintaining a balance in finer aspects such as spelling, punctuation, and

handwriting. Hand and macro aspects such as content, consistency, and organization. Separate goals were introduced because it was difficult to separate her two areas of writing to practice her skills. writing is seeing as a combination of writing and is practiced a different language skill as reading.

4. The Major Types of Writing Skill

Parafigures and essays are written in different types and styles, and for different reasons and purposes; every writer follows a certain type according to what he/she wants to talk about and achieve material to be discussed. In general, there are four main types of writing, which are argumentative, expository, descriptive, and narrative.

4.1. Argumentative Writing

Reinking and Osten (2000, p. 269) argued that the writer, adopting this type, provided a set of arguments as an attempt to convince the reader (statistics, proof facts.).

In the writing process, when writers back up their products with the skills and knowledge, they have, the products acquire argumentative aspects. However, components of the writing process differ from one another in terms of cognitive models. In general, writing is considered relatively stable can be influenced by learning, and is determined by knowledge, and skills. During the creation of texts, authors rely on. In most Collaborative Learning strategies to enhance Algerian EFL Students' argumentative Writing Skills and cognitive models of writing a distinction are being made between the different components of the writing process, such as generating and selecting content elements, organizing text structure, and translating mental representations into linguistic forms and revising text. (Osstdam and Rijilaarsdam, 2004).

4.2. Expository Writing

This type of writing reveals or clarifies details regarding the subject. Expository writing, which provides information about an idea, a location, or a person, is occasionally referred to as "information writing." It is well developed by giving facts, causes and effect relationships, examples, clear reasons or statistical data. Expository writing is written without expressing the person's feelings and emotions; it is usually written in the third person pronoun, because this kind of texts is factual. The use of "I" is rarely found, if the emphasis is on the external and neutral descriptions and explanations more than the personal feelings. In fact, these kinds of texts and parafigures cannot sometimes be separated from the description writing, because both of those types use description mode a lot. However, there is a big difference

between them, in which the expository paragraphs give more focus to the external objects, situations, and processes; it emphasizes on explaining things in a neutral way; it is a matter of fact manner. In the other hand, descriptive texts emphasize on the emotional answers. (“Types of writing”, 2017)

The purpose of the expository paragraphs may vary according to the situation of the writer, analyzing, interpreting, and evaluating the environment surrounding us. The writer may also persuade and explain the manner “how” and the reason in his/ her expository text. In this kind of text, the writer can convey to the reader or the audience a particular opinion or idea and can persuade someone to do something in a certain way or to justify an action.

Expository written works can be personal and emotional in tone, explained selectively, and analyses actions; the writer, here, wants the audience to understand and share the same emotion and reasons as well as to support the same action. In expository texts, the writer can change the attitude of the audience or their opinion by giving them arguments about a particular issue. (“Exposition texts”, 2017)

4.3. Descriptive Writing

This style of writing uses sensory details and information to provide examples of people, places, situations, thoughts, events, and emotional descriptions. “Explanations are reports for creating vivid mental landscapes, sharing funny or surprising moments from your day with friends via email, or reporting on the structure of plant cells in your biology class. I’ll use the description., to clarify your point.”)

This sensory information brings the written word to life. It is an experience that readers use their imagination to share. Descriptive information helps the author create a dominant overall impression, which is the main idea or theme that expresses the contraction complexity of the story. A valuable skill, therefore, is the ability to describe something accurately. Writing is difficult and fascinating because it leaves a lasting impression. G since it creates a strong impression (“Explanatory Letters”, 2010). As a rule of thumb, the writing I tell is direct and objective. The narrated sentence states various facts, like a scientist or a journalist. However, the writing that the author displays is personal. On the one hand, it is influenced by the author’s personal experience. In the sentences shown, the writer shows mental images and emotional reactions. (“Descriptive Writing”, 2010)

By using comparisons in descriptive paragraphs, authors can make their descriptions more descriptive to their audience. The author describes similes such as “his emotional state was like

riding a roller coaster’’, anthropomorphism which is an exercise in giving human characteristics, and ‘‘her smile is like the sun in a dark sea of unknown faces. Metaphors such as ‘‘It was light’’ may be used. ’ and Analogies, which are short stories related to the topic.

Authors must decide which method of organization is better suited to the written work.

*Spatial: top to bottom, inside to outside, near too far.

*Chronological: the order in which the events occurred.

*Most to least or least to most. (McWhorter, n.d)

The writer can describe a topic focusing on one main idea, in which the writer generates descriptive information that answers numerous questions such as where, when, what, and who.

In brainstorming, the thought process brings various sensory and spatial information to the mind. The relevance of each detail and its use is evaluated only by the person who presented the main idea. Some pertinent details reflect the author’s opinion on the subject. Other relevant information, however, describes people, scenes, places, or the appearance of objects. Concept Her map or character organizer helps in many ways.

* Figurations help writers develop thinking, memory and creativity. * You can organize the ideas that come to the author.

*Figure organizers help writers look at details and see if the details are good enough to get the point across.

*In the character organizer, the author can check the content of the corresponding processing in the correction processing and delete unnecessary content. (‘‘Descriptive Writing’’, 2007)

4. 5 Narrative Writing

Storytelling is the ability to tell stories . The aim is to tell a story. Story writing has her two sides, fact or fiction. The first is a factual story that the author tries to be true based on, and is told as if real events really happened. However, fictitious types are only fiction and imagination. When an author tells a fictional story, he can create surreal characters and events that fit the story. (Crowther et al., 2016)

In fictional stories, authors can start with real characters and real events. This is because the purpose is not to retell real events. (R This type of written work attempts to tell a sequence of

events in an emotionally engaging way. The author encourages the reader to understand his/her story through laughter, anger, anger, fear, compassion, etc. The more clearly the author tells the story, the more emotionally involved the reader becomes. (Crowther et al., 2016) The events of most stories are ordered chronologically. Events are ordered from first to last. Every story usually has a beginning, a middle, and an end. All these events are usually arranged chronologically.

Table 1: *Transition Words and Phrases for Expressing Time (Crowther et al., 2016)*

after/afterward	as soon as	at least	before	Until
Currently	During	Eventually	meanwhile	When/whenever
Next	Now	Since	Soon	While
Finally	Later	Still	then	First, second...

Every story or play has these basic components, which are:

*Plot: a series of events that form the story in a novel, movie, etc.

*Characters: the people of a story or a novel; they inhabit it and move it forward.

*Conflict: the problems and obstacles that happen in the events of the story.

* Theme: the main subject, issue, or message that has been described and has been discussed in the story. (Meriam-Webster, 2017).

When the writer narrates a story, he/ she tries to give some examples and vivid details in order to make each event of the story more realistic and specific to the audience. The writer wants to share the same point of view and a similar message in the story with the reader. He attempts to give helpful information to the reader by adding more details, in which each event is visualized and understood. (Anker, 2010)

6. Components of the Writing Skill

Academic writing in English is difficult; it must adhere to certain writing requirements. According to Starkey (2004), an excellent piece of writing should include organization, coherence, clarity, precise terminology, and word choice.

6.1 Organization

Organizing comes first in the writing process. The material should be organized for readers in a

systematic fashion, which aids and guides the writer in being direct in the writing process. According to Starkey (2004), organizing aids readers in understanding how the points are related and how they support your thesis. According to Starkey (2004: 2), “the direction and purpose you get through organizing helps your reader believe what you’re saying and follow your lead voluntarily.”

The organization is defined by certain important strategies that demonstrate the worth of the writing process, which include free writing and brainstorming. According to Starkey (2004), the prewriting process in the organization is the task planning that occurs after reading and gathering information from prewriting. “Brainstorming is letting your thoughts flow without judging them” says Galko (2002). (p.10). Therefore, brainstorming is a useful technique for creating your piece of writing. Galko, however, asserts that free writing entails penning whatever ideas occur to you without focusing on a particular subject. “Freewriting might better be dubbed “flow writing” because the most significant feature of this prewriting process is the flow, or momentum, that happens when you stick with it,” writes (Starkey, 2004). (p. 10).

6.2 Clarity

Writing effectively requires clarity. In order for readers to understand what you mean, the learner’s writing must be readable and clear. According to Starkey (2004), writing should have the following four essential components:

***Remove ambiguity:** To make sure the reader understands what the learner means he or she should refrain from using words or phrases that could have multiple meanings.

***Strong, precise adjectives and adverbs:** When the learner uses adjectives and adverbs to make his writing accurate and aid in message delivery, it is clear.

***Write concisely,** stating that “there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using the active (as opposed to passive) voice whenever possible.” (Starkey, 2004: 15)

***Avoid wordiness:** The learner should avoid using the same ideas and information more than once.

6.3 Coherence

In every type of writing, coherence is arguably the single most crucial component (Murray & Hughes 2008:45). Coherence has a significant influence in the creation of a strong piece of

writing, according to both Kane (2000) and Crème and Lea (2008). In order for readers to understand the learner's concepts, they must be presented in a clear, valuable, and understandable way. According to Murray and Hughes (2008: 45), "A competent writer 'sticks' their ideas together so that they operate as links in a chain, connecting the one before it with the one after. The connections are muddled and the argument's structure is compromised if any links are absent.

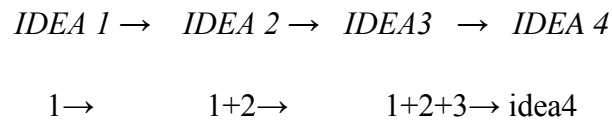


Figure 2: Sequences of Ideas by (Murray & Hughes 2008:46)

The following examples show how ideas flow in a particular order in your head: concept 1 leads to idea 2, idea 1 and 2 lead to idea 3, idea 1, 2, and 3 lead to idea 4, etc. As a result, the reader can comprehend the writer's ideas if they are connected in harmony (Murray & Hughes, 2004: 46). The reader will notice that: One of the biggest reasons authors struggle to communicate is that they assume too much and fail to make their connections between concepts very plain. Because of this, the reader is unable to understand them and, as a result, cannot give them a favorable evaluation.

6.4 Word Choice

According to Starkey (2004), the way a student chooses the lexical items and structural elements to express his message may be seen in the word choice. Denotation and connotation are two factors that learners should take into account while selecting words, according to Starkey (2004). Denotation is the "word's literal meaning." (Starkey 2004, p. 22) Students should check that their words are spelled correctly. When choosing words, denotation and connotation must be taken into account, but the student should be cautious because certain words may confuse, offend, or irritate readers. To do that, one must be mindful of inclusive language and refrain from using slang, clichés, and buzzwords (Starkey, 2004: 24).

6.5 Mechanics

The term "word mechanics" describes how words look on paper, including their appearance, spelling, and arrangement (Kane, 2000:15). The learner should use the written word to accurately and clearly convey himself, according to Starkey (2004), as this will help him succeed in his writing. Grammar, spelling, punctuation, and capitalization were all topics that Starkey addressed in writing mechanics. For starters, according to Brooks and Penn (1970: 20), "in

writing, we must comprehend the structure of the language, what the parts of speech do, how the words relate to one another, what particular words imply, and the rules of syntax and punctuation.

***Grammar** is an important part of writing. To be proficient in the writing process, the learner needs to be aware of grammatical rules and how to use them, including pronouns, adjectives, adverbs, and prepositions, among others.

***Capitalization** is required to begin sentences and quotations as well as for individual terms. (2004) (Starkey). Academic writing requires the use of capitalization, and learners should adhere to the principles of capitalization and take care to use it correctly.

***Punctuation** is a crucial component of academic English writing. Your work will be more polished, technically sound, and you will be able to express yourself more clearly, if you use proper punctuation (Starkey, 2004). According to Murray and Hughes (2008), punctuation helps the reader grasp what is written by indicating pauses and sentence boundaries. According to Murray and Hughes (2008:185), capitalization and punctuation are crucial components of writing.

***As well as eliminating ambiguity**, they mark pauses and sentence boundaries. Your writing should be simpler to read and understand if it is properly punctuated and capitalized, which will help readers have a more positive opinion of it.

7. Writing and other skills

Other than writing, there are other skills. Speaking, listening, reading, and writing, four language skills, all contribute to one another's growth. Receptive skills include reading and listening, whereas productive skills include speaking and writing. According to Johnson (2008), language skills build upon one another. For instance, hearing and listening to others speak improves one's ability to speak; reading helps students become better writers; and writing aids and enhances reading fluency.

7.1. The Relation between Writing and Speaking Skill

In order to understand the nature of the interaction between writing and speaking, it is worthwhile to consider the similarities and differences between them. Both writing and speaking are productive skills through a writer /a speaker expresses his thoughts and exchanges ideas. They involve the learner's capacity to manipulate the code (phonic in speaking and figureic in writing) to express a message according to a context (Rivers, 1968) Yet, writing and speaking

differ in some characteristics. Brown (1994, quoted in weigle.2002) mentions seven main differences between the two skills, presented in the following table.

Table 2: *Comparison between Speaking and Writing (Brown; quoted in Zeigle, 2002)*

	Writing	Speaking
Formality	Writing is formal, more accuracy and correctness are required	Speaking is informal, sentences are often ungrammatical, and there is a lot of repetition
Distance	The writer's audience is not present. Hence, the writer needs to be clear, relevant and formative in what is written	The speaker's audience is present as s/he can participate in the interaction and ask for interpretation.
Orthography	The message is conveyed through words, punctuation, cohesion, etc	The message is conveyed through words, in addition to other devices such as stress, intonation, facial expressions, gestures, etc.
Permanence	The written language is permanent. It leaves "physical traces" which can be referred to at any time the reader wants.	Oral language is transitory i.e. temporary through the use of tapes, CD, etc. Provides today a kind of permanence for speech.
Production time	Writing is time-consuming, writers generally have time to write and rewrite.	Speaking is instant; speakers think and speak at the same time.
Complexity	The written language is characterized by complex sentences and more use of subordinations.	The spoken language is characterized by short word words, phrases, and sentences that are more often connected by coordination.
Vocabulary	The written texts contain a wider variety of words.	The spoken language does not contain too many words.

In addition to these textual features, Byrne (1998) adds the differences of context while speech takes place in a context, i.e. the situation is provided, writing makes its own context: the

situation is created. The notion of the context of situation (George, 1967; quoted in Roger, 1987:76) refers to "the relationship between linguistic –choice and situational elements" (Ibid)

7.2. The Relationship between Writing and Reading Skills

Writing and reading are both part of literacy. The former includes message encoding, whereas the latter involves message decoding or interpretation; in other words, writing is productive, whereas reading is receptive. Despite their differences, the two talents complement one another, reading is the recognition and interpretation of written language, while writing is the planning and production of language so that it can be read. According to Stosky (636; referenced in Bader, 2007, p 9) "better writers tend to be better readers...and better readers tend to generate more systemically mature work than inferior readers." To develop understandable material, good writers should consider their readers' requirements, knowledge, and expectations (Heffernan and Lincoln, 1990) stated "All good writers consider their readers, just as all good speakers consider their listeners" (p .50).

