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**Exploring the Effects of Strategic Competence on ESP Students'  
Academic Writing Process: Case of Third Year Students of  
Economics Department, M'sila University**

**Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for Master's Degree Linguistics**

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## Dedication

In the name of Allah, thank you Allah for everything, for accepting my prayers, for guiding me to finish this work, for providing me such beautiful people in my life who helped me in this work.

I would like to dedicate this work to the precious people in my life, who have been my source of strength and confidence all the time, who have been loving me, supporting me, and praying for me, throughout the process of this work

To my amazing **parents** ever Dif and Naima

To my sweet **sisters** Wissam, Imane, and Inas

To my loving **brothers** Abderraouf and Akram

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To all my dear **teachers** throughout the process of my study in my life

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## Abstract

In an ESP context, students struggle to write in English language, which is considered as the most important skill among the four language skills that students need in communicating through their thoughts and ideas. This study attempted to identify the challenges that face ESP third year students of Economics department of M'sila university in their writing. In addition to explore the effect of strategic competence on their academic writing process, as well as highlighting the types of strategies used by ESP students in a writing assignment; that are metacognitive, cognitive, and social affective strategies. In other words, this study aims at finding out whether the use of strategic competence helps ESP learners to improve their writing skills. To achieve this aim, the researchers used in this study the triangulation method; including students' questionnaire, teachers' interview, and classroom observation. The questionnaire was submitted to the students of Economics department in order to gather as much effective answers as possible. The second instrument used was a structured interview with five English teachers in the same department, which contains of eleven questions. The third research tool was classroom observation that was conducted in five sessions regularly. The results show that third year students of Economics at M'sila University have difficulties in the process of writing and they are not aware of using strategic competence in their writing.

**Key words:** Strategic Competence, Academic Writing Process, and Teaching English for Specific Purposes.

## List of Abbreviations

**ESP: English for Specific Purposes**

**EFL: English as a Foreign Language**

**%: Percentage**

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# General Introduction

## GENERAL INTRODUCTION

English language is an international tool of communication, as it can be used in academic and professional settings by using one of its skills. Academic writing is considered as one of the most significant skills in this language beside the other ones; reading, listening, and speaking. That is to say, this language component has much importance in the use of English for Specific Purposes (ESP) for both teachers and learners. Although the great significance of academic writing, its users do their efforts in order to produce a well written academic production. Therefore, academic writing is challenging as well as a difficult task for the majority of ESP students, since they are required to focus on specific writing tasks integrating specific terminology and concepts which are relevant to the field of their study.

Moreover, ESP students struggle to write in English language refers to the lack of awareness about strategic competence. Also, ESP learners find difficulty to engage in writing activities and tasks that may be due to the lack of instructions about the writing strategies. For this reason, strategic competence has a significant role in providing ESP learners with the strategies that help them to develop their writing skill. This concept is concerned with the use of learning strategies that are; metacognitive, cognitive, and social affective strategies, through the writing process. As mentioned above, ESP students face difficulties when they write academically in English language. Hence, they have to rely on specific strategies to help them in their writing in order to convey ideas clearly and formally concerning their domain of study. To conclude, strategic competencies recognized as means to overcome challenges in ESP students' writing. Hence, being aware of using this type of competence may enhance the ESP students' writing proficiency.

## **1. Statement of the problem**

Strategic competence is important in developing writing abilities of ESP students that they face problems when it comes to writing in English. In other words, among ESP students of Economics department, producing written forms and structures is a difficult task specially in assignments and writing activities. Moreover, they face many challenges related to grammar, punctuation, and generating specialized ideas to their field of study because of the lack of knowledge about the learning strategies. Therefore, the present study aims to investigate the use of strategic competence, as well as, the use of learning strategies: meta-cognitive, cognitive, and social affective strategies among ESP students on the development of the writing process.

## **2. Research questions**

1. Does strategic competence affect ESP students' writing process?
2. How does the strategic competence affect ESP students' writing process?

## **3. Research hypotheses**

1. The strategic competence affects ESP students' writing process.
2. The use of strategic competence facilitates the writing process in ESP context by overcoming the problems being experienced before, during, and after the writing process.

## **4. Objectives of the study**

This research study aims to:

1. Identify the problems that are faced by third-year students of Economics (i.e., ESP context) in writing academically.

2. Explore the effects of strategic competence on ESP academic writing proficiency.
3. Specify the types of Strategies that ESP Students use when writing.

## **5. Significance of the study**

The present study is vital since it provides learners with solutions that facilitate to raise their awareness about the strategic competence that is significant in the process of their attitudes in acquiring the writing skill and develop its performance and proficiency academically. This project can contribute to a better understanding and comprehension of ESP learners.

## **6. Research methodology**

To carry out this exploratory research, the researchers work on a specific research methodology which shows the participants, the tools used to collect data, and the type of the data analysis.

### **6.1. Participants**

The population that represents this study are third year Economics students at M'sila University. Particularly, the sample represent 35 students, also five teachers of English from the same department. In addition, the sample of this study was selected randomly in order to have real results to this study.

### **6.2. Research instruments**

The present study follows the mixed method approach since it combines both qualitative and quantitative method. It aims at exploring the effect of strategic competence on ESP students' writing process. In order to investigate this this research hypothesis, the researchers rely on using three research instruments: questionnaire for students, classroom observation, and interview with teachers. First, the questionnaire

was designed for third year ESP students of economics, at the university of Mohamed Boudiaf, M'sila. It was divided into three sections, in which they aim at knowing the perception of students about the writing process and the significance of strategic competence in their writing specifically in their field of study. Furthermore, the teacher's interview was with five ESP teachers of English, also the questions were multiple between the teachers' view about teaching writing and its strategies activities in the class. The third research tool is a classroom observation was also used in this study for five sessions, that is contains of fourteen statements categorized in three aspects: metacognitive, cognitive, and social affective strategies.

### **6.3. Data analysis**

After collecting the answers of the students' questionnaire, the teachers' interview, and observing the students in their classrooms, the researchers use a descriptive method to analyze the results. The data are presented in graphs and tables in order to explain to what extent does the use of strategic competence enhances the students' academic writing proficiency.

## **7. Structure of the dissertation**

This research is divided into two main chapters. The first one deals with the theoretical framework of academic writing and strategic competence, in terms of the definitions of some important concepts. In addition to explaining the important point which is the relationship between the two variables of this study, i.e., the effect of using strategic competence on the academic writing process. On the other hand, the second chapter starts with identifying the target sample of population and the research instruments used. Then, it is devoted to the data analysis of the results that gives a description of the sample population through using the research instruments

including, students' questionnaire, structured interview with the teachers, and classroom observation. Finally, it provides the discussion of the results and based on them, there will be some recommendations to teachers, students, and administration.

**Chapter One:**  
**Theoretical Framework of  
Academic Writing and Strategic  
Competence**

## **1.1. Introduction**

The first chapter provides theoretical information about the main concepts academic writing and strategic competence which is divided into two sections. The first section treats "The academic writing", that presents the theoretical framework. In other words, it deals with the literature review of this variable. It begins with the definition of academic writing, then the researcher highlights its characteristics. Second, this section deals with the stages of the writing process; pre-writing, during writing, and re-writing. Later, it demonstrates the difficulties of academic writing that ESP learners face in the process of writing. Meanwhile, the second section of the current research provides some information about the second variable which is "Strategic competence". It starts with defining strategy and skill in terms of learning context. Therefore, the research provides an overview about communicative competence, that is the broader framework that encompasses the three dimensions, including grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. Moreover, it defines the main concept "Strategic competence" as a sub-division of communicative competence. Then, the section explains the components of strategic competence which are metacognitive, cognitive, and socio affective strategies. By the end of this theoretical chapter, the researchers illustrate the relation between academic writing and strategic competence in ESP learning context, considering metacognitive, cognitive, and social affective strategies.