Hayes emphasizes reading as a crucial component in writing and explores three forms of reading that are necessary in writing. The first is reading to evaluate, in which the writer reads his or her writing critically in order to identify potential flaws and improvements. The other two types of reading are reading source texts and introductions. Because written activities are typically based on source texts, there is a clear relationship between understanding the source text and using information from the text in one's writing. Similarly, if writers do not grasp the source text instructions, they may be unable to do the writing work properly (weigle, 2002).

All of this demonstrates that reading is an essential component of writing because it allows for the development and enrichment of vocabulary, grammatical structures, and rhetorical qualities of texts. Reading is thus a prerequisite for writing because it is important in the development of the latter. One cannot improve his writing unless he reads extensively. In any case, the two skills are inextricably linked, and one cannot deal with the first without influencing the second.

8. Approaches For Teaching The Writing Skill

There are numerous ways to practise writing abilities. Choosing which strategy to use relies on what we want our learners to accomplish, such as whether we want them to concentrate on the writing process or the final product, or whether we want to promote creative writing.

8.1. The Controlled – to Free approach

This method, which regards writing as a product produced from the writer's mastery of grammatical and lexical information, emerged because of the audio-lingual method's dominance in second language writing in the 1950s and early 1960s. To put it another way, writing was seen as an extension of grammar and a way to reinforce language patterns through guided compositions in which students are given brief texts and asked to make grammatical changes like changing questions into statements, plural nouns into singular, the present into the past, and phrases into clauses. Exercises of this nature assist pupils in obtaining precision and avoiding mistakes. Naturally, the goal of this method is to encourage students to write regularly and to provide them with the chance to produce flawless writing on their own because it is entirely within their control. (2003) Hyland There are four basic phases to this strategy:

*Familiarization: Text is used to teach students specific grammar and vocabulary.

*Controlled writing: Learners frequently use substitution tables to manipulate fixed patterns.

In guided writing, students copy sample texts.

*Free writing: At this stage, students use the writing styles they have honed to create an essay, a letter, or other types of writing. Hyland (2003), p. 3–4.

The pupils are only given the opportunity to try some free composition in which they can express their own views once they have reached an intermediate level of competency. As the amount of teacher direction decreases from the first to the last stage, the transition from controlled to free writing takes place gradually. It is obvious that this approach prioritizes precision above all else, ignoring the communicative function of language in favor of the structural one.

8.2. The Free-Writing Approach

This strategy is predicated on the notion that when children are given the freedom and opportunity to write frequently, their writing skills will advance. Because the emphasis is on content and fluency rather than form and accuracy, this technique pushes students to write as much and as rapidly as possible without worrying about grammar and spelling errors. Students feel as though they are genuinely writing in this fashion rather of just doing some sort of assignment since they are able to write what they want to, which makes writing pleasant. (1988, Byrne, p. 22)

Because of this, students are permitted to select their own topics for essays. As an alternative, some students may volunteer to read their own writings aloud in front of the class, which helps them gain audience awareness. To put it another way, they become conscious of the reader to whom the writing is directed and are able to write effectively as a result. Of a nutshell, the two main parameters in this method are considered to be content and audience.

8.3. The Product-Oriented Approach

Teachers started to understand that teaching writing in the 1970s was necessary and that regulated composition was insufficient in the middle of the 1960s. The textual product should be the major focus of this strategy, as the term suggests. As a result, the product-based approach emerged, and the outcome of the writing process became the main priority. It prioritizes classroom exercises that call for pupils to mimic, replicate, and modify teacher-provided example texts. To put it another way, the product method has its roots in the traditions of rhetoric and concentrates its study on a selection of 11 texts to help students get familiar with the text's qualities. It entails analyzing pupils' writing in order to assess their efforts. When such a strategy is used, it is obvious that accuracy is the primary concern. In fact, it makes an effort to familiarize the learner with writing conventions through a model before giving him or her their final work. (Nemouchi, 2008) In fact, it was believed that copying the model was essential. According to R. V. White (1988), the model-based strategy is as follows:

Analyze the model and alter its components to create a parallel text (p. 5) As a result, the model text is always considered to be the beginning. It is examined and analyzed from various angles, including the grammatical construction, the substance, the organization of the sentences, and the rhetorical devices. When students are proficient in using these tools, they are given a new topic and asked to create a parallel task. (Nemouchi, 2008) In the product approach, the model comes first and the product comes last. In reality, both are final drafts—the model is complete before it becomes the first. . In this respect, White (quod in Nemouchi's, 2008, p. 68) argues:

The model not only comes first in the teaching order, but it also displays a completed text. In other words, the product writing which is obviously the writing of someone else 'writing is the main focus from the outset. Contrarily, the writing process was disregarded. This approach disregarded the numerous steps a writer must take to produce a written work.

8.4 The process Approach

Early research on first language writing in the 1980s resulted in a significant shift from the product to the process approach. This new approach emphasizes writing as a process and downplays it as a finished product, which serves as a helpful basis for writing instruction. In contrast to the product approach, the process approach places more emphasis on the processes that make up the writing act than it does on the final outcome. There are many of these steps. However, the most common are planning, idea research, information gathering, choosing the right words, writing, rewriting, and actual writing. It strives to meet each person's unique demands. T. Gaudery (2002; referenced in Nemouchi's, 2008, p. 73) has provided the following explanation in this regard:

Early work on functional/notional syllabuses and communicative teaching methods focused our emphasis on the unique requirements of each learner. The realization that different learners actually had different requirements with regard to language skills led to a new focus on, among other things, the teaching of writing. These needs were seen not only in terms of specific types of communication. The process approach showed up in this situation at the perfect time.

In other words, the process approach meets the needs of students by teaching them to come up with ideas for writing, organize those ideas, consider the audience, write, and rephrase to create a written work. Finally have the ability to transmit one's own thoughts. When a result, "as children discover new ideas and new language forms to convey them, writing becomes a process of discovery for them." (Raimes Additionally, learning to write is viewed as a developmental process that enables kids to write in the same manner as published authors, selecting their own subjects and genres and drawing on personal experiences or observations (Raimes, p. 78).

8.5 The Genre Approach

The main goal of genre-oriented writing training is to increase students' awareness of the norms and style of a particular genre. Before beginning their own writing, students using a genre approach to writing read works in the genre they plan to write in. p. 258) (Harmer, 2001). In other words, specific genres of texts are made available to students. They examine the lexical and grammatical elements of these texts. They then create their own texts that adhere to the rules of each genre after modifying these elements.

Students might be requested to draft a letter of complaint, for instance. Prior to doing so, pupils research a typical example of these letters to learn the vocabulary and language patterns

specific to this genre. They could then create their own parallel texts using this knowledge. Instead of being a creative endeavor, writing is seen here as a means of reproduction.

Early on, pupils copy specific genres in order to master their rules. Students thereafter have the freedom to choose what to do with the data they have gathered at a higher level. (2002) (Harmer). But concluding without defining the term "genre" is absurd. This latter is described as "a class of communication events, the members of which share some sets of communicative intents" by Swales (1990; referenced in Tribble, 1996, p. 46). The fundamental tenet is that we shouldn't just write for fun. Hyland (2003), p18 The genre method to teaching writing is generally more suitable for ESL students, but it is also very helpful for mainstream English students since it enables them to generate texts that are well-formed, meaningful, and acceptable for readers.

Conclusion

To conclude, the first section of the first chapter. It was an overview of writing. The first part has presented the theories of writing, its definition, its importance; next, it has expressed the four types of writing skills followed by the exploration of its component in addition to its relation with other skills and finally the explanation of the writing approaches.

SECTION TWO: ENHANCING WRITING SKILL

1. Stages of the Writing Process

There are five elements of the writing process: prewriting, drafting, reviewing /revising and editing. Donald Graves (1983) describe the five steps.

1.1 Prewriting

Prewriting is an effective method for the learner to explore and develop their ideas. Gallo (2001) notices that there are many useful strategies included in prewriting that make the learner approaches his writing and develop his ideas such as; brainstorming, free writing, questioning, mapping, journaling, and listing. Similarly, Zamel (1982 cited in Nunan, 1995) argues that skilled writers spend much time in planning but unskilled writers do not follow this stage.

Advance writing is an important step as (Parson, 1985: 115) stated: ““Students who are encouraged to participate in a range of pre-writing experiences are more likely to succeed in writing than students who are discouraged” who do not have this experience. Preparation. »It is imperative to emphasise the part written preparation by the student plays in the process of writing practise..Before starting to write, learners should choose their writing topic and it is always helpful for learners to take some time to reflect on that topic with pre-writing activities including brainstorming reading, drawing, discussion, etc. dialogue, notes, and grouping. The whole class or in a group can practice it. In other words, teachers should give students more time to think about writing problems for students to do effectively.

1.2 Drafting

Galko defined drafting as: “Drafting means writing a rough, or scratch, form of your paper. It’s a time to really focus on the main ideas you want to get across in your paper” (Galko. 2004: 49). Hedge (1988: 89) defines drafting as the stage where the writer “Puts together the pieces of the text [through] developing ideas [into] sentences and parafigures within an overall structure.” In addition, (Johnson 2008:193) describes drafting as “Where students make the first attempt to capture their ideas on paper.” When the learner records his ideas, drafting is the first step writing in the learner’s paper, it may be correct or not.

(Murray, 1978: 87) defines this strategy as “Discovery drafts” it helps learner discover what he wants to say by writing down his ideas in the draft paper without paying attention to spelling, grammar or punctuation mistakes, he/she just write what he thinks about the topic freely, and he focuses only on the content rather than the form. Moreover, he should make notes in order to relate and explore his ideas and the content of the compositions, drafting should not be final because it is not the version that the student shows to the readers. “It’s start, though. And it will form the foundation for your final paper” (Galko, 2004:49).

1.3 Reviewing/Revising

After drafting, the third stage is reviewing or revising. This entails editing your work to change the meaning of what the learner has said, as well as the organization of the structure and the mechanics, which include spelling, grammar, and punctuation. When students believe their writing is accurate, the editing process for this stage is complete. Galko (2004) observes that the following fundamental stages must be followed when reviewing:

- *Read your paper critically and attentively as if the intended audience were you.
- *Checklist for Content Revision.
- *Determine what must be done.
- *Make the required adjustments.

According to Grenville (2001: 153), you should seek for improvements that will make the text easier for readers to comprehend. Once you have found the places that need fixing, you have to decide whether to cut, add or move.” In this stage, the teacher groups can revise revision or the whole class because it is helpful when students read your compositions and react, suggest and comment what they like or ask questions for clarification. According to Nunan (1991), in this stage the competent writer revises all the levels of lexis, sentence and discourse through the composing process and use revision to make the meaning clear. In addition, the teacher’s

revision is useful according to (Sommers, 1982: 150) who suggests that teachers' role is to help students understand the purpose of revision by commenting and suggesting. Students receive feedback following the revision and choose what to add or remove. In other words, revising stage is the essential part of writing because it helps students to give them the awareness of their writing and to find the structure or the most appropriate form in order to keep them developing then editing.

1.4 Editing

The final stage before distributing the final draught is editing, which is where the draught is polished. In this stage, the student writer pays attention to correct spelling, grammar and punctuation and other mechanical errors. Editing involves the careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice and word order. According to Smith (1982) "The aim of editing is not to change the text but to make what is there optimally readable" (p.145). Similarly, Johnson (2008) notices that in editing stage student's writing should be clear and simple by using appropriate spelling, grammar, and punctuation, Johnson (Ibid: 167) defines it: Basically 'editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. Additionally, it entails conforming your writing to standard English usage conventions, including proper paraphrasing, appropriate punctuation, and appropriate use of grammar for the piece.

1.5 Publishing

The last step in the writing process is publishing, which entails sharing or making the student's material available to the teacher. (Johnson, 2008: 199) defines publishing as "having an audience respond to your writing makes it come alive." Publication is the final version that students make when producing their final paper, according to (Harmer, 2004). Publication can take many different forms; it can be verbal by being read aloud, written by letters, reports, or reports, or visual by providing data shows. The process is made up of the following steps

Planning → *drafting* → *editing* → *final draft*

Figure 3: Process of Writing. (Harmer, 2004: 5)

2. Difficulties in Writing Skill

In order to explore the EFL students, many studies have been conducted to the problems they found during doing writing tasks. According to Rahmatunisa, Younes, and Albalawi Rahmatunisa, students face three kinds of difficulties.. Further research revealed there are

numerous factors that contribute to students' weaknesses in essay writing based on records of their perspectives. Shoebottom (2014) categorized these common writing issues that EFL students encounter as follows: issues with language, cognition, psychology, and other areas.

2.1 Linguistic Problems

The difficulty that a huge majority of students have while writing are linguistic issues. It covers use, spelling, etc. First off, many EFL students make spelling errors when writing. According to Shoebottom, these errors typically do not prevent readers from understanding what the writer is trying to say, but they can leave a bad impression (n. d; para. 1). Second, use is a form of writing error that EFL students tend to make more frequently. Usage, as opposed to grammar errors, is essentially a term or series of words that a native speaker would never choose to communicate the practical meaning that EFL students are trying to convey, according to Shoebottom (n.d.; para. 4).

2.2 Cognitive Problems

The organizing of ideas using punctuation and grammar issues, such as forgetting to use tenses or word classes, are all aspects of the cognitive issue. The majority of EFL students, for example, are not familiar with English punctuation (the first letter in the first word in a sentence put a comma and so on). According to Shoebottom, these errors lead to run-on sentences (sentences that do not finish when they should) or fragmented sentences (sentences that are not full). (para.2). Next, grammar faults are the most frequent writing errors made by EFL students.

According to Shoebottom, grammatical errors are caused because "learners often don't choose the correct English verb tense to express an idea or don't use it in its correct form". You may use the lesson incorrectly or put the words in the wrong order in a sentence" (parafigure 3) for example tomorrow the teachers will take the final exam. "The third exam will take place tomorrow"

2.3. Psychological Problems

According to Arnold and Brown, "the several emotions that affect language learning are complex and connected in ways that make it impossible to separate totally the influence of any one of them" (1999; p. 8). Therefore, we should be mindful of emotion, which is the psychological aspect that is most significant. Motivation is a psychological issue that EFL students deal with; it describes the attitude a learner has when completing an activity or task, such as writing a piece of assigned work.

Psychologists claim that one of the most important aspects of learning is motivation (n.d ; para. 1). This means that learners must be driven to write; if they are asked to write about a dull or uninteresting subject, they will have difficulty doing so. Teachers should encourage their students' desire to write by providing a variety of writing activities, according to researchers. The second problem is anxiety, which is often described as a student's fear of writing.

2.4. Mother Tongue Interference on English Writing:

Students encounter another challenge that impairs their writing skills in addition to a lack of enthusiasm in reading and writing. A lot of studies have focused on the problem of students which is thinking in mother tongue while trying writing in English . Language competence—the ability to think and write as much as possible in English—is something that EFL teachers promote for their students. "Writers do any of their work in their first tongue." according to Friedlander (1997). As cited on page 82 of Ghodbane) Due to the erroneous transfer of vocabulary and sentence structures from the first language, this writing habit will hinder the learning of English.

Few of our EFL students write in Arabic before practicing translating their writing into English. Contrarily, numerous other studies suggest that writers do not always need to be strong in their first language to be strong in their second or third. According to Carson, Carrell, Silberstein, Kroll, & Kuehan (1990), “the acquisition of L2 literacy abilities by individuals already literate in their original language is a complex phenomenon involving several variables” (Carrell, Carrell, Silberstein, Kroll ,& Kuehan, 1990). (As cited in Ghodbane, pp. 82- 3).

Because of this, writing styles change according to the language. Anyhow, not everyone is naturally gifted with the ability to write. Writing is a skill that can be learned with repetition. Even for native speakers, mastering writing remains the most difficult skill to achieve (as cited in Ghodbane, p. 83).

2.5. Teachers as a Source of Demotivation:

Because they learn and grasp things more quickly with some teachers than with others, students frequently prefer to study with some teachers over others. In actuality, no teacher ever teaches in the same manner or under the same circumstances. Every educator uses a different methodology. Teachers, however, may serve as a demotivating factor if they:

*Don't encourage students to write with assurance; do not make learning more effective.

*Don't encourage students to write in or outside of the classroom.

*Do not instruct students in writing using suitable methods.

Therefore, the primary responsibility of the instructor is to inspire the students. EFL students frequently struggle when it comes to creative writing, especially when they run out of words. This is where the teachers should step in and help the students, encouraging them to have ideas and enhancing them with the task's value. In addition to challenging and strengthening EFL pupils, teachers also play a supportive role by assisting students in overcoming obstacles when they write (Harmer, 2007, pp. 41- 2).

3. Methods For Enhancing The Students Writing Skill

3.1. Creating an Environment Conducive For EFL Students

Writing is the domain where EFL students perform the worst across all level ranges. It is the final area of second language acquisition to reach maturity. Researchers have identified a number of causes for this issue, and a significant one is how writers feel about themselves. Many EFL students struggle to become proficient English writers because they feel they are incapable of doing so. In secondary school and beyond, this becomes increasingly noticeable. This sense of inadequacy causes self-doubt and worry when writing, which can impede the development of writing skill (Thomas, 1993). According to researchers, the feedback and evaluation of that work by teachers and/or peers is scarier than the actual writing task itself (Kasper & Petrello, 1998).

Before the 1970s, grammar rules were the focus of writing training (Pour-Mohammadi, Zainol Abidin, & Cheong Lai, 2012). According to current research, it is more crucial to foster an environment where students feel comfortable taking risks in their writing, which means focusing less on traditional writing standards and more on the expression of ideas (Shaughnessy, 1998).

In addition to the Mastery First approach, Kasper and Petrello (1998) also suggest that the type of feedback teachers provide plays a very important role in alleviating the writing anxiety of EFL students. Mary Beaven (1977) found that teachers who used the experience of sharing, discussing students' thoughts, and asking for more information in the form of feedback were most successful in reducing student frustration. Students should have the chance to raise questions about the writing process or the final output at these student-teacher conferences (Hyland 2000).

3.2. Preparing Students to Write

Enabling prior knowledge is one method by which teachers can help EFL students even before they start writing. Ensuring students have the opportunity to reflect on what they already know before the task begins helps EFL students integrate new information into existing knowledge structures that help activate long-term memory (Watt-Taffe & Truscott, 2000). Several strategies can be used to achieve this, including figureic organization, cooperative learning, reading aloud, and group discussion. Figureic organizers can be used as a visual tool for students to write or draw what they already know about a topic, for example in the informative or persuasive text genre. From this activity, the teacher can assess whether additional instruction is needed. Now is the time for group discussions, cooperative learning, and reading aloud. If necessary, hand-selected text can be used to provide additional background information, possibly leading to group discussion. Cooperative learning is also a great strategy to help students acquire more of the basics, especially for EFLs. This strategy requires students to gather information from books, the internet. The next step in preparing the EFL for writing is a vocabulary overview. Vocabulary preview is an effective tool to challenge EFL students to any genre of writing. Foreign language writers have a very different linguistic background than native English speakers, who can instinctively manipulate language (Pour-Mohammadi, Zainol Abidin and Cheong Lai, 2012).

3.3. Scaffolding Instruction

Scaffolding is a tool that teachers can use to develop their students' strengths. They must be contextual, social, and temporal frameworks used to support successful learning in specific academic areas such as writing (Vygotsky, 1987). Scaffolding involves using the steps of the process, modeling the steps, and giving students the chance to try them out for themselves. This strategy should be prepared with the idea of a gradual release after the student reaches a certain point in his writing. This is a given. Controlled by the instructor. Baradaran, & Sarfarazi (2011) found that students who had the opportunity to learn scaffolding principles performed better than those who had no scaffolding experience. This had a major impact on EFL students' academic writing.

Read (2010) proposed the IMSCI (Inquiry, Modeling, Shared, Collaborative, Independent) model for scaffolding and found it to be highly effective for second language learners. The first stage is research, which promotes background knowledge. Its meaning is described above. After validating previous knowledge, the instructor models the expected spelling. Students and

teachers then engage in joint writing, with students providing key information about topics, sentence usage, and more. Students are then given the opportunity to collaborate on a play with one or more other students. After completing the above steps, students are ready for the ultimate goal of the scaffolding process: independent writing.

This scaffolding technique can be used in other ways as well. Students scaffold each other and teachers are less active participants (Gage, & Parks, 2013). In this way, students complete writing tasks that are collaborative in nature, providing opportunities for pair or group work. Research has shown that learners in small groups are more likely to use the foreign language for a variety of purposes than in teacher-led classroom activities (Storch, 2007). Furthermore, Storch (2007) suggests that pair work allows learners to combine their linguistic resources to jointly create new knowledge about the language, leading to more successful writing experiences. Gagne and Parks (2013) found that using this small-group scaffolding method was a successful strategy for generating the language needed to actually complete a writing task.

3.4 Technology

The rise of technology integration has contributed to the transformation of literacy education in foreign languages. Such integration into foreign language teaching indicates a shift in educational models from behaviorist to constructivist approaches (Kasapaglu-akyol, 2010). These recent developments demonstrate that literacy has changed rapidly as a result of the introduction of computers and the development of other new technologies. As a result, there is ever-present pressure on teachers to keep up with such developments and raise the standards of their classrooms (Feiler & Logan, 2007). In addition to motivating and encouraging EFL students to develop literacy skills, the various methods of using it have proven beneficial in developing her writing skills for this student population (Lee, 2012).

Using e-journals like copybooks, students can safely express their thoughts without worrying about handwriting or spelling errors. This technique refines your vocabulary and gives you the opportunity to receive written feedback from your teacher. Peer feedback is one of her most influential ways to become a proficient English writer. Studies have shown that school-age students are more motivated to learn from constructivism because they are more aware of peer reactions and perceptions than their teachers (Bitchener, Cameron , & Young, 2005).

3.5. Journal Writing

The journaling method is suggested as a non-threatening way for EFL students to practice writing. Often called an interactive journal, this approach enables communication between

students and teachers via special notebooks designed for student-teacher interaction (Wong Mei Ha & Storey, 2006). According to Lee (2012), research along the lines of classroom practice shows how implementing interactive journals can be of great benefit because it motivates English learners to write longer and more meaningful writing. Because journals are intended for daily use, they not only provide consistent practice, but also enable teachers to take a simpler, holistic approach to student writing, providing more personalized teaching opportunities.

Journaling is used in a variety of ways in the classroom, such as reading response journals, correspondence diaries, and e-journals. Reading answer diaries is a way for students to derive meaning from their experience with the text. This type of journal also allows teachers to observe how their students are developing as both readers and writers. A communication journal is as simple as it sounds. Children need time to talk, both verbally and in writing. This is acceptable for those who are learning English. Most of the time speaking helps us understand and process what we learn (Bloem, 2004). Educators need new and innovative teaching methods, to enhance the writing skills of English learners. With current methods, these pupils do not reach the expected level of achievement. A safe environment reduces her EFL anxiety and provides the opportunity to take the necessary risks to write good copy. Peer work and scaffolding together give English language learners the assistance they need to speed up the writing process. Finally, a range of skills work together with technology to engage and motivate students to succeed in the classroom.

4. Building the Writing Skill in Foreign Language Classrooms

Writing skills are not easy for anyone, especially if you are writing in a foreign language like English. To build your writing skills you need to follow a few steps

4.1. Building Confidence and Enthusiasm

Among students who are motivated to write in English, there are many students who cannot or do not want to write. In fact, these students actually have issues such as anxiety and fear of writing. You misspell, have problems with punctuation, or do not know how to structure sentences and paragraphs. These problems are the main obstacles that adversely affect students' success in writing tasks. In addition to the obstacles listed above, students are reluctant when asked to write because writing skills are rarely practiced even in their native language. In addition, students lose motivation to write when they have nothing to say. (Harmer, 2004) The

teacher's role is to attend to students who suffer from low self-esteem, lack of friendliness, and necessary enthusiasm. Additionally, teachers maintain the right atmosphere in the classroom, making students feel like English writers through a sense of belonging and comfort.

4.2 Selecting writing activities

Teachers must show an interest in the needs of learners. So if you have any requirements, especially when choosing suitable activities. Therefore, students become more motivated and interested. A variety of tasks and activities enhance learning success. A challenging and interesting task is therefore one that positively influences students' thinking and behavior. Teachers therefore have an important responsibility in choosing appropriate writing activities. Students are different from each other because they have different learning styles. Each member of the student body has a preferred method of learning. For example, there are visual, auditory and kinesthetic. Teachers need to be aware of each student's learning style in order to know how to select and deliver acceptable writing activities (Harmer, 2004).

4.3 Students Requirements

Writing skills students are faced with a problem and therefore demand or need a solution. The teacher's role is to meet their needs by providing:

* **Information:** The teacher should explain her writing task to the student in a way that is easy to understand. Learners need to understand what the task is for and how to do it. You can easily answer and complete the activity because you understand it well. For example, if you are asked to write a poem, you should have a clear understanding of what the subject is. When students write together (collaboratively), they have a very good understanding of the topic being written about, who will write what, and how the order of writing will evolve.

* **Language:** "If a student needs a specific language to complete a writing task, you should give it to them (or help them find it). It may involve providing phrases or words" (Harmer 2004: 62-63). Students do not always have an extensive vocabulary, so they struggle to put words in the right place or even find the right words when working on writing assignments.

4.4 Instant Writing

Instant writes are taken as little as 10 minutes and are considered short writes. It is not like a long scripture and the teacher uses it when he sees fit. When appropriate, it strengthens and enhances each individual's self-confidence. The following activity is an example of instant writing.

***Writing sentences:** Teachers ask students to write sentences to practice the language or prepare for the next exercise. The following activities are used to help learners feel more confident and comfortable.

***Dictation of Completed Sentences:** Dictation is an easy way for students to construct and continue with the remaining sentences. For example, “My favorite time is ...” is dictated, and the student must write in the morning or evening, etc. This notation helps students practice vocabulary. So never, forget it.

4.5 Writing sentences:

The teacher can ask the student to write two or her three sentences on a topic of interest or previously studied. For example, if a student studies a topic about hopes and ambitions, she can write two sentences about what her future life will look like. (Harmer, 2004)

5. Techniques for improving your writing skills

Learners differ not only in their learning styles, but also in their personalities, efforts, and abilities. We find extroverted and introverted students, so teachers need to consider this factor when presenting lessons, especially in writing sessions.

5.1. Independent Writing Technique

Independent writing is described as a time when students use the knowledge and skills that were emphasized in previous instruction to achieve independent writing. Pre-tutoring consists of modeling and guided activities aimed at developing the knowledge and skills necessary for independent writing through social interaction with the teacher.

Through independent writing, the learner uses the knowledge and skills she has acquired about her type of text and her writing process to write for a variety of purposes and audiences. They practice their writing skills and apply what they learn to new contexts. Teachers provide support through regular discussions and meetings with individuals and provide needs-based instruction as needed. Teachers can give each learner specific feedback and focus attention on specific aspects of writing and text (Wing Jan 2001, p. 26). In approaches to teaching writing, teacher guidance is often referred to as support or scaffolding (Department of Education, Vic, 1998b; Harris et al., 2003; Mooney, 1991), Vygotsky (1978; 1986) and Bruner (1978) conceptualized it.

Scaffolding is supposed to shift from maximum support during teacher modeling, less support through guided instruction or joint activities with students, to minimal support when students write independently. When teachers provide curriculum, whether to the whole class, small groups, or individual students, they are considered to be working in areas of student proximal development (Ministry of Education, Vic., 1998b).

Similar studies have documented ways in which teachers encourage students to interact when writing (Geekie, Cambourne, & Fitzsimmons, 1999; Turbill, 1982, 1983). Peer-to-peer discussions lead to the sharing of personal experiences and knowledge that make writing productive and make students “other” experts in the classroom (Dyson, 2003). Microanalysis of classroom discussions and interactions reveals specific ways in which literacy knowledge is socially distributed among students as they write (Larson, 1995, 1997). ; Either by interacting directly with others or by “hearing” material regarding their own writing and usage (Larson, 1995, p. 294).

5.2. Collaborative and Cooperative Strategy

Some researchers distinguish cooperative learning from collaborative learning while others consider both to follow the same concept. According to Pantiz (1999), cooperative learning is more directing than close and cooperative learning. According to Slavin (1995), cooperative learning is a teaching method in which students interact in small groups to achieve a common goal. It is also student-centered rather than teacher-centered. It is a teaching method in which students are responsible not only for their own learning, but also for the learning of their entire group. One difference between the collaborative approach and the collaborative approach is the role of the classroom teacher in writing tasks.

5.2.1 Definition of cooperative learning

Cooperative learning can be defined as cooperative learning in which learners are brought together to achieve certain goals. D. Johnson and Johnson, R. (2009) argued that: Without the cooperation of its members, society cannot exist and human society exists because the cooperation of its members makes existence possible... he is not an individual taking advantage here, someone else did it, but a group. In human society, the individuals most likely to survive are those best empowered by their group to do so (p.1).

In addition, learners may feel less anxious and more confident when interacting with their peers in pairs or small group activities than during whole class discussions. If the app matches the educational needs, the result will be that students will be encouraged to participate in

collaborative activities. In the same vein, Davis (1999) emphasizes the importance of cooperative learning to achieve an effective learning process. Cooperative learning is a set of processes that help people work together on tasks or projects under conditions that meet certain criteria.

6. Elements of cooperative learning

Johnson, D. and Johnson, R. outline the five elements of cooperative learning essential to student learning.

6.1. Personal responsibility

This means that all students have a responsibility to share and participate in group work. All members must be committed to the work of the group, and when they cooperate, they ensure that each student fulfills his or her role as the success of the group depends largely on the efforts of all. All members. Teachers must use certain means to fulfill individual responsibilities by:

*Dividing students into small groups, the smaller the group size, the greater the individual responsibility.

* Give each student a test.

* Randomly test students to present their group work.

* Assign each student in each group the verifier role. The verifier asks the team members if they understand the design, solution, or explanation the team just built.

* Individual explanations: During collaborative activities, students have the opportunity to explain their views to other group members (Johnson, D & Johnson, R2009, p.4).