## **1.2. Academic Writing Process**

### **1.2.1. Definitions of academic writing**

Academic writing has been defined in multiple and different ways. It is a type of writing which is considered as the most difficult processes that university learners,

may be EFL or ESP students, mostly use in their academic studies. Stephen Bailey states that “Academic writing is designed for anybody who is studying (or planning to study) at English –medium colleges and universities and has to write essays and other assignments for exams or course book” (2003, p. VI). This statement means that academic writing is used more by university students and teachers and they have to write academically like essays for interrogations and exams, also for articles, journals, and dissertations in order to be published internationally. In other word, it cannot be used by everybody that is why it is a complex type of writing.

While not all people can use this type of writing easily, which means that it is a complex gender. Stuart and April say "academic writing is the challenging intellectual price of admission to college". (2012, p. V). This is to say that academic writing is a difficult process, which needs from learners to use their intellectual capacities effectively and appropriately. In addition, academic writing as a complicated type has its objectives to achieve. They (2012) also believe that academic writing is a process of identifying issues, enhancing sound arguments, and formulating questions. That is to say, academic writing plays a crucial role in students' lifelong learning. It provides the learners with the chance to development themselves intellectually and personally.

Schmandt-Besserat and Erard (2008:7) argue that it is a system of using graphical symbols that represent the components of a specific given language which are the basis of the users' thoughts of the language, the societal needs, and the traditions and the cognitive abilities of individuals. This insures that specific languages are represented by graphic marks which are necessary for the instructions, the traditions and the needs of these languages. In addition, this system is also defined as representing the units of a specific language by using symbols and graphic signs.

Unlike speech, which is a difficult system to be obtained, but necessitates dedicated conscious effort to be learned (Yule, 2010).

Moreover, Bazerman (2009) says that "writing is a general term for a visual system distinct from art, and a mode of language use that is distinguished from speaking, whereas writing system refers to specific type of graphic marks that represents types of linguistic units"(p. 7). This means that it is a concept includes a visual system that is separated from art as distinct as a method of language from oral communication. Accordingly, writing is the act of transferring accurate sentences through a writing system, such as scripts and orthography, and a visual medium, such as marks on paper (Bazerman, 2009).

Furthermore, As cited by Grabe Kaplin (1996: 6) that writing is a technology that highlights the fundamental difference in how individuals learn writing academically compared to speaking, with no guarantee that anyone will naturally develop reading or writing abilities without assistance and guidance. They (1996) also say that the most complex skill in academy is academic writing, that requires training, instruction, practice, experience and purpose (p. 6).

In the context of English for Specific Purposes (ESP), producing a good academic written text is important and needed in professional and academic domains. According to Rogers (2005), academic writing is one of the most important skills which through it, ESP writers can achieve a high cultural grade, it can also support them to convey and record information and knowledge in a perfect way. Additionally, this type helps learners in developing their cognitive skill and enhancing their critical thinking, for instance, it engages students with difficult concepts and analyzing

information. This idea is discussed in Byrne (1988) in his book as he states that "writing requires some conscious mental effort" (p. 1).

Moreover, even though the complexity of this academic skill, it reflects its significance in ESP fields. Writing involves a highly complicated cognitive process, so the writer is required to have high cognitive abilities and to obtain a set of rules in order to communicate effectively. This what Nunan (1989: 36) claims in his book that writing is as a crucial skill as a complicated cognitive task where the learner has to demonstrate his information clearly and visibly.

### **1.2.2. The main characteristics of academic writing**

Academic writing is a formal style of writing that is used by ESP learners and researchers in scholarly communication and educational settings in order to write effectively and formally by using organization, coherence, and clarity (Starkey, 2004); these specific elements distinguish it from other forms of writing. These are some of the important characteristics of academic writing that ESP writers should follow:

#### **1.2.2.1. Formality**

Formality is one of the most significant elements of academic writing. Writing academically maintains a formal tone and focuses on the content rather than the personal opinions or emotions of the author. Taylor states, "academic language need not be stuffy. Even so, the colloquialisms of conversation and the informalities of advertising copy and of certain newspapers and magazines are best avoided" (2009: 232). This is to say that academic language doesn't have to be overly formal, it is against the use of colloquial or casual conversations, because these informalities are mostly used in advertisements, magazines, and newspapers.

### **1.2.2.2. Organization**

Well-organized paragraphs that involve unity, and cohesion, topic and supported sentences; Eggenschwiler and Dotson Biggs highlight that "a paragraph should be well organized" (2001: 163). In addition, Galko (2002) affirms that a range of techniques may make the written piece well organized and more valuable. This means that the pre-writing technique is crucial step when writing, which is the second after gathering the data that contains two main steps brainstorming and free writing, this leads to an effective organized written production. He (2002: 10) also states "brainstorming is to let your ideas flow without judging them". This is to say that brainstorming is needed to develop any written piece in a well-structured manner. Moreover, Davis (2005, p.26) highlights that organization and development are two concepts related to each other. Hence, if there is a second idea in the text is ambiguous, it will not be understood until developing the first one.

### **1.2.2.3. Clarity and simplicity**

The proficient writer is characterized by writing his ideas clearly, coherently and his writing is direct and simple. He should write to express his ideas and thoughts, not to impress (Kane, 2008). This idea means that ESP writers must be simple and clear, because achieving simplicity and clarity in academic writing is significant for enhancing the reader's patience, time, comprehension, and engagement. In addition, writers have to avoid wordiness or repetition and get to the point directly; if not, the writing will be complicated and ambiguous as Starkey (2004: 15) claims that wordiness takes much time and space from the student when writing as it is boring, unlike using the active voice and eliminating needless words and phrases which make it simple.

The writer has to arrange the words and the sentences he uses, in order to enhance both the effectiveness and the comprehension of his ideas; as Osmond (2016) states "they should be put together in a way that makes your point effective and easy to understand" (p. 28). Carroll (1990: 4) states that the main reason behind the lack of clarity in the written passage may be due to ambiguity, obscurity, or vagueness. This means that writers should not use ambiguous expressions in order to convey their thoughts clearly and simply. Therefore, ESP students, in their writing, have to simplify complicated concepts, use the exact words, and minimize the number of sentences (Tredinnick, 2006). That is to say, they should express the individual items of the paragraph explicitly and directly as they should be formal and appropriate.

#### **1.2.2.4. Relevance**

Relevance in academic writing is an important feature for effectively communicating information and arguments. Davis mentions that it is crucial for the writer to select the relevant resources that are directly relate to a particular topic and ignore the irrelevant. That is to say, before the writing process, selecting relevant sources is essential for students who write academically, while the inappropriate ones they should neglect them. Additionally, Barrass (2005, p.22) also states that writers have to provide a relevant necessary information that are needed by the reader. In this regard, students should supply only the information required by the readers and the main discussed question.

#### **1.2.3. Stages of the writing process**

Writing is a difficult thinking activity and the thoughts of the brain can be put into a piece of paper. This process is complex for everybody even for gifted writers, for this it takes long time to be done. It includes a set of stages, which are prewriting,

writing, and rewriting. Accordingly, McCuen-Metherell & Wrinkler declared that "Writing is typically a hard work - even for gifted writers... writing process generally occurs in three stages: prewriting, writing, and rewriting" (2009, pp.3-5). Writing is a process where the writer starts from a zero point in a paper until he finishes his work, regarding to the time he assumes and the ways he moves into. This what Eggenschwiler and Dotson Biggs argue about, "The most realistic way to view writing is not as a straight line but as a back- and forward movement" (2001, p. 135).

Furthermore, since writing is referred to as a linear sequence, each stage should follow the next one and the success of each stage is related to the success of the other. This means that it is a carefully process. Williams (2003) claimed that "these stages are hypothesized as universals which means that, at least to some degree, all writers are to engage assuming language these stage" (p. 101); even though the different terminologies of the stages that the researchers name, they are still underlie the same cognitive and metacognitive process. In general, the process of writing is a cognitive one (Flower & Hayes, 1982) that affects the learners' mental operations.

#### **1.2.3.1. The pre-writing stage**

Prewriting means "before writing" which is the first step of writing that should be written (planned) carefully in order to improve a good writing quality. According to McCuent-Mtherell and Winker (2009: 76), prewriting is related to all the preliminary steps that the writer should prepare himself to start writing. It contains unorganized thoughts about the topic, collecting information systematically about it, and outlining a potential structure for the essay. Additionally, Lipson stated that "good thesis writing begins with good planning" (2005, p. 14); this stage is fundamental in the writing process because a well-structured beginning leads to a successful final product. Furthermore, Brown (1989: 7) asserted that in this step, writers are not obliged to

write perfectly and correctly, they just express their ideas generally and put them on papers.

### **1.2.3.2. The writing stage**

It is the second stage of the writing process, which is also called "drafting", the writer based on the outline and the prewriting work with focusing on the main topic; as Harris (1993, p.55; cited in Tribble, 1996, p.112) explained that the learner begins to "translate plans and ideas into provisional text". Hence the student here is asked to be realized about the way how he makes the reader attracted and how he leads him to a clear conclusion through a well-organized and comprehensive written text. In this respect, Katz (2006, p. 52) stated that the plans and the records that the writer prepared before, he has to translate them into words and sentences, this will make his way of writing clear. From that, the main aim of this stage is to know how to organize thoughts in a written form for the readers.

### **1.2.3.3. The re-writing stage**

Re-writing is the last step of the writing stages, it is also named by others "post-writing", "revising and editing stage", or "publishing stage". Oshima and Hogue stated that "no piece of writing is ever perfect the first time" (1990, p. 10); the writer should not change his ideas after he wrote them in a draft, because the primary thoughts generally are perfect, but it may be wrong or out of the topic so he will make quick changes. In this last process, the writing has to be revised and reviewed well by making some changes, including adding, correcting, or omitting; Brown (1989: 20) claimed that drafts need changing words by others better, removing items or sentences that are repeated or not important. Additionally, the writer has to correct not only his thoughts and organization, but also formality, punctuation, capitalization, spelling mistakes, and grammar.

#### **1.2.4. Difficulties of academic writing in ESP**

Academic writing is considered as one of the most difficult activities that performed by ESP writers as Jozsef (2001:5) states that writing belongs to the most complex tasks that faces the learner. Even though the difficulty of the writing process, they have to develop their abilities of this skill academically. Downing (2011: 235) says that what makes the students' grade high is their proficiency in writing. This means it is important for the learner has to overcome these writing problems to produce a well-structured form of writing.

Moreover, Hamzaoui (2006, p.12) states that writing has been defined as the process of transforming ideas and thoughts into words, as it demands form the writer efforts, mentally and physically. This what makes this process a difficult task to be accomplish. Additionally, Bacha (2008) made a research about ESP students' writing proficiency in their classes, where teachers found the level of their students is very weak. Most of teachers declare about ESP learners that are not aware enough about the importance of academic writing in their field of study and this what leads to the weakness of their level in performing this skill.

Therefore, the writer must be conscious of the appearance of the words he uses, their spelling and arrangement on paper, as he should control his writing in English for a mastering piece of writing. In addition, Brooks and Penn (1970) declare that "for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to another, what individual words mean the rules of grammar and punctuation" (p. 20). This is to say that any piece of writing is like the other skills that requires the understanding of its mechanical components even though its difficulty; as grammatical rules, punctuation, capitalization, spelling,

handwriting and structure which are very important in putting together a good passage of writing.

#### **1.2.4.1. Grammar**

Grammar has a crucial role in academic writing as it ensures clarity, precision. Close (1982: p.13) has defined English grammar as "a system of syntax that decides the order and patterns in which words are arranged in sentences". Moreover, it is considered as one of problems that many ESP students face difficulties in their writing task, that is why the writer has to use specific parts of grammar rules appropriately, correctly and academically, Field (2009) explains that there are some grammatical problems may affect ESP students' writing; for example, identifying nouns, conjunctions, knowing the article, utilizing adjectives, and prepositions. According to Starkey (2004):

- Pronouns: are words that replace nouns to avoid repetition (p. 40).
- Adjectives: they modify nouns or pronouns; these are the most words that make the writing unique (p. 41).
- Adverbs: which describe a verb, adjective, or another adverb.
- Prepositions: they are words that connect items as nouns or pronouns with others in a sentence. They indicate location, direction, or time; Such as above, after, around, or at. (p. 41).

#### **1.2.4.2. Punctuation and capitalization**

Punctuation marks and capitalization are very significant and both are commonly shared writing difficulties among ESP students, that is why learners should use them correctly and be aware of making such mistakes. Punctuation is the use of these marks correctly; commas, dashes, colons, and semicolons... in order to receive an effective

and an understood meaning to the reader, as Murray and Hughes (2008) state about these marks that are significant and their functions is to make pauses and boundaries to sentences and clauses, and to eliminate ambiguity of the meaning. They help in indicating when the sentence ends, expressing emphasis, clarifying the meaning clearly and the structure of the piece of written language. Moreover, Carroll and Wilson (1993) declare that there are three problems related to punctuation. Firstly, the rules of punctuation are not totally exact, punctuation is complex, this means that everyone has a style to determine the meaning. If a writer punctuates a written text may change the meaning completely, because each mark of them has a particular way of explaining an idea. For that reason, writers should be aware of punctuating their writing, which is mostly an issue for them.

Furthermore, capitalization refers to the use of capital letters in writing specifically in the initials of sentences, the beginning of important words, in topics, headings, etc (Kroll, 1990). This task which is difficult for ESP writers as they do not pay much attention to it, Gowere et al (1995) states that capitalization rules are not universal, and students find difficulties is common nouns while other nouns are proper. Moreover, many authors declare that capitalization is less used by ESP writers which makes their writing not well structured, for instance, Starkey (2004: 52) states that the use of capitalization is a problem for ESP learners, as it is necessary in the beginning of sentences, paragraphs, quotes, and in some specific words. In this regard, as a writer, applying these rules is crucial for maintaining a professional and formal tone in academic writing. The last one demands starting paragraphs, sentences, words or titles with capital letter, specially the well usage of punctuation marks.