6.2. Positive Interdependence

Each student contributes significantly to the achievement of group work. Team members rely on each other to achieve common goals. Active interdependence is an important part of collaborative learning in which students “sink and swim together”(Johnson & Johnson, 2009, p.5)Positive interdependence can only be achieved when group members interact, motivate, and care about each other’s learning.“It is the belief of each individual that there is value in collaborating with other students and that both individual learning and output improve as a result of working together” (Positive Interdependence, 2000).

6.3 Face-to-Face interaction

It is about working together where students can see each other and interact face-to-face (Salem, 2014, p. 1). It can also be defined as an opportunity for individuals to encourage each other to achieve team goals. Face-to-face interaction becomes easier as students ask questions, interact, discuss different perspectives, and perform successful group work.

Students in collaborative classes need to be convinced that collaboration is not just about the final product or team results. The interactive processes that develop in the classroom also play an important role in achieving effective and successful outcomes. Facilitating face-to-face interaction is a key component of collaborative learning activities as it provides the critical verbal and non-verbal feedback necessary for group success.

6.4 Social Skills

One of the frustrations that instructors face is gathering students together and thinking they are working collaboratively, which is often a false assumption. Furthermore, this behavior of learners is not the result of a lack of interest, but rather that students sometimes lack certain social skills to cooperate successfully with others. Social skills require intentional instruction to students to achieve an effective learning process. In addition, social skills like other skills cannot be developed or improved without careful planning and purposeful practice. Social skills are important along with other skills (writing, reading, listening, and speaking) because they help students successfully participate in cooperative learning activities. According to Tuan (2010), researchers propose two parts of social skills:

***Team work skills:** these pertain to how team members cooperate, support one another, and resolve any issues.

***Task-related abilities,** such as summarizing, contributing, interrogating, and responding.

6.5 Group processing

This involves providing students with the chance to evaluate the work of their group and assess the efficiency of cooperative learning groups (Johnson & Johnson, 2009). Since the goal of group processing is to change and enhance the quality of group work, it offers students a variety of assessments to inform the development of their work.

7. Examples of collaborative learning activities

Students from various groups who share the same expert gather to discuss ideas, insights, and perspectives before the experts go back to their original groups to instruct the other students in what they learned. The teacher assigns quizzes and allows the students plenty of time to complete their assignment. Teachers might honor successful groups as a final step.

7.1 Think / Pair / Share

Crandall (1999) stated that “through thinking, partnering, and sharing, learners have many opportunities to develop ideas, practice language, and subject before having to speak in front of the entire class” (p. 229). Developed by Luman, it is a structured activity (1978). It is an easy and rapid strategy where professors prepare questions, pose them to the class, give the students some time to consider their responses, and then invite the class to share their thoughts with a partner. They can collect and arrange their thoughts while working on this assignment. In order to compare and contrast their understanding and ways of thinking with others and to practice their responses before reporting, students are encouraged to use the “Pairing” and “Share” components. To the entire class, report aloud.

7.2 Jigsaw

Jigsaw was created by Aronson, according to Richards and Rodgers (2001). According to them, “this strategy is highly useful in the multilevel class for both homogenous and diverse group in terms of English proficiency” (p. 198). This means that different student levels and talents cooperate in this strategy. According to Kagan (1989), each student on the team becomes an “expert” on a certain subject by collaborating with students from other teams who were given the comparable expert topic. Once everyone has returned to their teams, they take turns teaching the class, and the pupils are evaluated on all facets of the subject (p. 14). This indicates that pupils are divided into two groups: the home group and the expert group. Every student in the home group is given a topic that is distinct from that of his teammates. Students leave their home group and join the other students with the same assigned topic once the topics have been determined. Before going back to their home group, the students in the new group interact and learn the content together. Each student is responsible for instructing the class on the material they were given when they returned.

7.3 Three Step Interview

Here, each participant picks a fellow student to be his or her partner. First, partners interview one another by asking questions, and then partners trade roles. Members then present their response to the group as a whole.

7.4 Numbered Heads Together

Each student uses a number like one,two,three, or four in this technique. Then, after the teacher has posed a question, the class responds with an answer before discussing and agreeing on a single response. Later, the instructor randomly selects a number to respond to the query. This strategy's distinctive feature is that pupils work efficiently since they are unsure of who will provide the answer.

Each of these approaches is beneficial and aids in the learning process. Students would learn how to think independently and then share their thoughts with others through the think, pair, share programme. Through three-step interviews, the students would learn about other people's perspectives and presumptions. Additionally, Jigsaw students are adept at instructing their peers. The number-heads method stimulates students' interest in the subject.

7.5 Round Table

It can be used for reviewing, coming up with ideas, or taking part. Students have the option to contribute in writing using this method. The instructor starts by posing questions that can have more than one correct response. Then, each pupil writes a whole or partial response to the question.

They exchange the paper after writing their responses on it. One writing piece can be utilized at a round table for each group or group member. Finally, one group member would be requested to present the writing to his or her peers (Salem, 2014).

7.6 Student Teams Achievement Divisions (STAD)

A cooperative learning strategy called STAD is utilized to increase students' motivation. Students are placed on four-person learning teams that are diverse in performance level, gender, and ethnicity in the student teams achievement divisions. Students collaborate within their teams after the teacher provides a lesson to ensure that everyone has understood it (Slavin, 2003, p.270).

As stated in the aforementioned sentence, STAD groups consist of four people. The teacher first provides students with a general overview of the subject being studied. Second, he or she divides the class into diverse groups so that everyone can work on and discuss the same subjects. Following that, team members will be given tests covering the earlier subjects. All of these techniques place more of an emphasis on the students than the teacher, allowing pupils to develop both self-confidence and self-esteem.

8. The Teachers' Role in Cooperative Learning Classes.

In contrast to traditional directed teaching, where the instructor acts as a provider of knowledge, the teacher in cooperative teaching approaches acts as a facilitator of the learning process. Additionally, the teacher should employ specific techniques when using cooperative learning approaches. According to (Harmer,2004: 41-42), teachers have five roles before, during, and after students write. These roles are as follows:

8.1. Demonstrating

As soon as students must use the language correctly, or in other words, when they must be aware of conventions like (focus on punctuation, spelling, capitalization, grammar and usage, dictating, correct broken parafigures...), the teacher here assists students in learning how to write more effectively.

8.2 Motivating and Provoking

The teacher's job is to inspire students to write by assisting them when they feel lost in their writing and guiding them when necessary. The teacher also makes students feel at ease. By asking questions, monitoring their responses, providing instructions on how to begin writing and how to relate their ideas, assuaging their fears and anxieties to keep them motivated, and persuading them that they are capable of being good writers, teachers assist students in coming up with ideas while they are working on assignments.

8.3 Responding

It is the instructor's response to the student's writing. When responding to student work, teachers offer advice and comments on both the form and content. Teachers also point out the faults and poor language use of their charges and offer suggestions for development.

8.4Evaluating

A key method for assessing whether students gain from the teaching strategies is student evaluation. When evaluating students for tests, the teacher primarily concentrates on their writing errors and assigns marks and grades to help them improve their writing ability. He does this by responding as a reader rather than a grader.

9 .The Learner's Role in Cooperative Learning Classes.

As outlined below, even students participating in cooperative learning have specific duties that must be played: Slavin contends that in cooperative learning, students are required to

support one another, engage in debate, and assess one another's present knowledge in order to close any gaps in understanding.

According to Kagan there are ten learners' roles, which are summarized in the following:

*Encourager: Encourages reluctant or shy students to participate

*Praisers /Cheerleader: Shows appreciation of other's contribution and recognizes accomplishment.

*Gate keeper: Equalizes participation and makes sure no one dominates.

*Coach: Helps with the academic content, explains concepts.

*Question commander: Makes sure all students' questions are asked and answered.

*Taskmaster: Keeps the group on task.

*Recorder: Writes down ideas, decisions and plans.

*Reflector: Keeps group aware of progress (or lack of progress).

*Quiet captain: Monitors noise level.

*Materials monitor: picks up and return materials.

Possible Student Roles in Cooperative Learning Groups Kagan, 1994(Cited in Zourez, 2010, p.49)

10. The Benefits of Cooperative Learning Strategy

10.1. Social Benefits

Collaborative learning helps kids develop a sense of diversity and tolerance for others. Students that participate in cooperative learning have stronger social bonds. Additionally, it increases their involvement in group activities.

10.2. Academic Achievements

The subject matter is more appealing to cooperative learning students than it is to the other students. Additionally, they have established peer norms that support performing well in school. In addition, the cooperative learning model encourages pupils to think critically. They would not just accept anything that was said to them. As a result, through discussions and arguments, students would negotiate their opinions (Li, M.p& Lam, B.H, 2013).

Since many students do not participate in full class discussions, discussions among learners would be more successful than those facilitated by the teacher. However, students have the chance to share and discuss various views within the whole group. Students regularly discuss, debate, and clarify their knowledge of the subject and material being studied in class while using cooperative learning (Li, M.p& Lam, B.H, 2013, p.11).

10.3 Psychological Benefits

Cooperative learning helps students feel less anxious and boosts their self-esteem. Additionally, cooperative learning is not merely a teaching strategy that is limited to the classroom. It is also a way of life to believe that teamwork is always preferable than individual effort for every activity that is completed in real life.

11. Imitations of Cooperative Learning Strategy

Despite the benefits of cooperative learning, not all students find collaboration enjoyable. Conflicts among the participants that originate from members make for poor group work.

*It has been repeatedly demonstrated that cooperative learning significantly improves practically every conceivable learning outcome. Nevertheless, simply putting students in groups to work on tasks is insufficient to reap these advantages (Farah, 2011, p. 143). Without the instructor's efforts, the group learning experience is likely to be useless and even disastrous unless the groups acquire the qualities associated with high performance teams (Farah, 2011, p. 143).

In cooperative learning, participants are in charge of both their individual and team learning. Sometimes, strong students take on much of the group work while ignoring the contributions of others. In various other situations, some students choose to work independently without making any effort. They rely on the efforts of others. When working in groups, many students have trouble; even teachers occasionally run into issues. Students must speak loudly when they are working together, which can detract from the learning process. Moreover, the instructor cannot

maintain control over all of the groups. As a result, some groups may discuss topics that are unrelated to the topic.

12. The Effectiveness of the Algerian Syllabus in Improving the Writing Skill for Third Year Secondary School.

The four skills are taught in an integrated manner because the Competency-Based approach to language teaching and learning has been implemented in the new secondary school programme. Consolidation of competence, whether oral or written, is to be realized through a number of activities arising from the competency-based approach, as stated in the third-year secondary school teacher's guide (P. 70). As a result, nearly all of the rubrics include writing-related assignments. Reading, hearing, and speaking are all integrated with writing. Our goal is to examine every component that includes writing to see which writing techniques are favored.

12.1. Description and Analysis of the Secondary School Textbook.

A. Textbook Description

The third-year English secondary course uses the textbook *New Prospects*, and communicative language education is its main tenet. The purpose of this method is to involve students in authentic communication. *New Prospects* helps students develop the three communication skills of interaction, interpretation, and production. The following Units are included in the textbook:

1. EXPLORING THE PAST.
2. ILL-GOTTEN GAINS NEVER PROSPER.
3. SCHOOLS DIFFERENT AND ALIKE
4. SAFETY FIRST
5. . ARE WE ALONE?
6. WE ARE A FAMILY.

Each unit contains two sequences:

Sequence one in which we find two sections:

- Listen and consider
- Read and consider

The final phase of the sequence has pupils take a break so they can start the next section more effectively.

Sequence two, it contains five sections:

- Research and report
- Listening and speaking
- Reading and writing
- The main project and alternative ones
- Assessment

Sequence one

It begins with “language outcomes”, which is a preview of the language goal to be attained by the end of the section. Pay attention to this and reflect. Grammatical constructions, vocabulary words, idioms, and pronunciation characteristics are all included in this section. It is followed by the listening and comprehension activities “getting started” and “let’s hear it”, which are aimed at assisting the student in learning to listen with purpose. Think, pair, share, and students will generate a piece of writing is the final rubric in this part. The class will hear an oral presentation on this. Read and reflect: The development of reading ability has received special focus in this sequence. There are six criteria included in it: “languageoutcomes», «gettingstarted”, “looking deeper at”, “around the text”,and think, pair, share”, and “take a break”.

Sequence Two

Reports and research both deal with the results of students. Students may work on the assignments (individually, in pairs, or in a group). Newspaper articles, short tales, poetry, speeches, and public declarations on a certain subject are just a few of the written and spoken assignments available. Students are urged to communicate with one another and bargain terms.

The four categories of the rubrics for speaking and listening are “skills and approaches”, “before listening”, “while you listen”, “after listening” and “saying it writing.”

It covers “skills and tactics outcomes”, “before reading”, “while you read”, “after reading” and, “writing development.” Reading and writing are the next stages after the receptive stage. Students have the chance to share their thoughts, provide justifications, and make arguments in the final rubric.Regarding the project: It is the outward, observable embodiment of the pupils’ abilities. The sessions “brainstorming”, “fact-finding”, “organizing”, “writing up” and “assessing” are included.

B. Analysis and discussion

We discovered a total of twenty-four writing-related activities among new prospects. The usage of process-based activities is significantly emphasized by new prospects. Almost all writing-related duties and activities connect to the various stages of composition. Writing assignments typically begin with a brainstorming phase, after which students are requested to prepare and create their first draught. They must then edit their writings in groups before reading them aloud to the class or turning them in to the teacher. These exercises—“Listen and Consider” “Read and Consider”, “Listening and Speaking” and “Reading and Writing”—are found towards the conclusion of the current sections. The first sequence, titled “Language Outcomes”, contains the first two portions. The final parts, the second sequence, labeled “Skills and Strategies Outcomes”, contains them. The latter’s goal is to make sure that they have the abilities and methods required to carry out the various jobs that are given to them. When it comes to writing, the students will show that they have a sense of organization, coherence, and cohesion and that they can use the right registers to convey their core idea. The process syllabus is strictly followed throughout the textbook, as evidenced by the writing assignment below that was chosen from the fifth unit’s “Skills and Strategies Outcomes” sequence.

Writing development

Write a twenty-line draft newspaper article refuting the statement below. Use either deductive, concessive reasoning, or both. Help yourself with the guidelines that follow. Statement: Some people think that the budget devoted to space programs is wasted money.

1. Examine the ‘skeleton’ of notes below. Add your own details to give it more life.
2. After choosing the pertinent data from your “skeleton” draught an article.
3. Organize your draught article using the skeleton’s cues as well as any additional ones you may have.
4. Trade draughts with your partner to check for errors. Rewrite your article after taking your partner’s comments into account. (2006) (Riche B. and Arab. S, 161)

The assignment begins with the overall topic being introduced. The next step is for students to organize their ideas after writing them down in the provided skeleton. The pre-writing stages are what they are called. Students will learn to gather ideas and create a framework for their writing throughout this phase. The next step is for students to compose their first draught and then distribute it to other students for editing.

The course book also encourages other pre-writing strategies like free writing, listing, and brainstorming. Let us use a few real-world instances to demonstrate this.

Say it in writing

Imagine you are a public figure being asked to make a speech about the passions/loves that govern your life. Develop the statement in italics into a public address (i.e. formal speech) using the guideline that follow.

There are types of love that matters most in my life:

1. Free write about the topic (Write for around ten minutes (without worrying about errors) only to get ideas. Until the timer goes off, keep your attention on the writing process and the subject. (Riche, B., and Arab, S. 2006; 187)

Free writing is a technique utilized by students to allow thoughts to flow naturally and to let one concept lead to another on the page. Writers set a time limit for themselves and then write as quickly as they can without pausing to think about accuracy, organization, or correct spelling. These concepts can then be examined, chosen, and loosely structured into an outline. This kind of practice is crucial for fostering the learners' inventiveness and fluency, and it must be used repeatedly to ensure that the pupils receive the necessary instructions.

12.2. Assessing and Evaluating Writing:

To create a sort of internal monitor, a “reading self” which guides their decisions as they enter new and more complex worlds of writing, writers can benefit from hearing other people’s reactions to their work (Irene Clark, 2003: P 213)

The current section focuses on writing evaluation. Before the process movement in writing education took hold, students frequently received feedback on their writing in the form of a final grade on a paper, which was then frequently followed by a lot of red ink. Additionally, it was believed that students would take note of all the flaws highlighted and avoid making multiple mistakes in their subsequent writing assignments. Responses to students’ writing were reevaluated with the advent of the writing process.

Evaluations are no longer norm-referenced under the competency-based approach. Instead, “learners are evaluated in accordance with how effectively they can perform on specific learning activities” (Dicking, 1994 in Richards Jack C and Theodore S Rodgers, 2001, 16). Assessment of writing normally takes place in two contexts: the classroom and the setting of standardized tests.

The former is what we will be worried about. Achievement evaluation typically occurs in a classroom setting (both formative and summative). Summative evaluation places a stronger emphasis on the written work than formative evaluation does.

Formative evaluation will be our focus. As Clarke Irene has defined it “It emphasizes the practice of students’ handwriting while they are still writing” (2003: 203).

In actuality, it seeks to aid pupils in developing their writing skills. Feedback, also known as formative evaluation, is given to students while they are still working on their writing. Three crucial methods must be used in the secondary school curriculum to evaluate writing ability: journaling, portfolio use, surveys, and class discussion (documents d’accompagnement; 16)

12.3. Analysis and discussion of the assessment sections in the textbooks

The secondary school curriculum highlights the importance of formative assessment. A portion is devoted to evaluating the abilities to be developed, including writing, at the conclusion of each lesson. An unnamed “assessing” component is incorporated for New Prospects with the intention of gauging pupils’ success. A checklist is provided to learners to complete in order to evaluate language outcomes. The tasks to be completed are followed by an evaluation of their skills and tactics using various texts from the resource portfolio. Here’s an illustration of a

Writing assignment:

Write a twenty-line essay on either of the following topics.

A) Read the last parafigure of the text again and comment on the following excerpt:

"Ibn Khaldun (...) identified population decline as one of the elements in a civilization's demise."

B) Write a letter to the United Nations World Heritage Committee requesting that one of your country's historical sites be included to its official list. The historical significance of the location is emphasized.

A) Write an opinion letter about the impact of globalization on local cultures and civilizations around the world.

B) Create a story incorporating some renowned characters (man, woman, or child) from your local folk culture or from around the world (Teacher guide: 91)

After being introduced to one of the books included in the resource’s portfolio, students must complete a number of exercises meant to gauge their proficiency in a variety of areas, including

text composition. The writing-related activities are also quite varied in this area. Although the objectives are made apparent, students are not given the procedures to follow when writing their essays. They must be aware of the many tactics, including planning, drafting, and revising, as well as their efficacy.

12.4 The Use of Portfolios

A portfolio is a group of writings created during a short period to meet the requirements of a certain environment. In a portfolio writing class, according to Christopher Burnham, students turn in “final draughts” of papers they worked on during in-class workshops at specific periods during the semester. In response to these draughts, teachers offer comments on the student’s writing development in addition to revision suggestions rather than an evaluation with a grade (1986, p.126 in Reid Joy, 1993:249)

Portfolio evaluation has several advantages. It builds interactivity with the writing process and multiple drafts. It sets the course as evolving and sequential. This means that learners do not write different drafts just to be missed. Instead, they collect their assignments to review them at the end of the semester or year. Most importantly, using a portfolio creates a writing atmosphere in the classroom that underpins successful writing and encourages students to take responsibility for their own writing.

Overall, the usage of portfolios improves writing if students are motivated to compile the variety of paragraphs they generate at the conclusion of each course. Students’ awareness of the procedures and techniques to be developed may be increased through a portfolio specifically devoted to writing abilities and the many texts produced.

Conclusion

It can be said that the lack of good Writing skill is a common obstacle encountered by most EFL learners. One of the factors that can improve EFL learners writing skills by respecting the writing stages and attempt to solve the different problems that face students in their writing. In addition to that exploring the teaching writing methods and techniques that improve the students ‘writing

skill such as the use of technology, scaffolding, independent writing and cooperative technique . It has mentioned the benefits and the imitations of this strategy without forgotten the effectiveness of the textbook and the role of the teacher in the enhancement of the writing skill.

CHAPTER TWO

Research Methodology and Data Analysis

Introduction

The prior chapter covered the theoretical foundation of the research study, whereas this one concentrated on the technique framework used to conduct the current investigation. This chapter is broken down into four pieces. The structure of the research is discussed in the first section (the method, the research population, the sample, and data collection tool). The second component is all about analysing data. The results are discussed in the third section. Finally, some educational implications for both teachers and students are included and suggestions are presented.

1. Research methodology and structure

The organization and methodology of the research are covered in this section. It gives a thorough explanation of the research methodology, research environment, population, sample, and data collection tool.

1.1 Research Method

This study investigates writing instruction methods to improve third-year EFL learners' writing abilities. This study is descriptive in nature. According to Kothari, "The major aspect of this method is that the researcher has no influence over variables; he can only report what has happened or what is happening", the researcher uses this approach to explain a collection of circumstances as they are at the moment (1990, p. 3).

1.2. Research Tool

Two of the most common research approaches are used in conducting our research: quantitative and qualitative. Quantitative research involves a series of closed-ended questions ending with a problem definition (Jonker and Pennink, 2005). This simply means that researchers can use a series of closed-ended questions, giving them the option of taking statistics as a basis for validating their studies. It may include scales, multiple-choice formulas, ranking items, and even rating scales. Jonker and Pennink. (2005) point out those hypotheses can play an important role in this approach. Hypotheses thus represent theoretical expectations faced with empirical results collected as part of a research activity. In qualitative approaches, researchers are concerned with subjective assessments of attitudes, opinions, beliefs, and behaviors. Mackey and Gass (2005) define qualitative research as research based on descriptive data and without the use of statistical techniques. In other words, qualitative research often seeks to find opinions or views on the research topic in order to measure the relevance of the research.

1.3. Population and Sample

The intended group for the questionnaire was third year secondary school EFL students at at Djaber Ibn Hayan Secondary School for the academic year 20 21/20 22. The sample of this study is 70 students who have been selected randomly, and another questionnaire to teachers.

1.4. Data Gathering Tools

In our research, we have selected a research tool that is a questionnaire. Two questionnaires, one addressed to third year students and another one to English teachers.

1.4.1. The Questionnaire

Questionnaires are a popular data collection tool among educational researchers, especially when the sample is large. It has been suggested that ``a questionnaire consists of a series of questions printed or typed in a particular order on a form or series of forms'' (Kothari, 1990, p. 100). A questionnaire was chosen as the research tool in this study in order to explore the suitable strategies and successful methods and techniques that enhance the learners' writing skill.

1.4.2. Description of Students' Questionnaire

Third-year students at Djaber Ibn Hayan Secondary School were requested to complete a questionnaire used by teachers to improve students' writing skills. There are twelve questions on the questionnaire. It consists of three sections with various sets of questions. The first portion discusses learners' background information, it consists of one close-ended question and describe the participants' information, while the second which is entitled by students perceptions of teachers practices in teaching writing, it consists of four close-ended and it enquires the participants about the importance of writing skill for them and the difficulties they face when developing this skill. The third portion, which is entitled learners' attitudes to group work, It includes five close-ended questions to explore the attitude of learners toward teaching techniques as cooperative one.

2. Data Analysis and interpretation

2.1 Analysis Tools:

As previously stated, the researchers used a questionnaire to collect data. After obtaining the questionnaire responses from participants, the data must be analyzed and interpreted to produce results that help answer the study question. To summarize and analyze acquired data, the researchers employed Microsoft Excel and statistical tools (percentage and frequency).

2.2 Analysis and Interpretation of the Learners’ Questionnaires

2.2.1 Background information.

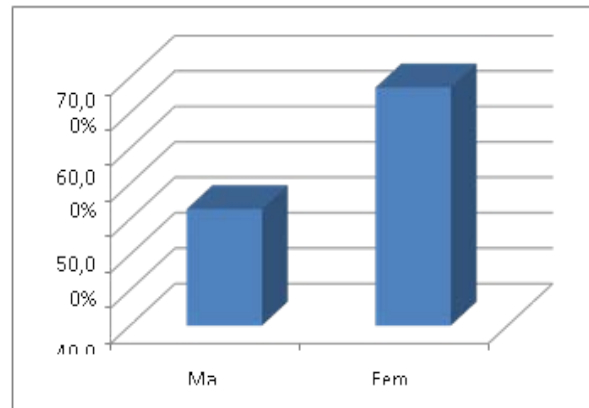
The following table and figure provide information about the participants’ gender

Item 1: Participants' Gender

Table 3: Learners’ Gender

Options	Respondent s	Percentage
Male	23	32,85%
Female	47	67,14%
Total	70	100%

Figure 4: Learners’ Gender



The table above reveals that the number of female was more than males. From the total number of sample participation, which is 70 students. 47 females responded the questionnaire (67.14%) whereas the number of males who answered the questionnaire was 23 students, (32.85%).

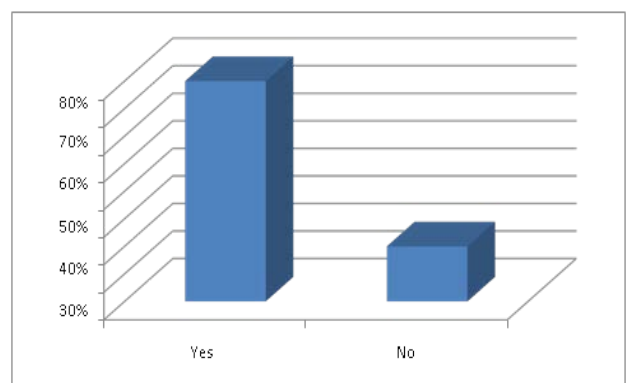
2.2.2 Pupils’ Perception of the Writing Skill

Item 2: The following table and figure provide information about learners are interested attitude in writing.

Figure 5: Learners’ interests in writing

Table 4: learners ‘interests in writing

Options	Respondent s	Percentage
Yes	56	80%
No	14	20%
Total	70	100%



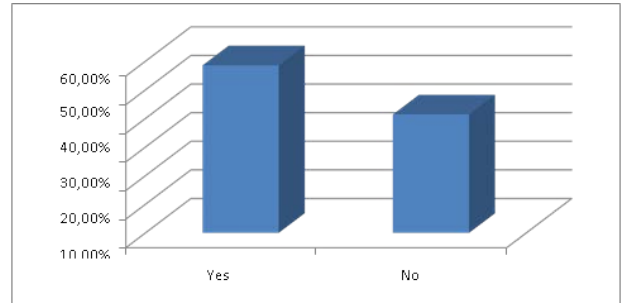
It is clear from the table above that the majority of learners declare that they are interested in writing in English 56 students, (80%). Only 14 learners (20%) of the respondents answer that they are not interested in writing in English.

Item 3:The following table and figure represents some psychological problems that make students incapable to write as feeling afraid to write.

Table 5: Rate of Learners' Fear in Writing

Figure 6: Rate of Learners' Fear in Writing

Options	Respondents	Percentage
Yes	41	58,57%
No	29	41,42%
Total	70	100%



Fear to write is considered as the first barrier that prevent students to write in English. Most learners (58.57 %) express that they feel afraid to write. This can be one of the most important problems that lead to some learners' low performance in writing assignments. While (41.42 %) of learners mention that they do not feel afraid to write.

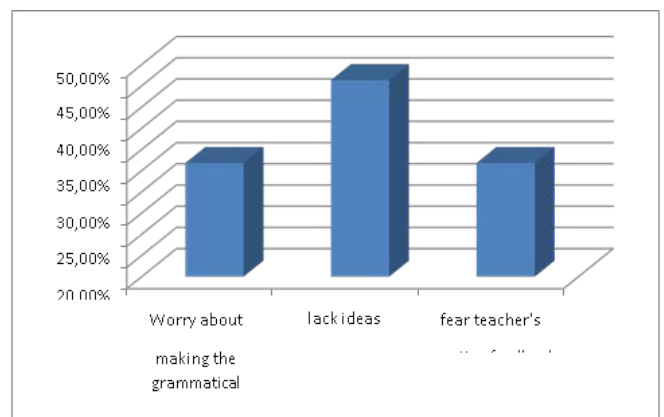
Item 4: The following question investigates the reasons behind students' fear of writing.

Why students feel afraid to write?

Table 6: Causes of Pupils' Anxiety in Writing

Figure 7: Causes of Learners' Anxiety in writing

Options	Respondents	Percentage
Worry about making the grammatical mistakes	11	26,82%
Lack of ideas	19	46,34%
Fear teacher's negative feedback	11	26,82%
Total	70	100%



The results show that 46.34% of informants declare that they feel afraid to write because they do not grasp enough vocabularies to use in their assignments. 26.82% of pupils declare they fear the teacher's negative feedback that they receive in their final products. However, other (26.82%) learners say that they worry about making grammatical mistakes. This indicates that their teachers do insist on grammar-free-error sentences or paragraphs.

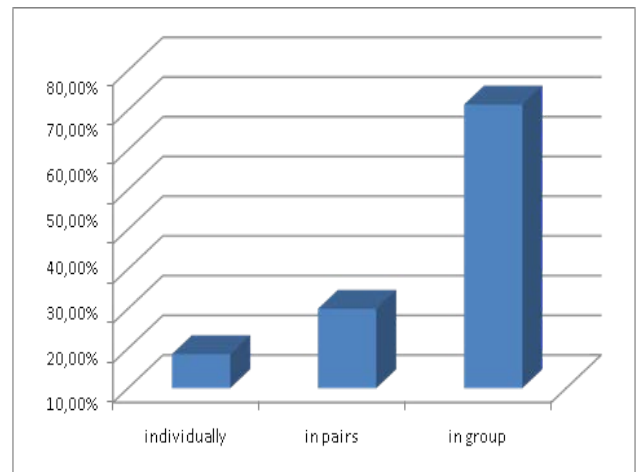
Item 5: The below table and figure display answers about which writing technique do they prefer working in?