### **1.2.4.3. Organization**

Students of specific purposes have problems in providing a well-organized written production. Writing any piece of academic assignment requires from the writer to start it with an organized manner, this will guide his thoughts and ideas throughout the writing process. In this context, Anderson and Poole (2009) defines organization as an understood introduction, body and conclusion which are developed by good points of view, clear examples and arguments. Additionally, organizing ideas and structure them in a good paragraph, has a crucial role, because it may raise the reader's intention and make him believe the writer's thoughts and what he wants to cover.

### **1.2.4.4. Generating ideas**

This element, generating and achieving well organized ideas, is considered as one of the main challenges that ESP writers may face in academic writing because of the lack of proficiency in this language which makes it one of the primary difficulties of writing, Ghabool, Edwina, & Kashef (2012, p. 132). this is to say, the activity of generating ideas is recognized as an essential obstacle that ESP writers might experience in academic writing due to their limited proficiency in the language. Additionally, concerning ESP students, when they make errors or use wrong words in academic writing may affect negatively on the academic success of the learner, which generally leads to a misunderstanding of the written speech, Leech (1994). In this regard, he means that despite of the difficulty of word choice and generating the right ideas that are related to the writing subject, the have to use their words and thoughts carefully for a successful academic future.

## **1.3. Strategic Competence and Academic Writing Process**

### **1.3.1. The terms "Strategy" and "Skill"**

The terms "strategy" and "skill" were defined by different researchers in relation to language learning and acquisition and each definition contributes to specific context of study. Initially, the term "skill" refers to the abilities and capabilities of language learner to use language and communicate ideas in different context and for various purposes. Brown (2001, p.232) indicates that there are four language skills which are: listening, speaking, reading, and writing. Basically, these four skills enable learners to engage and use language in different context and situation. Meanwhile, Purpura (1999:23) state that Chamot refers to strategy as "Techniques, approaches, or deliberate actions that learners invoke to facilitate learning and recall (cited in Ellis, 1994, p.531). In other words, the strategies are the techniques and plans that the language learner use to facilitate learning and achieve a learning task. Furthermore, O'Malley and Chamot (1990) describe the relation between strategy and skill in which language learner applies strategies such as; metacognitive, cognitive, social affective strategies to facilitate the learning and the acquisition of language skills such as: listening, speaking, reading, and writing. So, the strategy is a method or technique employed by a learner to develop a language skill along with practice.

### **1.3.2. Communicative competence (Overview)**

#### **1.3.2.1. Definition of competence**

Competence is one of the most significant terms in the field of general and applied linguistics that was implemented by major language theories of the twentieth century. The term "competence" or "linguistic competence" initially presented by Chomsky (1965). Whereby, he indicates the difference between "the actual use of

language” and “the speaker-hearer’s knowledge of his language” Chomsky (1965, p.4). In other words, Chomsky (1965) explains the independent relation between language knowledge and performance. On the other hand, Hymes (1972) defines the term as "competence is dependent upon both (tacit) knowledge and (ability for) use" (p. 282).

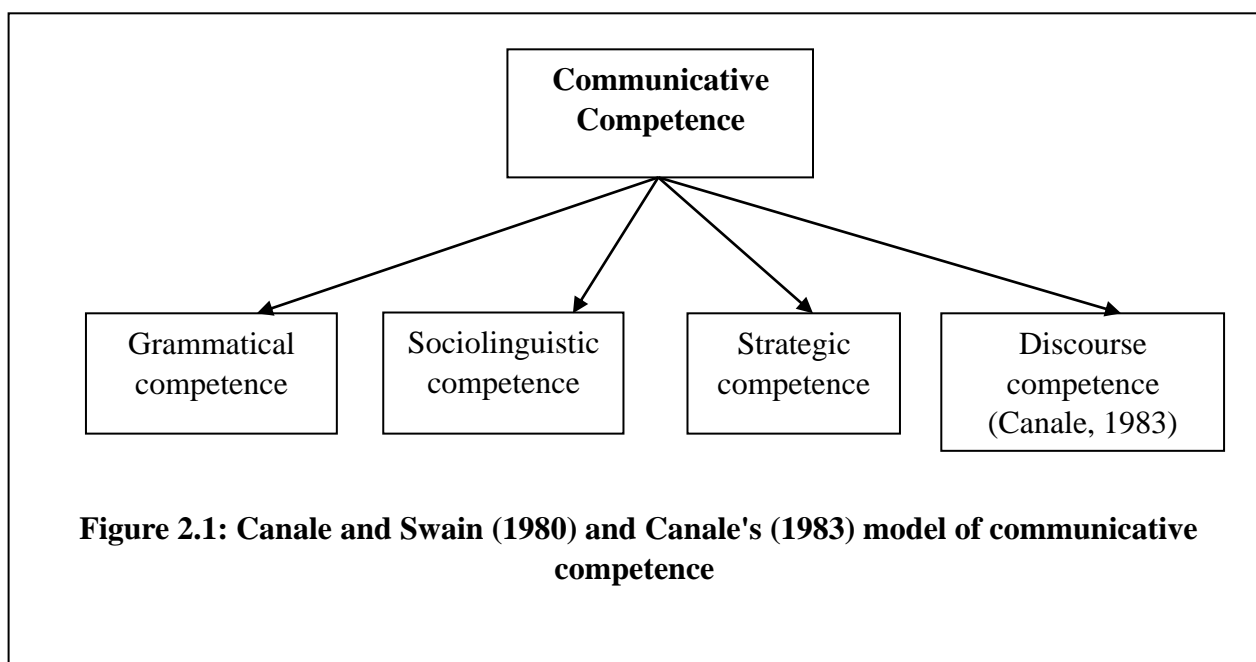
### **1.3.2.2. The concept of communicative competence**

The concept communicative competence was first introduced in 1960's by the sociolinguist Dell Hymes. the concept has come as a reaction toward Chomsky's theory of linguistic competence in which he argues that the person's ability for an effective communication depends on his linguistic knowledge. According to Hymes (1972) the term communicative competence indicates that linguistic competence is not the only primary element which could indicate that a person is communicatively competent. In this regard, Paulston (1992:98) mention that communicative competence according to Hymes view focuses not only on the linguistic features of language but also on the uses of these structures appropriately, considering the social norms. in the field of applied linguistics, the concept communicative competence has a significant role in second language acquisition. Safont (2005: 51) mention that "the construct of communicative competence has been particularly influential in the field of second language acquisition". Hence, theoretical studies in the field of second language acquisition provide different models in which they present the major components of communicative competence, such as Canale and Swain's model (1980), Canale (1983), Bachman model (1990), and Bachman and Palmer model (1996).

### **1.3.2.3. The components of communicative competence**

The present study based on Canale and Swain (1980) and Canale (1983) model of communicative competence. Safont (2005:51) mention that Canale and Swain's model

(1980) considers as the most significant frameworks that have emerged within the field of second language acquisition. According to Canale and Swain's model (1980), communicative competence consists of three major components which are grammatical competence, sociolinguistic competence, discourse competence added by Canale (1983), and strategic competence which is the principal concept of this study. See "figure 3.1" of Canale and Swain (1980) and Canale's (1983) model of communicative competence in Safont and Jorda (2005, p.52).