Figure 8: Learners' Preference of Writing technique

Table 7: Pupils' Preference of Writing

Techniques

Options	Respondents	Percentage
Individually	6	8,57%
In pairs	14	20%
In-group	50	71,42%
Total	70	100%



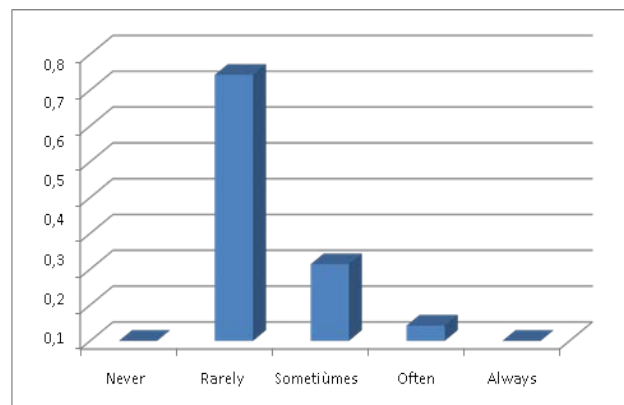
Data show that 71.42% of students prefer group projects, while only 20% prefer pair projects. Only 8.57% of people prefer to work alone. The majority of students prefer group projects since they may more easily repair errors utilizing complete feedback and complete their job correctly and flawlessly. Some informants like to work in groups since it allows them to discuss their views and learn new concepts from their contacts. Another set of learners appreciates working in groups because they can learn more and comprehend the challenging concepts in the subject they study.

Item 6: The fact that students prefer writing in groups, how often does their teacher ask them to work in groups?

Table 8: Frequency of Group Work Use

Figure 9: Frequency of Group Work Use

Options	Frequency	Percentage
Never	0	0
Rarely	52	74,28%
Sometimes	15	21,42%
Often	3	4,28%
Always	0	0
Total	70	100%



The goal of this question is to understand, from the viewpoint of the students, when teachers typically use the cooperative learning technique. According to the results, while 21.42 percent of respondents claim their teachers

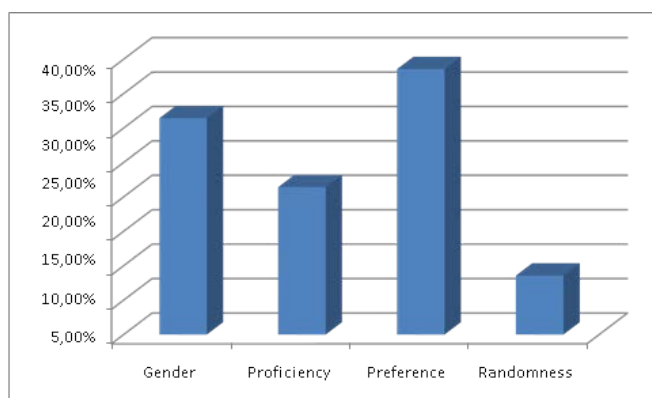
occasionally use cooperative learning techniques, 74.28% argue that this is rarely the case. However, just 4.28% of students claim that their teachers frequently use the group-working approach.

Item 7: According to you, what criteria your teacher's adoption to group setting is based on?

Table 9: Learners' preferences of the group managing

Options	Respondents	Percentage
Gender	22	31,42%
Proficiency	15	21,42%
Preference	27	38,57%
Randomness	6	8,57%
Total	70	100%

Figure 10: Learners' preferences of the group managing



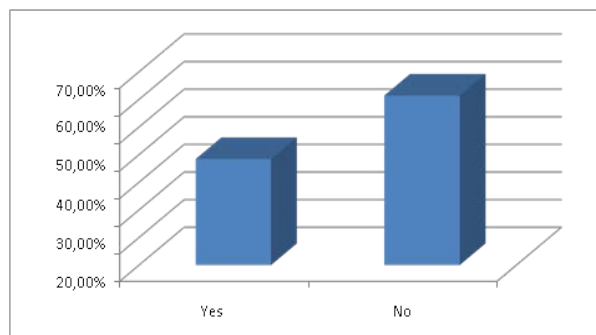
The data showed that 31.42% of learners expressed that group work should be managed by gender. i.e., girls working together and boys working together, in order to work freely and not meet obstacles as they perceive them. 21.42% of them prefer to work in organized teams that take into account skills (good learners work together while low-level learners work together). The researcher suggests that these learners prefer to work with like-minded learners, in order to avoid problems in the group work process such as disagreements or disagreements. This can be good for advanced learners. However, this division will affect weak learners. Either they will feel ashamed to have a far different level from the good people, or they will not benefit from being reunited because they are almost on the same level. 38.57% of informants consider preference as an important basis for determining team formation because they feel comfortable working with students they enjoy working with. Only 5.71% said that groups should be organized randomly.

Item 8: Do you consider writing technique suitable for you?

Table 10: Learners' difficulties while working together

Options	Respondents	Percentage
Yes	27	38,42%
No	43	61,42%
Total	70	100%

Figure 11: Learners' difficulties while working together



It is clear from the table that 38.57 % of the informants argue that they encounter problems while working together. Otherwise 61.42% state that they do not mainly face obstacles when they are working in groups. Since the majority of respondents were with no, this means most learners mainly enjoy working together and have no handicaps when they are working.

Please , explain why ?

Those who declare that they face problems with their teams while working, which type of problems do they face, Unsatisfactory writing is the result of students' disagreements over particular concepts or points of view. When students work in groups, one of the informants stated that they do not speak English. This will not help them to grasp new vocabularies. Some of the informant explain that, they hardly understand the subject in concern; moreover, the inmates neither offer them with enough me to understand, nor explain to them the subject matter. Some other respondents, especially girls, express that they feel embarrassed to ask about things that seem obvious to their mates, besides, they cannot express their thoughts or negotiate other learners' point of view because they feel shy. Most of them claim that the noise is the main problem. According to them, this will definitely hinder the learning process. While others argue that group disagreement would lead to low achievement.

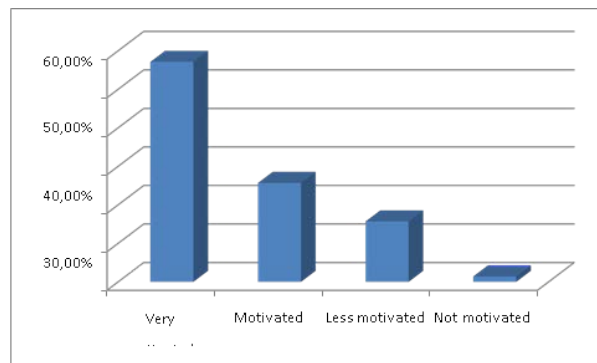
2.2.3 Learners' Attitude to Cooperative Technique

Item 9: While the majority of students prefer working cooperatively, do you find working together as a writing technique?

Table 11: Learners' reaction to group work

Options	Respondents	Percentage
Very motivated	40	57,14%
Motivated	18	25,71%
Less motivated	11	15,71%
Not motivated	1	1,42%
Total	70	100%

Figure 12: Learners' reaction to group work



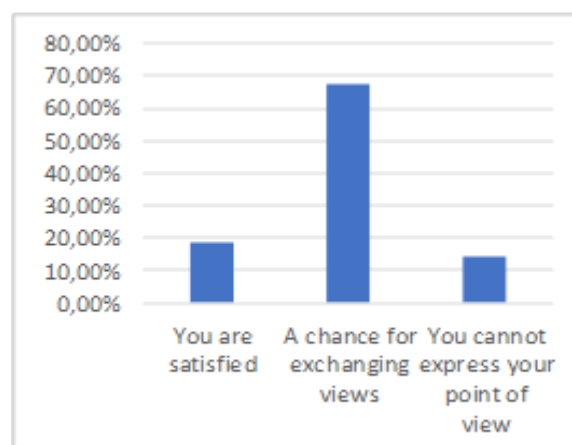
According to the data, 57.14% of the respondents claim they are highly motivated to collaborate, indicating that they value working in teams. Of these, 25.71 percent said they are driven to collaborate with others. Only 1.42 percent say they are completely unmotivated and that they necessarily enjoy working alone, compared to 15.71 percent who claim to be less driven.

Item 10: The following table and figure illustrate how do the teacher's writing techniques help the learner write better.

Table 12: Learners' feeling while working cooperatively

Options	Informants	Percentage
You are satisfied	13	18,57%
A chance for exchanging views	47	67,14%
You cannot express your point of view	10	14,28%
Total	70	100%

Figure 13: Learners' feeling while working cooperatively



According to the results, 18.57% of the respondents indicated that they were satisfied, while 67.14% thought that group work offered them the opportunity to freely express their thoughts and bargain with their teams. Just 14.28% of respondents say they are unable to openly express their

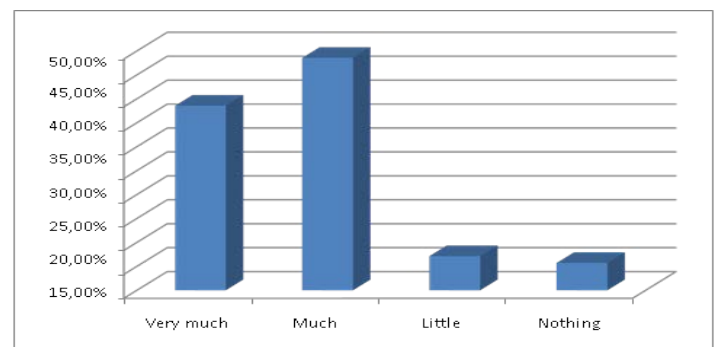
opinions. In some classes, a few prominent learners really accomplish most of the work while pushing other students to the side. Sometimes they don't even inquire about their opinions on the matter.

Item 11: The following table represents how much do you learn and appreciate your teacher's view of writing.

Table 13: Amount of learning when working in-group

Options	Respondents	Percentage
Very much	27	38,57%
Much	34	48,57%
Little	5	7,14%
Nothing	4	5,71%
Total	70	100%

Figure 14: Amount of learning when working in-group



This question was created to determine the amount of learning that occurs when working in a group. A significant percentage in this context 48.57% of respondents say they learn a lot from being together. 38.57% of them said they learn a lot from collaborative projects. This can be explained by the fact that the majority of students like working together. As a result, because most learners prefer working in groups, the instructor must employ various group work tactics and strategies in order to achieve a healthy and affective learning experience. 7.14% of students say they only learn a few things from group projects. However, 5.71% of them say they gain nothing from being grouped together.

Item 12: The following table and figure show how the students consider collaborate writing technique.

Table 14: Pupils' evaluation of group work in comparison to the individual one.

Options	Respondents	Percentage
Insufficient	8	11,42%
Poor	1	1,42%
Sufficient	15	21,42%
Good	34	48,57%
Very good	12	17,14%

Figure 15: Pupils' evaluation of group work in comparison to the individual one



Total	70	100%
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Most of learners enjoy working in-group 48.57 % of the appreciate it and consider it as good in comparison to individual one. 48.57 % of them state thatgroupworkisgoodwhereas21.42%viewgroupworkassufficientandonly 11.42 % state that it is insufficient and only 1.42% consider group work as poor in comparison to individual one. Maybe the last category appreciates workingindividuallyandtheyhaveno intention toworking-group.

2. Description of teachers’ Questionnaire

The questionnaire consists of 14 questions. The purpose of this survey is to find out what problems students face when writing and how teachers deal with them. Also, the frequency and main purpose of the feedback given to the learner and the major one is to explore the effective technique that improve the writing skill of the learners.

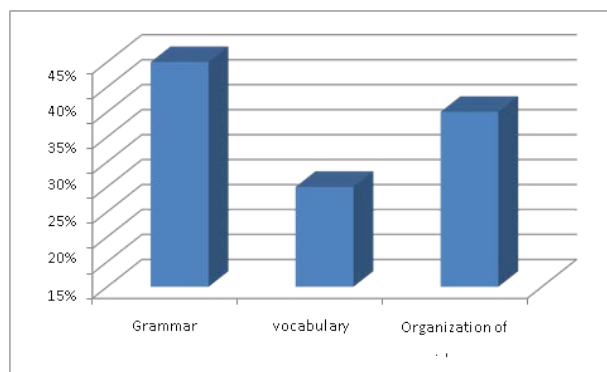
3.1 AnalysisoftheTeachers’Questionnaire

Item 1:According to your experience in teaching writing , whatareyourlearners’ maindifficulties?

Table15:*Learners’ Writing Problems*

<i>Options</i>	<i>Respondents</i>	<i>Percentage</i>
Grammar	9	45%
Vocabulary	4	20%
Organization of ideas	7	35%
Total	20	100%

Figure 16: *Learners’ Writing Problems*



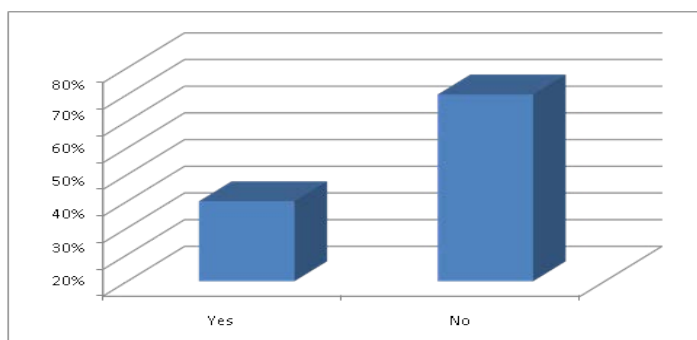
As the figure illustrates, 45% of teachers confirm that their learners have problemswith grammar rules while writing, some learners find English rules difficult to be memorized whileother learners are interested at all in memorizing them. However, 35%of them declare that their learners, difficulties are related to organization of ideas.20 %of instructors agree that their learners have difficulty with vocabulary. They seem that they have not grasped yetenoughvocabularies to use them in their assignments.

Item 2: While the written expression session, do you feel that your learners are motivated to write?

Figure 17: Learners ‘attitude toward writing

Table16: Learners ‘attitudetowardwriting.

Options	Respondents	Percentage
Yes	6	30%
No	14	70%
Total	20	100%



The majority of instructors (70 %) declare that the pupils are not motivated at all to write in English, while just 30% state that their learners are actually motivated to write-in English.

Can you justify why you students are not motivated?

The majority of teachers that answer the previous question with “no” declare that their learners are not motivated to learn English in generally and in writing precisely, they add that some learners find difficulty in memorizing English rules while others do not even bother themselves to memorize them. The teachers find difficulty to repeat the rules each time.

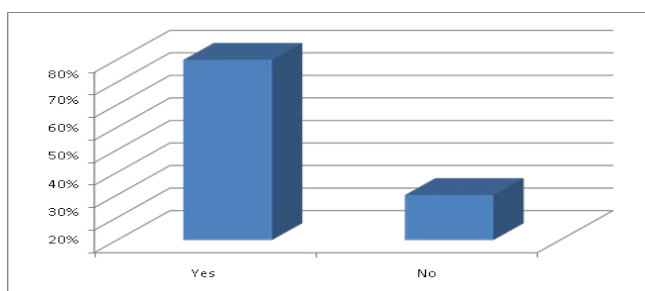
Some other teachers state that their pupils find the writing tasks that are proposed in the syllabus boring. Consequently, they are less motivated to write about them. While other instructors state that their learners have no intention to write, even when the teacher gives them topics to write about outside the classroom environment, they give them to more proficient pupils write for them.