The framework of Canale and Swain (1980) and Canale (1983) outlines four major components of communicative competence: Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. First, grammatical competence, the term was re-classified as "linguistic competence". It is used to describe knowledge of system, lexicon, and grammar (Safont and Jorda, 2008:42). Canale and Swain (1980:30) emphasize that grammatical competence has a significant role in any communicative approach that enables the learner to use knowledge to express the literal meaning of utterances. In other words, it recognizes

the learner to use grammar as a significant tool to identify the appropriate structures and to determine the correct and incorrect grammatical form of a sentence in order to produce an accurate language.

In addition to grammar competence, the model of communicative competence recognizes other competencies such as sociolinguistic competence, discourse, and strategic competence. Sociolinguistic competence refers to the use of language within particular social context, Safont (2005:52) state that sociolinguistic competence focusses on the speaker's ability to understand and interpret the meaning of utterances according to social context. In other words, based on Canale and Swain (1980:30), sociolinguistic competence includes knowledge of sociocultural rules of use and rules of discourse, which are important for language user to produce, understand, and interpret utterances appropriately in different sociocultural context. Discourse competence, this component added by Canale (1983). In Safont (2005) and according to Canale and Swain (1980), discourse competence concerns the ability to combine grammatical structures and meaning to produce a spoken or written units with respect to cohesion and coherence. Finally, strategic competence is one the components of communicative competence and the main concept of this study. According to Canale and Swain (1980, p.30,31), this type of competence defined as a set of strategies that is called into action to compensate for a communication breakdown which are due to insufficient linguistic competence of the foreign language learner or to performance variables.

### **1.3.3. Definitions of strategic competence**

In this theoretical section, the researcher provides some definitions about the main concept "strategic competence" related to major scholars and linguists in the

field of applied linguistics. And specifically in second language learning and acquisition.

Strategic competence is one of the three fundamental components of communicative competence. Canale and Swain (1980) defined strategic competence as “verbal and non-verbal communication strategies that maybe called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (p.30). Regarding the later definition, strategic competence is crucial since it helps the learner to effectively communicate and handle difficult situations. In addition, strategic competence compensates the learner’s limited linguistic knowledge in specific communication contexts. Especially, in the language learning environment.

This type of strategies related to two major types: “grammatical competence” and “sociolinguistic competence”, Canale and Swain (1980, p.30-31). For instance, the later refers to the use of role-playing strategies. Meanwhile, grammatical competence focuses on how to paraphrase as a strategy used by a language learner that has not mastered the language or cannot recall instantly. Thus, strategic competence describes a set of strategies that the learner undertakes in order to learn or to accomplish a provided learning task. In general, this type of competence combines a set of verbal strategies that is applicable either in writing or reading and non-verbal strategies used when listening and speaking.

According to Bachman (1990, qtd in Purpura, 1999,20), the notion strategic competence presents in all communicative language use aspects not just to compensate difficult situations in oral production. In this respect, strategic competence may occur in other aspects of language use such as writing production.

Moreover, he recognized strategic competence as general ability to accomplish a particular task effectively and not just a linguistic proficiency. Later Bachman and Palmer (1960:70) define strategic competence as metacognitive strategies; goal setting, assessment and planning. That is, strategic competence in this model is viewed as a set of metacognitive elements that language users engage in goal setting, evaluating, communication sources, and planning. Goal setting includes identifying a range of possible tasks, choosing one or more among them as an attempt to decide either to try to carry out. Assessment is a technique in which the use of language context to further aspects of communicative language competence such as topical knowledge and effective schemata. Furthermore, planning entails determining whether to use language knowledge and other components to the language use, in order to carry out the task effectively.

Based on Alcon's (2000, qtd in Safont and Jorda, 2005:56) framework on communicative competence model, strategic competence comprises both communication strategies and learning strategies. In other words, Alcon's model (2000) provides another definition of strategic competence, in which includes the learning strategies that the learner could use for language learning objectives. In this regard, O'malley and Chamot (1990:43) argued that the emphasis on the aspects of learning strategies was mainly in second language acquisition process. Yet, the studies on communication strategies were primarily related to language use rather than language learning. Hence, the concept strategic competence comprises the learning strategies cognitive, metacognitive, and social affective. That are intended to enhance the learning process of language skills which are writing, reading, listening and speaking.

### **1.3.4. Classifications of learning strategies**

Learning strategies have a significant importance in student learning process. According to O'Malley and Chamot (1990: 52) learning strategies are the complicated strategies that learners utilize to accomplish the recommended tasks. Therefore, they may be considered as a procedural skill which may be attained through cognitive, associative, self-directed learning. the learner may develop a conscious strategy in the learning process which may be performed unconsciously in later learning stages.

In light of Chamot and O'Malley (1990: 52) definition; the learning strategy facilitate the learning during the learning assignment. Furthermore, students often develop the learning strategies through a series of processes; in which he applies these strategies before, during and after a learning task. O'Malley and Chamot (1990) categorize three main types of learning strategies: metacognitive, cognitive, and social affective strategies.

#### **1.3.4.1. Metacognitive strategies**

Metacognition represents the ability of the learner to use a prior knowledge to plan a strategy for approaching a learning task, solving a problem, evaluate results or even modify if needed. The term "metacognition" was coined by Flavell (1979: 906) as "knowledge and cognition about cognitive phenomena", and "the monitoring of their own memory, comprehension and other cognitive enterprises". In addition, Flavell (1979: 906) argues that metacognition reflects learners' knowledge of the cognitive process, for instance "knowledge and cognition about cognitive phenomena" cited in (Woytak, 2011, p. 2).

In the field of applied linguistics and second language acquisition, the concept metacognition and metacognition strategies have a great interest among scholars.

Basically, in foreign language learning. Planning, evaluating, and monitoring a particular task, which represent the metacognitive strategies categorized by O'Malley and Chamot (1990: 99). According to this definition, the learner can control and regulate his own cognition. In addition, these strategies represent the learning task stages from planning until the achievement.

According to O'Malley and Chamot (1990: 44) describe the metacognitive strategies into four subdivisions for receptive or productive language tasks

1. Selective attention for special aspects of learning task, as in planning to listen for key words or phrases;
2. Planning the organization of either written or spoken discourse;
3. Monitoring or reviewing attention to a task, monitoring comprehension for information that should be remembered, or monitoring production while it is occurring;
4. Evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

Accordingly, O'Malley and Chamot (1990: 44) classification of metacognitive strategies, we can consider this type of strategies requires the learner's control along the learning process. Moreover, it rises the learners' awareness about the selective plan and the strategies can be applied; before, during, and after the learning task. To sum up, 'Metacognitive strategies' are those strategies which learners consciously use in order to manage their language learning process. these strategies allow learners to control their cognition by planning what they will do, checking throughout the ongoing task, and then evaluating.

#### 1.3.4.2. Cognitive strategies

The second type of strategies is cognitive strategies. Cognitive strategies are sets of mental processes that are consciously and directly implemented in a given learning assignment. O'Malley and Chamot (1990: 44) mentioned that "cognitive strategies operate directly on incoming information, manipulating it in a way that enhance learning". In other words, this type of strategies requires the learner to directly engage with a particular learning assignment. Moreover, by cognitive strategies, learner can manipulate all types of materials. O'Malley and Chamot (1990: 45) describe different cognitive strategies for listening and reading comprehension.