Item 3: In your point of view; do you think that the learners feel afraid of writing?

Table 17: Teachers perception of learner’s anxiety in writing

Figure 18: Teachers’ perception of learners’ anxiety in writing

Options	Respondents	Percentages
Yes	16	80%
No	4	20%
Total	20	100%



According to the results,

80% of teachers suggest that pupils are afraid of writing whereas just 20% of them claim that their learners do not feel afraid of writing.

Item 4: If yes, do you try to lower their anxiety?

Table 18: Rate of lowering learners' anxiety in writing

Options	Respondents	Percentages
Yes	19	95%
No	1	5%
Total	20	100%

A high percentage 95% claim that teachers work hard to reduce student anxiety, while just 5% of them state that they do not try to lower the learners' anxiety.

Some teachers say they use games to motivate them to write and try to reduce learners' anxiety about writing by asking them to write simple, short sentences. Some teachers point out the importance of reading short sentences to learn new vocabulary. This is especially useful in writing sessions. Other teachers emphasize that they try to reduce learner anxiety by discussing topics to write with and writing subtitles on the blackboard that students can easily create later.

Item 5. The following table and figures show how often teachers explore group work as a writing technique.

Table 19: Teachers' utilization of group working

Options	Respondents	Percentage
Never	1	5%
Rarely	4	20%
Sometimes	8	40%
Often	6	30%
Always	1	5%
Total	20	100%

5% of teachers argue that they always use group work. 40% of them state that they sometimes adopt cooperative learning technique in the writing sessions, whereas 30% declare that they often use group work while just 20% state that they rarely use group

Figure 19: Rate of lowering learners' anxiety in writing

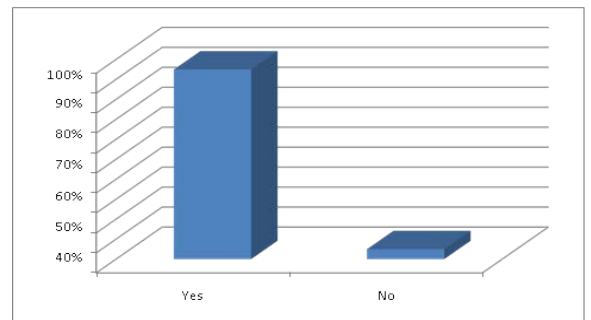
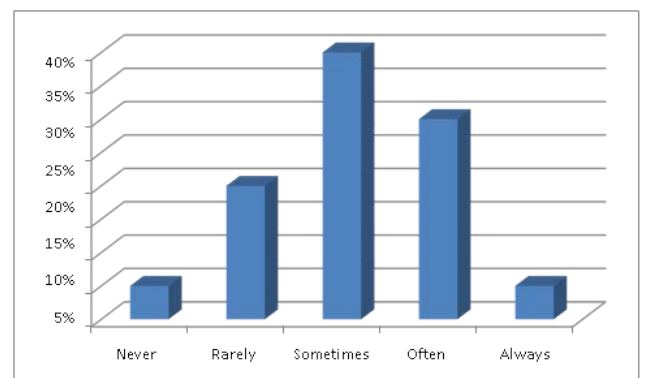


Figure 20: Teachers' utilization of group working



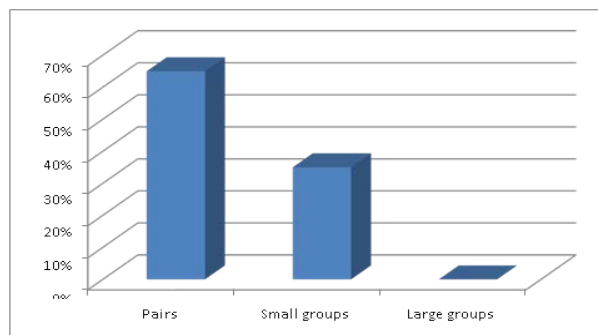
working.5 % of instructors claim that they never use group working in their writing sessions .

Item 6: According to you, is organizing pupils into groups a part of your teaching writing strategy?

Table 20: Group Size

Options	Respondents	Percentage
Pairs	13	65%
Small groups	7	35%
Large groups	0	0%
Total	20	100%

Figure 21: Group Size



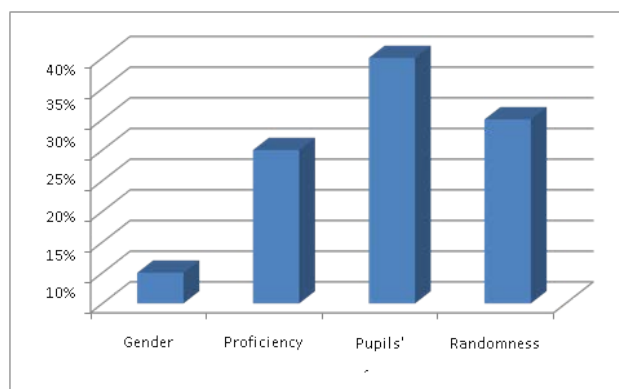
The results show that 65% of tutors prefer to organize their learners into pairs. They may see two members in each group would be enough to share ideas correct mistakes and help when necessary. While 35% of teachers inform that they prefer managing groups into small ones. What is remarkable is that no one of the teachers prefers large groups since the latter would be noisy and not well organized.

Item 7. The following table and figure indicate the criteria that teachers use when organizing group work.

Table 21: Factors of Groups Setting

Options	Respondents	Percentage
Gender	1	5%
Proficiency	5	25%
Pupils' preference	8	40%
Randomness	6	30%
Total	20	100%

Figure 22: Factors of Groups Setting



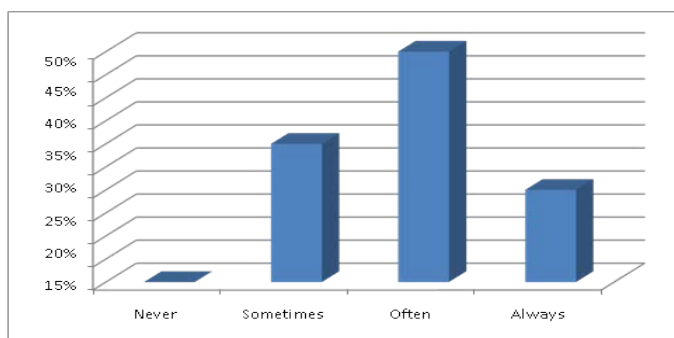
The table indicates that 40% of teachers suggest that they organize group working depending on learners' preference. The teachers give them the freedom of choosing their mates in order to make them feel at ease and get acquainted to pupils they are working with. 30% of instructors say that they set the groups randomly without considering factors. 25% of tutors consider proficiency as a group basis. Learners that are more proficient work together while less proficient learners work together. The proficient learners will necessarily benefit more from group working since they almost share the same level in one hand and it would be so easy for teachers to monitor and

explain the ambiguous tasks to less proficient learners in the other hand, while gender as basis of group organizing is chosen only by 5% of teachers

Item 8: The following table and figure display how often the teacher explore his teaching feedback.

Table 22: Frequency of Feedback giving **Figure 23:** Frequency of Feedback giving

Options	Respondents	Percentage
Never	0	0%
Sometimes	6	30%
Often	10	50%
Always	4	20%
Total	20	100%



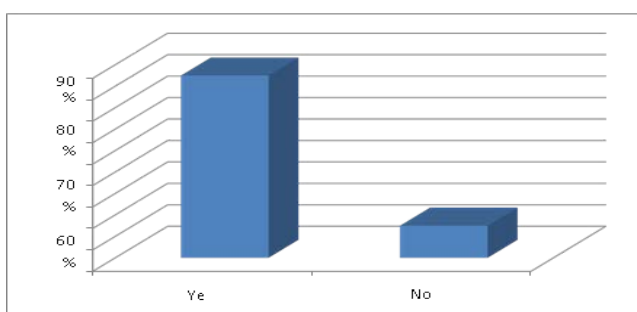
Along the analysis of the data , we have found that half of teachers 50 % often give feedback after the group working .20% of teachers always evaluate their learners after the group working .30% of them sometimes give feedback, while the last option “never” was not be chosen .

Item 9: As a teacher, do you explore learners ‘self-correction as feedback?

Table 23: Rate of encouraging learners' Self-correction

Options	Respondents	Percentages
Yes	19	95%
No	1	5%
Total	20	100%

Figure 24: Rate of encouraging learners' self-correction

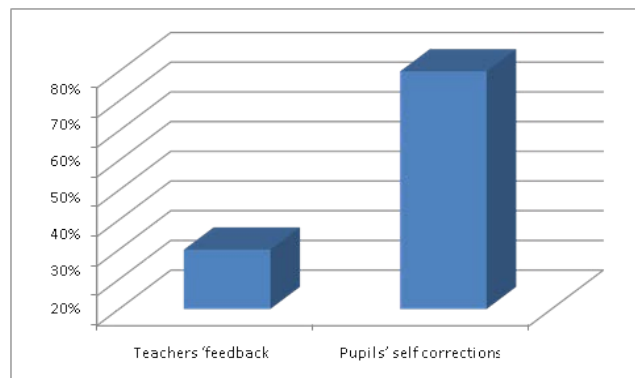


According to the results, 85% of teachers declare that they do support pupils’ self-correction while 15% of them encourage teacher ‘evaluation.

Item 10: According to you, which teaching technique helps you reinforce learners' writing performance?

Table 24: Encouraging learners' self-correction **Figure 25:** Encouraging learners' self-Correction

Options	Respondents	Percentage
Teachers feedback	4	20%
Pupils 'self-corrections	16	80%
Total	20	100%



For a variety of reasons, including those that will be discussed in the next question, 80% of teachers believe that students' self-correction is an effective method of providing feedback. Only 20% of them believe that using teacher assessment, as a method of providing feedback is useful.

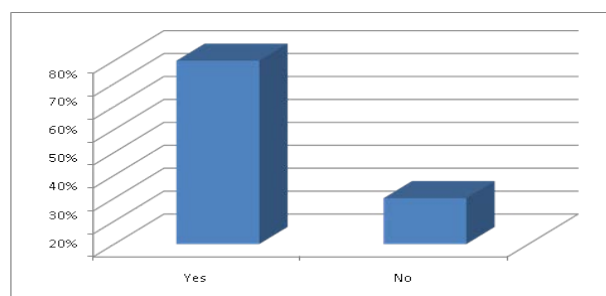
The majority of professors who encourage students to correct themselves contend that when students do so, they memorize their errors, which reduces the likelihood that they will repeat them in the future. Some instructors encourage students to correct themselves in order to better understand their mistakes during the learning process. They continue by saying that after students remedy their errors, they will recognize them and learn from them so they will not happen again. Consequently, teachers ought to promote and employ students' self-correction more.

Item 11: In written expression session, do you control your pupils while working in groups?

Table 25: Group Monitoring

Options	Respondents	Percentage
Yes	16	80%
No	4	20%
Total	20	100%

Figure 26: Group Monitoring



80% of teachers insist that, they control the groups when they are working (controlling involves observing the learners and be sure that each member of the group engaged in the topic). 20% declare that they are not interested in controlling the groups while writing.

Please explain:

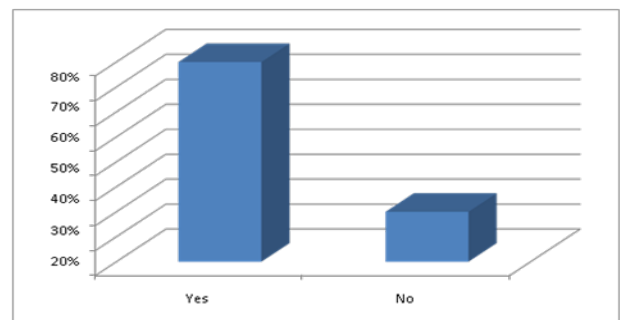
Some teachers that agree on group monitoring clarify that they always check the works in order to know the learners’ attitude toward the group working. Whether they are interested in-group working or just spend time until the lesson is over. Other highlight that learners often need controlling in order not to get lost although they sometimes find it hard to monitor the groups because the classes are overcrowded. Some teachers explain that they usually control the groups by explaining the difficult words and expressions, correcting their mistakes and asking them to write all together

Item 12: Is your adoption to writing strategy efficient?

Table 26:
Teachers’ perception of learners’ Problems in-group working

Options	Respondents	Percentage
Yes	16	80%
No	4	20%
Total	20	100%

Figure 27: Teachers’ perception of learners problems in-group working



80% say that their learners face problems while they are joined together. While 20 percentage of them declare that their learners do not face obstacles when they are working together.

If there are problems, what are they?

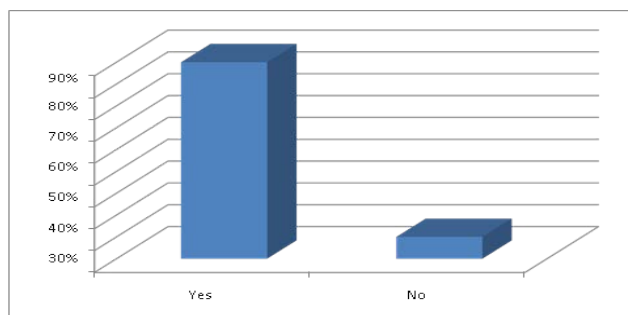
Some teachers claim that the learners’ level can be a crucial problem. As the good learners take over the majority of the work, do it themselves, and let the others apart. The majority of instructors point out that most pupils do not take the group working seriously. They add that in some classes if the tutors do not monitor the groups, most learners would enjoy talking about external subjects far from the subject in concern. Some other teachers highlight that many learners during group working do not participate and receive the same evaluation like the ones who work hard.

Item 13: During the application of writing technique, are there any problems notified?

Table 27:Rate of Solving Cooperative Learning Problems

Options	Respondents	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

Figure 28:Rate of Solving Cooperative Learning Problems



With the exception of only two teachers that do not try to solve problems that arise among learners while working together, 18 of them attempt to solve those problems.

If yes, please explain

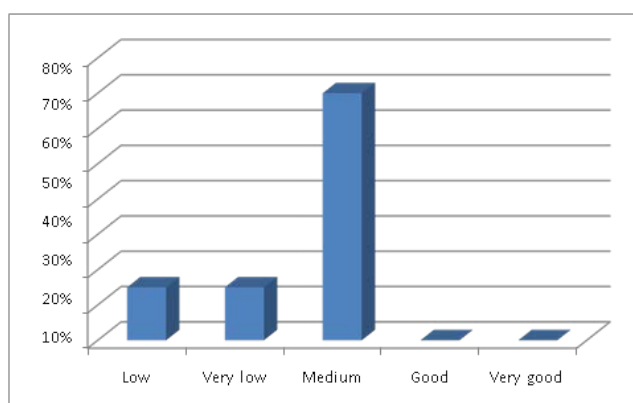
Most teachers say that they try to motivate their learners to participate, and help them to come up with one unified idea, in order to avoid disagreements. Others claim that they generally make the learners work with stable members in order to be familiar with each other and later on enjoy the group working. Some teacher clarify that each learner must take a certain task to work in, in order to be sure that the final product is the product of the whole team members.