1. Rehearsal, or repeating the names of items or objects that have been heard;
2. Organization, or grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes;
3. Inferencing, or using information in oral text to guess meanings of new linguistic items, predict outcomes, or complete missing parts;
4. Summarizing, or intermittently synthesizing what one has heard to ensure the information has been retained;
5. Deduction, or applying rules to understand language;
6. Imagery, or using visual images (either generated or actual) to understand and remember new verbal information;
7. Transfer, or using known linguistic information to facilitate a new learning task; and
8. Elaboration - linking ideas contained in new information or integrating new ideas with known information (elaboration may be a general category for other strategies, such as imagery, summarization, transfer, and deduction).

Regarding what is mentioned above, Through the implementation of these strategies, learners can actively engage with the language system, and enhancing their ability to acquire and apply linguistic knowledge effectively. Particularly, learners use of cognitive strategies helps them to process information and facilitate the manipulation of a given particular assignment. Basically, metacognitive strategies are used to control the effectiveness of these cognitive strategies during the learning activity.

#### **1.3.4.3. Social affective strategies**

The third classification represents the socio affective strategies. They focus on social and emotional aspects of language learning, and based on interaction and controlling emotions and attitudes in order to enhance language learning process. O'Malley and Chamot (1990: 45) argue that “socio affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks”. It means that these strategies are applicable for a different learning task. O'Malley and Chamot describe three useful strategies that can be appropriate for different tasks. These examples include

1. Cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;
2. Questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and
3. Self-talk, or using mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

In this respect, affective strategies serve to regulate emotions, motivation and attitudes, for instance, strategies for reduction of anxiety and for self-encouragement, that enable the language learner to effectively accomplish the learning task. Meanwhile, social strategies; such as cooperation, based on the interaction of learner with others in order to complete a learning assignment. Furthermore, these strategies are related to reinforcement, motivation, positive feelings, and self-confidence.

### **1.3.5. Writing and strategic competence in ESP context**

As it is mentioned above in this section, the concept of strategic competence is one of the essential components of communicative competence. According to O'Malley and Chamot (1990) definition, strategic competence is correlated with the significance of language learning strategies: metacognitive, cognitive, and social affective strategies. In the context of ESP learning and program, ESP teachers provide their learners with writing tasks in which they apply the learning strategies to accomplish a writing assignment.

#### **1.3.5.1. Metacognitive strategies used in ESP writing**

Metacognitive strategies have a crucial role in facilitating writing to ESP learners. Since writing is considered as a difficult skill in language learning. It involves using particular strategies in order to enhance the writing process. Hyland (2009: 176) state that “writing is not simply series of actions but series of decisions which involves setting goals and selecting strategies to achieve them”. In this regard, the metacognitive strategies are vital; they enable the learner to plan, monitor, and evaluate his writing before, during, and after the writing process. First, planning in ESP writing is an important strategy that helps student in the prewriting stage. Angordans and Viera (1997) discussed that it enables the student to gather and obtain

information from resources by brainstorming and grouping ideas (p.124). In other words, this strategy helps the learner to design his writing in which he establishes a clear outline for the writing task. Therefore, planning for writing raises the learner's awareness towards the writing goals for an effective writing output.

In addition, monitoring is another significant metacognitive strategy used by ESP students along the writing task. It requires the learner to control and revise the spelling mistakes, tense usage, and checking the appropriateness of the written production. To conclude, by the end of the writing stages, the learner evaluates and assesses the learning activity by checking outcomes and verifying accurate incorporation of key terminology. According to Dudley Evans and St John (1998), state that evaluation in ESP contexts means to produce and effective writing by achieving the objectives of the subject. In other words, both evaluation and assessment provide information about the learners' achievement for an effective ESP writing quality.

#### **1.3.5.2. Cognitive strategies used in ESP writing**

In learning and teaching English for specific purposes, writing is considered as a crucial skill that ESP students need to master for their academic writing objectives. In the writing process, the learner needs to use cognitive strategies in order to accomplish a learning task. Accordingly, Hyland (2003) argues that cognition is a significant element that is used in the writing process (p.13). In this regard, ESP learner uses cognitive strategies to effectively communicating ideas, focusing on the use of specific vocabulary choice, and precise terminology.

Moreover, Riding and Rayner (1998) state that cognitive strategies mean that the writer uses these steps; asking questions, checking, revising, and self- testing. In other

words, ESP students use strategies as self-questioning, checking, for instance, checking spelling, formality of the language, tense usage, and punctuation. In addition to consulting dictionaries and checking the relevance and terminology. Moreover, the learner focusses on paraphrasing as an important cognitive strategy in which the learner restates ideas from sources such as academic journal, articles, and books..., in order to avoid the direct quoting and show the students' writing style. Finally, cognitive strategies help ESP learners to produce a well written structures focusing on specific terminology according to the discipline.

#### **1.3.5.2. Social affective strategies used in ESP writing**

In ESP writing, this type of strategies which is social-affective strategies, is used to overcome ESP writing problems. Also, it plays a significant role in promoting an effective communication within specific field and contexts. As it is mentioned in Oxford (1990, p. 8-9) that those strategies enhance writers' self-confidence and make them involved in learning language skills especially academic writing. Therefore, the use of social-affective strategies may help ESP learners in creating a suitable environment for exchanging information effectively and producing an emotional connection with their readers with high self-confident, lastly increasing an effective writing communication.

Additionally, Cohen (1998) states that effective strategies are used for controlling the writers' motivation, emotions, and perspectives (p. 8). In this regard, these strategies are important to reduce ESP writing problems from both sides; the first is self-guidance which uses music, laughter these are to low the anxiety of the writer and increase his self-confidence, also using encourage statements and checklists to keep himself moving successful in his writing, these strategies lead the writer to enhance his writing and make it more academic and professional. The second is the effect of

the environment and the society like asking classmates or teachers questions for correction or clarification, collaborating with peers or colleagues to be a proficient writer, and developing the cultural communication skill with others to get new different thoughts and ideas. Finally, the learner should be aware of the use of these strategies because of their crucial role in producing a well-organized written form.

### **1.3.6. Conclusion**

To conclude, this chapter is a brief review of the main studies and perspectives on academic writing and strategic competence in ESP context. Academic writing is one of the productive skills, that is regarded as an important process in learning English for Specific Purposes. Since it is a tool of communication that helps learners to express their ideas, thoughts, or convey messages in a written form. It also has specific techniques and style that ESP learner should produce an effective academic writing output. To conclude, writing is a complex and difficult skill for ESP students, because they face many challenges in the process of performing it due to many reasons. This research study aims to make ESP writers use the writing strategies that they make their written production appropriate academically.

The second section of this chapter concludes that the term strategic competence derives from the main concept "communicative competence". This main variable is defined according to different perspectives. According to O'Malley and Chamot (1990), strategic competence is correlated with the use of learning strategies to accomplish a learning task, in which they are categorized as metacognitive, cognitive, and social affective strategies. In other words, ESP students' linguistic knowledge is not enough to deal with a learning assignment but they need to be aware of the use of learning strategies which describe their strategic competence. All in all, this

chapter provides theoretical bases for exploring the significant relationship between strategic competence and the development of effective academic writing skills within ESP learning environments. As a result, ESP learners should be more aware of the use of strategic competence, in other words, the use of metacognitive, cognitive, and social affective strategies in their learning. Particularly, in the writing task, in order to ensure the effectiveness of the academic production according to their field of study.

## **Chapter Two:**

# **The Research Methodology, Data Analysis and Results**

## **2.1. Introduction**

After having the literature review in the first chapter which tackles previous studies about academic writing process and strategic competence. Then, in this chapter, there will be the analyses of the data collected from this research study. At the beginning, it explains the research methodology, research instruments, how analyzing the collected data, and the objectives of each instrument research. Moreover, the last section discusses the data analysis of the results of the three research instruments which are students' questionnaire, teachers' interview, and classroom observation. The aim of this section is to show the effect of the two variables on each other, this means the effect of strategic competence used by ESP students on an academic writing production.

## **2.2. Research methodology and design**

The nature of this research is descriptive by adapting this type of research which is mixed method in order to explore the effect of strategic competence on the academic writing process that is produced by ESP learners at the level of 3<sup>rd</sup> year of the department of Economics at M'sila University. Therefore, in this research there is a reason behind using this type of method which is descriptive, because it may help the researchers in providing them with clear results about how the academic writing of ESP writers can be affected by the use of strategic competence in terms of meta-cognitive, cognitive, and social-affective strategies.

### **2.2.1. The sample population**

The participants that the researchers choose for this research study are 35 students that study 3<sup>rd</sup> year at the department of Economics and 5 English teachers from the same department at M'sila University, in the academic year 2023/2024. The

collection of students and teachers as samples are selected randomly in order to achieve real result to this research.

Choosing this sample population specifically because 3<sup>rd</sup> year students of Economics used to have their lectures using English Language, so they are expected to be aware of the learning strategies that are used in the writing tasks as normally they should have studied them in their 1<sup>st</sup> and 2<sup>nd</sup> year, while they are about to graduate and they will need them in further studies (writing dissertations, articles, and thesis...).

### **2.2.2. Research instruments**

In collecting this data, the researchers used triangulation method, which is a research method where the researchers involve using different methods -in this case three instruments- or data resources to study the research questions in order to overwhelm the reliability and the validity of the findings. In this respect, Cohen and Manion (2007) declare that when collecting data, the researchers have to use more than one single research instrument and avoid using only one. That is to say, using multiple research tools (a triangulation method) may help researchers in collecting, analyzing, and interpreting data and see the results from different angles which provide them with the truth.

The researchers used students' questionnaire as the first tool in Economics department, in order to gather information from them about the use of learning strategies in an assignment of writing beside the problems they face in this process. On other hand, English teachers of this department were chosen randomly to answer some questions in face-to-face interview to get more information about their students' skills in writing. Also in this tool, teachers provide the researchers their points of view

about the level of Economic students and their use of strategic competence in writing in English. Furthermore, the third tool that is used is classroom observation, where the researchers observed ESP students with their teachers in five sessions, in order to check the awareness of utilizing strategic competence and the learning strategies in writing.

### **2.3. Data analysis**

After collecting the data of all the research instruments used in this research study that are addressed to 3<sup>rd</sup> year ESP students. The students' questionnaire will be analyzed quantitatively by using a descriptive analysis. Its results represented in bars, pies charts, and tables. This in order to know how strategic competence affects ESP writing academically like essays, articles and dissertations. While the teachers' interview and the classroom observation will be analyzed qualitatively by using also a descriptive analysis following some questions for ESP teachers and a checklist structured by the researchers.

#### **2.3.1. Description and procedure of the research instruments**

This research study uses instruments and each one has its objectives elements, and procedures. The current research contains three research instruments and their description, which are students' questionnaire, teachers' interview, and classroom observation.

##### **2.3.1.1. Students' questionnaire**

Questionnaire is a rapid and effective method of collecting significant quantities of data from group of people that could be students or teachers. In this respect, Brown (2001) defines questionnaires as written tools prepared by researchers for a certain research object that contains of a set of open-ended and close-ended questions

answered by students or teachers either by choosing answers from it or writing out from their knowledge. The data collected from the students' questionnaire helps the researchers to gather an obvious idea about their lacks, needs, and wants to learn how to use strategic competence in writing in English. The questionnaire was submitted to thirty-five (35) students.

#### **2.3.1.1.1. Description and objectives of the students' questionnaire**

This questionnaire is prepared for ESP students in order to know the effect of using strategic competence in their academic writing. Also, it wants to understand the relationship between the two variables and the effect of the strategies on developing the students' writing. This tool contains of 24 questions divided into three sections.

The first section contains the students' profile. There are three main questions which are about the gender, the age, and their emotions about writing in English as ESP students. These questions are important for the researchers to know the level of the students' interest in writing in English and some basics information.

The second section is titled by "academic writing" and included six main questions, that aim at checking to what extent writing in English is important for these students in their field of study, recognizing which characteristics of academic writing are significant for ESP students, and exploring the difficulties they face in the process of writing.

The third section involves 15 questions. These questions related to the effect of using strategic competence on the academic writing proficiency in ESP contexts. The answers of these questions aim to know if ESP writers use strategies and in which stages they use them, explore the benefits of using these strategies and where they help students.

### 2.3.1.3.2. Analysis of the students' questionnaire

This stage deals with the analysis of the students' questionnaire findings.

#### **Section one: Student's profile**

The first section provides some information about the students who are answering this questionnaire. According to the results, it is found that there are 13 students (37%) are male and 22 students (63%) are female. The majority of students (86%) are between the age of 18 and 23, while the rest (14%) are more than 23.

#### **Section two: Academic writing**

##### **Q1. Do you like writing in English?**

The question asked closely if students like or dislike writing in English.

<b>Options</b>	<b>Respondents</b>	<b>Percentage</b>
Yes	4 students	11%
No	31 students	89%

**Table 3.1: Students' Feelings about writing in English Language**

The students who answer "yes" represented (11%), whereas, the other who say "no" were (89%). Thus, only four students answered yes, and they did not like writing in English for the reason that; writing in English is a very difficult task.

##### **Q2. Do you consider writing in English is important in your field of study?**

<b>Options</b>	<b>Respondents</b>	<b>Percentage</b>
Very important	28 students	80%
Less important	5 students	14%
Not important	2 students	6%

**Table 3.2: The importance of writing in English for ESP students**

It appears that for most of the students (80%) are considering writing in English language is very important, (14%) of them regarded this task as less important, while (6%) of them think that it not important at all.

**Q3. Do you think that two hours a week are enough for understanding and receiving more practice about the academic writing process?**

Options	Respondents	Percentage
Yes	5 students	14%
No	30 students	86%

**Table 3.3: Students' opinion about time needed to understanding and receiving the academic writing process**

The answers represented (86%) of students who think that two hours a week are not enough for understanding and receiving more practice about the academic writing, while the rest of the participants (14%) view that two hours a week are not enough for understanding and practicing about the academic writing. From these results, teachers have to provide their students enough time to practice in their comfort time and to practicing under pressure in order to develop their writing skills.