Item 14: After the learners' group work, how do you rate their level?

Table 28: The Teachers' Evaluation of Learners' level in writing

Options	Respondents	Percentage
Low	3	15%
Very low	3	15%
Medium	14	70%
Good	0	0
Very good	0	0
Total	20	100%

Figure 29:The Teachers' Evaluation of Learners' level in Writing



This question seeks to determine the learners' level from the viewpoint of the teachers. While 15 teachers define their students as low writers and the same number rate their students' level as extremely low writers, 70 teachers contend that their students have medium writing ability. It is notable that none of the professors describes their students' writing abilities as good or very good.

For the secondary students at Djaber Ibn Hayan to improve their writing abilities, thorough and serious preparation and techniques are required.

2.3. Discussion of the findings

This section ought to discuss the results and findings that have been achieved through this study.

First, the gender statistics indicate that most students, participants, are females. The majority, 80%, of learners declare that they are interested in writing in English although they encounter some problems, such as difficulty in memorizing grammar rules. Further, 70% of teachers claim that their learners are not motivated to write in English because some of them find obstacles in memorizing grammar rules. While others do not even bother themselves to memorize them. As a result, the teachers get fed up repeat each time those rules. Most teachers argue that some learners are not interested in writing in English neither inside the class nor outside it. Even when the teacher gives them topics to write about outside the classroom, they give them to other proficient learners to write for them.

58.57% of pupils report that they feel afraid of writing because of several reasons. The most essential one is the lack of ideas. It seems that learners do not grasp enough ideas to use for generating sentences or short paragraphs. However, teachers (95%) try to lower the learners' anxiety by using different techniques and strategies, such as motivating learners to write using games, and discussing and writing some subtitles on the board as a warming up for the topic, and then ask them to write about the task.

Although 71.42% of learners enjoy working in groups, only 40% of teachers sometimes adopt it. Hence, the instructors should use this technique more. Moreover, most learners contend that group working helps them to ask and answer different questions.

Most learners (61.42%) who declare they mainly face problems while working together, refer to the noise and disagreement as the main obstacles. The teachers also state disagreement. Further, they maintain that disagreement of point of view arises mainly because of learners' levels that differ from one learner to another one.

Another 40% of instructors manage group working based on preference. Although 31.42% of learners prefer to work in groups based on gender. However just one teacher considers gender in the group managing. As a result, the teachers should give much attention to gender while organizing the group work, because some learners state that they feel shy to express their ideas. Maybe they would be more confident and share their thoughts when boys are joined together and girls are working together.

80% of teachers say they manage the class as they write even if it is difficult, especially when the room is busy (more than 40 learners in the single class). Instructors emphasise that they typically keep an eye on the group by explaining difficult vocabulary to the students, correcting their mistakes, and determining whether everyone is interested in the subject.

80% of teachers support learners' self-correction in order to include pupils in the learning process. Further, when the learners correct their own mistakes, they will identify them. Consequently, those mistakes would be reduced in the learner's next assignments.

Although no one of the teachers informs that his/ her learners have good or very good level in writing, they undoubtedly do their best to improve the writing skill since they use multiple strategies such as controlling the group while writing in order to correct mistakes, supporting pupil self-correction to include the learner in the learning process.

Third year learners of Djaber Ibn Hayan Secondary School enjoy working together although they encounter certain difficulties such as noise and disagreement. This can be explained that learners have not yet acquired some necessary skills for cooperation. Hence, the teacher should offer them with the necessary instructions for group working. The learners find working in groups as a chance for giving and receiving different point of view and they declare that it improves their writing and some social skills.

Pedagogical implication

Pedagogical implications

This study presents some pedagogical suggestions and recommendations to the teaching of the writing production in EFL classrooms with a view to improve the EFL learners' overall writing skills.

*Teachers should promote good writing in the classroom. Some professors, on the other hand, demand good outcomes yet never do anything to stimulate their students. Emphasize that good, intelligent, and clear writing will be highly appreciated.

*Teachers inform students that individuals who make greater attempts to express themselves better on paper will receive bonus points.

*Teachers should instil in their students the importance of writing in their lives outside of the classroom. Give a few examples of people who have missed tremendous life and professional chances due to inadequate writing skills. Teachers could also teach kids that writing will help them think better, link ideas more easily and ultimately make their lives easier in many ways.

*Teachers should implement a tiny alteration in their classroom routine and schedule brief writing periods every day. For example, instruct their students to write a limited quantity of words on a specific topic every day. It may be uncomfortable at first, but the more they write, the better they will become.

*Teachers ought to give guidance to students as they write. For instance, you might stress to them the value of developing precise outlines before they begin writing.

*To assist pupils become better writers, teachers should offer constructive criticism. Because it should include special pointers and modifications for each individual learner

*Teachers work hard to help their pupils comprehend the value of routine reading and the connection between reading and writing. However, providing their learner with clear instructions and reading material is a smart strategy to make it simpler for them.

*Teachers attempt to adhere to the following writing guidelines in order to assist students develop their writing skills and use writing as a tool for learning:

*Teaching pupils writing methods, including how to plan, revise, and edit their compositions

*Summarization, which entails methodically and explicitly instructing pupils on how to summarize materials.

*The teachers ought to adopt and generalize the process approach to teaching writing. In other words, educators should receive adequate training until they are proficient in all stages of the writing process.

*When dealing with the various stages of the writing process, teachers should invest enough time and effort.

*Teachers should remember that the various writing phases are recursive and dynamic rather than teaching them as a series of rigid and fixed steps. In other words, when writing, students are free to go back to any stage of the writing process multiple times.

*Students should understand the significance of using the writing phases and should be reminded frequently that the more they move through them, the better their writing will be.

*Additionally, students should be aware that certain cognitive functions are needed for each type of writing assignment.

*By designing activities that require students to employ the many stages of the writing process, teachers should urge their students to go through them. For instance, a teacher might assign journal writing to the class.

*Teachers should encourage pupils to go through the various writing stages by rewarding those who use these stages with high grades.

*Last but not least, pupils need to be given ample time to write so that they can go through the steps involved in writing.

General Conclusion

General Conclusion

Writing skill cannot be developed without enhancing the other skills as (Heffernan and Lincoln, 1990) stated that ‘‘ All good writers think about their reader, just as all good speakers think about their listeners’’.

The main objective of this study was to discover the appropriate techniques that help third year EFL learners to develop their writing skill. The secondary aim is to examine the problems that encounter EFL learners when they attempt to write in English; and in particular, to investigate the possible causes for these problems. The study was conducted at Djaber Ibn Hayan Secondary School M’sila, and students of third year classes were regarded suitable to be the targeted population. In terms of the research questions and the aim of the study, a quantitative and qualitative approach was adopted to collect data by means of a questionnaire.

According to teachers, the majority of EFL students lack motivation to write in English are afraid to write, and describe writing issues to a variety of issues. Mother tongue interference, psychological, linguistic, cognitive, and linguistic issues bring on these issues. To them, the majority of EFL students lack motivation to write in English and are afraid to write due to linguistic, psycho, cognitive factors and the mother tongue interference. They mainly try to solve these problems by applying different writing methods such as asking each person to read what they have written with the aim of improving students’ self-esteem. Real teachers use various carefully writing planned methods to improve writing, such as creating an environment conducive to EFL students, preparing students for writing by activating knowledge prior knowledge, encouraging them to read to gather vocabulary, also following the first instructions recommended by the teacher. In a process.

In addition, the use of technology, which is a way to enhance and refine learners’, writing skills, also to mention journaling and other methods. Moreover, we mention the different techniques used by teachers to improve learners’ writing skill, such as independent writing techniques in which students write topics according to knowledge and skills they have acquired in new contexts. However, the students’ interactions with each other resulted in most of them working in pairs or in groups. This interaction led to another technique that is the collaborative technique where learners gather in small groups to write about a topic directed by the teacher who directs and assigns specific roles and tasks for each student.

The results of this study demonstrated that, when techniques are used correctly and at the right times, they can positively affect the acquisition and development of the learners' writing skill and language learning as a whole. Despite obstacles such as noise and some conflicts between students, they love working together. This can be explained by the fact that students have not yet mastered some cooperative learning skills. As a result, the teacher needs to give the students the necessary guidance for group work and the students see that by working cooperatively, they can express and benefit from other student's points of view, which helps them develop their writing skill.

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Appendices

Appendix 1 Students' Questionnaire

This questionnaire is about the use of strategy and its effectiveness in enhancing the learners' writing skill: so please fill it honestly.

2.2.1*Background information

Tick the suitable answer (✓)

Male Female

2.2.2*Pupils' Perception of the Writing Skill

2) Does writing in English interest you?

Yes No

3) Do you feel afraid to write?

Yes No

4) If yes, is it because you...

- Worry about making the grammatical mistakes Lack of ideas
- Fear teachers' negative feedback

5) In the writing session, do you prefer working...

- Individually In pairs
- In group

Why? Please explain

.....
.....

6) How often does the teacher ask you to work in-group?

Never () Rarely () Sometimes () Often () Always ()

7) According to you, what criteria your teachers' adoption to group setting is based on?

Gender () Proficiency () Preference () Randomness ()

8) Do you consider teacher's writing technique suitable for you?

Yes () No ()

Why?

.....

2.2.3*Learners' Attitudes to cooperative technique

9) How do you find working together as a writing technique?

Very motivated () Motivated () Less motivated () Not motivated ()

Justify your choice

.....

.....

10) How do your teacher' writing technique help you write better?

Very much () Much () Little () Nothing ()

11)How much do you learn and appreciate your teacher's view of writing?

Insufficient () Poor () Sufficient () Good ()

12)How do you consider collaborate writing as a teaching technique?

Very low () Medium () Good () Very good ()

Appendix 2 Teacher's Questionnaire

My dissertation is about exploring the techniques and strategies to enhance EFL writing skills, would you please answer the following questions and clarify when it is necessary

1) What are your learners' main difficulties?

Grammar Vocabulary Organization of ideas

2) Do you feel that your pupils are motivated to write?

Yes No

If no, please say why

.....
.....

3) Do you think the learners feel afraid of writing?

Yes No

4) If yes, do you try to lower their anxiety?

Yes No

And how?

.....
.....

5) How often do you explore group work as a writing technique?

Never Rarely Sometimes Often Always

6) Is organizing pupils to work in-group a part of your teaching writing strategy?

Pairs Small groups Large groups

7) Which criteria do you use when organizing group work?

Gender Proficiency

Pupils' preference Randomness

8) How often do you explore your teaching feedback?

Never () Sometimes () Often () Always ()

9) **Do you explore pupils' self-corrections of as feedback?**

Yes () No ()

10) **According to you, which teaching technique helps you reinforce learners' writing performance?**

Pupils' self-corrections () Teachers' evaluation ()

11) Do you control your pupils while working in groups?

Yes No

12) Is your adoption to writing strategy efficient?

Yes No

If there are problems, what are they?

.....
.....

13) Are there any problems notified during the application of writing technique?

Yes No

If yes, please explain

.....
.....

14) How do you rate your learners' performance after the group work?

Very Low Medium Good Very good

Thank you

ملخص

لا يمكن تطوير مهارة الكتابة دون تعزيز المهارات الأخرى كما ذكر هتفرنان ولينكولن (1990) ان "جميع الكتاب الجيدين يفكرون في قارئهم تماما كما يفكر المتحدثين الجيد ينفي مستمعهم".

كان الهدف الأساسي من هذه الدراسة هو استكشاف التقنية الملائمة لتحسين وتطوير مهارة الكتابة لدى تلاميذ الثالثة ثانوي بثانوية جابر ابن حيان -المسيلة- 2022/2021

أما الهدف الثانوي، فهو فحص المشكلات التي تواجه المتعلمين الذين يحاولون الكتابة باللغة الانجليزية كلغة أجنبية. أجريت الدراسة في ثانوية جابر ابن حيان بالمسيلة واعتبر طلاب الصف الثالث مناسيين ليكونوا الفئة المستهدفة من حيث أسئلة البحث وهدف الدراسة. تم اعتماد المنهج الكمي والنوعي لجمع البيانات عن طريق الاستبيان. وفقا للمعلمين، فان أغلبية طلاب اللغة الانجليزية كلغة أجنبية يفتقرون إلى الدافع للكتابة باللغة الانجليزية ويخافون من الكتابة وذلك راجع إلى العوامل النفسية المعرفية اللغوية وتدخل اللغة الأم.

يحاول المعلمون بشكل أساسي حل المشكلات من خلال تطبيق أساليب كتابة مختلفة مثل مطالبة كل شخص بقراءة ما يكتبه بهدف تحسين احترام الطلاب لذاتهم يستخدم الأساتذة طرقا فعالة للكتابة المخطط لها بعناية لتحسين الكتابة مثل إنشاء بيئة مواتية لطلاب اللغة الانجليزية، إعداد الطلاب للكتابة عن طريق تنشيط المعرفة السابقة و تشجيعهم على القراءة لجمع المفردات و أيضا اتباع التعليمات الأولى المنصوح بها من طرف الأستاذ . إضافة إلى استخدام التكنولوجيا التي تعد طريقة لتعزيز وصل مهارة الكتابة لدى المتعلمين ناهيك عن كتابة اليوميات وأساليب أخرى.

إضافة إلى ذلك، نذكر التقنيات المختلفة المستخدمة من طرف الأساتذة لتحسين وتطوير مهارة الكتابة لدى التلاميذ مثل تقنية الكتابة المستقلة وفيها يكتب الطلاب الموضوع وفقا للمعارف والمهارات التي اكتسبها في سياقات جديدة ونظرا للتفاعل الموجود بين الطلاب نتج عن هذا الاحتكاك والتفاعل العمل في مجموعات ثنائية أو أكثر والذي أدب إلى وجود تقنية جديدة بأسلوب تعاوني يجتمع فيه الطلاب في مجموعات صغيرة للكتابة عن موضوع ما، يوجهه المعلم ويعين أدوار ومهام محددة لكل طالب. أظهرت نتائج هذه الدراسة انه عند استخدام التقنيات بشكل صحيح وفي الأوقات المناسبة يمكن أن تؤثر بشكل ايجابي على اكتساب وتطوير مهارة الكتابة وتعلم اللغة ككل.

على الرغم من العقبات مثل الضوضاء والصراع بين التلاميذ أحيانا إلا إن طلاب السنة الثالثة ثانوي بثانوية جابر ابن حيان يعشقون العمل معا والذي ظهر جليا في نتائج الاستبيان ونتيجة لتلك الصعوبات، وجب على الأستاذ إعطاء الطلاب التوجيه اللازم للعمل الجماعي التعاوني، من خلال نظرة الطلابفانه يرون ان العمل بشكل تعاوني يمكنهم من التعبير عن وجهات نظرهم والاستفادة من التلاميذ الآخرين بهدف تطوير مهارتهم في الكتابة.

الكلمات المفتاحية: تقنيات - طرق - مهارة الكتابة