**Q4. Does the act of writing involve ongoing practices both in and outside the classroom?**

Options	Respondents	Percentage
Yes	35 students	100%
No	00	00%

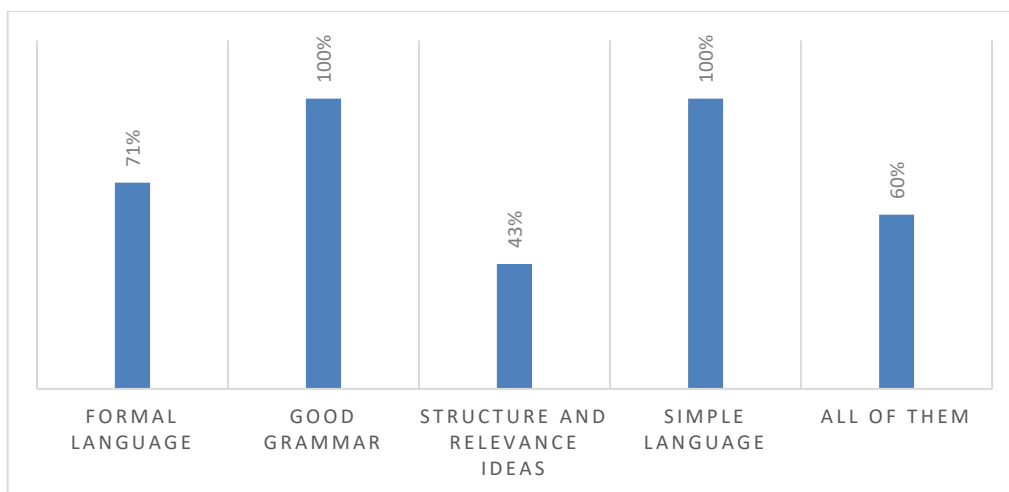
**Table 3.4: Writing involves ongoing practices both inside and outside the class.**

As it is noticed in the table, all the respondents (100%) agree on that academic writing demands much practice continuously both inside and outside the classroom, this is normal because time is not enough to practice only inside the class. Thus, learners are required to have much time for practice more than two hours a week even outside, in order to be proficient in the academic writing process.

- If “No”, please, explain why

(All the answers of students were "yes").

**Q5. According to you, what is/ are the most important feature(s) in academic writing in ESP context?**



**Bar chart 3.1: The important features in academic writing according to ESP students**

The data gathered from this question shows all the students (100%) that consider "good grammar" and "simple language" are the most important features in academic writing. While according to (71%) from students said that "formal language" is less important, and others (43%) voted for structure and relevance ideas. However, (60%) from all the sample said that all the mentioned features are important. Hence, the

answers show that the importance of the academic writing characteristics differ from one student to another, so ESP teachers have to demonstrate a balance of the features in order to attract the attention of the significance of academic writing to all the students.

**Q6. Where do you find much problems in the writing process?**

<b>Options</b>	<b>Respondents</b>	<b>Percentage</b>
Pre-writing	21 students	60%
During writing	11 students	31%
Re-writing	3 students	9%

**Table3.5: Students’ opinion about the most difficult stage of writing**

As the table represents, more than half of the sample (60%) declare that they face difficulties in the first stage of writing "pre-writing", then (31%) of them mention that they have problems during writing, while only (9%) said that post or re-writing seems to be difficult.

This question is asking students to explain their answers. These are their justifications:

- Students who chose "pre-writing" due to:
  - The lack of background knowledge about the topic.
  - The lack of reading which makes the writer unable to generate ideas about the topic of the task.
  - Understanding the specific requirements of the writing task.
- Students who chose "during writing" due to:
  - Difficulty in writing in English concepts.
  - Writing takes much time (time management).
  - Coherence and cohesion specially in linking ideas logically.

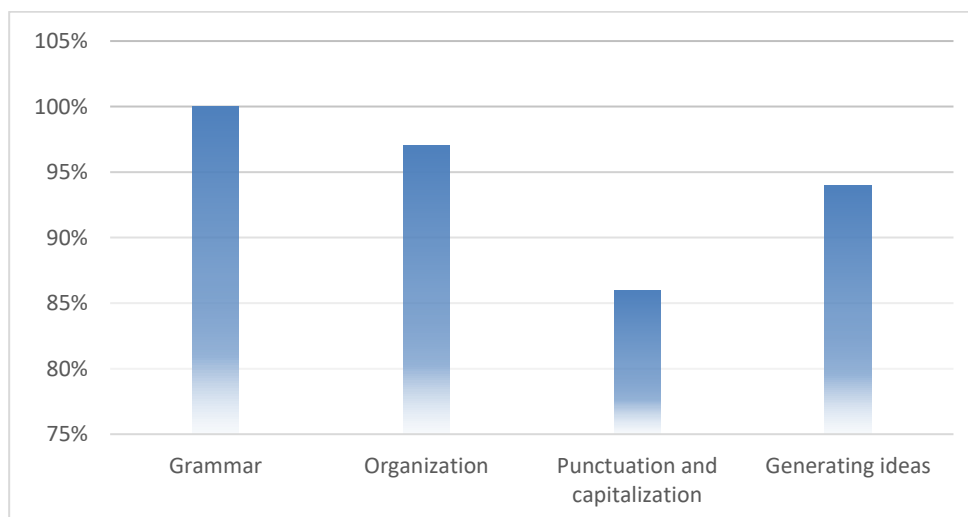
- Students who chose "re-writing" due to:
  - No justification.

**Q7. Do you face obstacles while writing in English?**

Options	Respondents	Percentage
Yes	34 students	97%
No	1 student	3%

**Table 3.6: Students' difficulties in the writing process**

**- If yes, what type of difficulties do you face?**



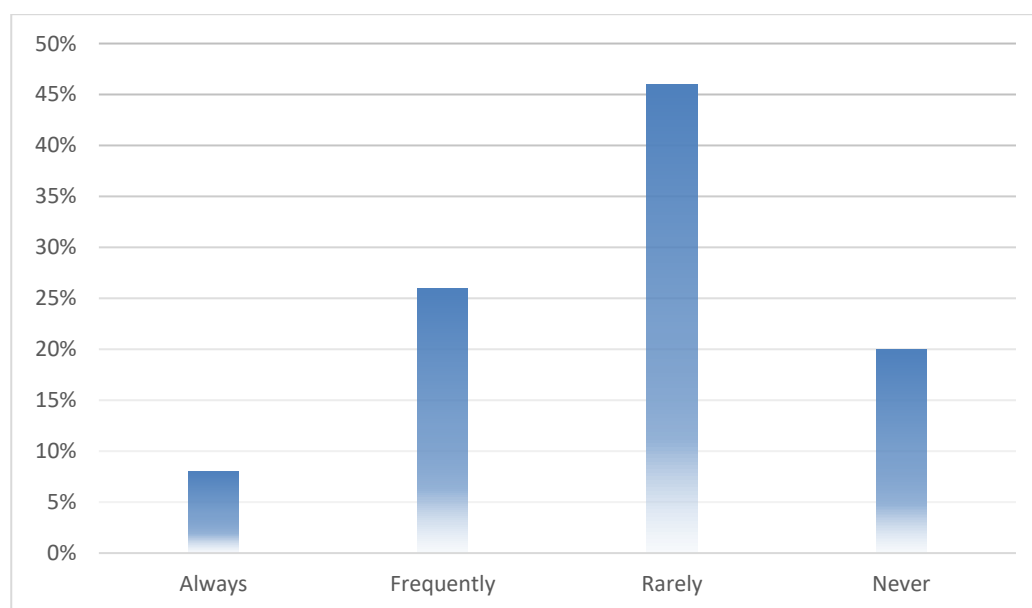
**Bar chart3.2: Student's difficulty in writing**

As it is represented in this chart, all of ESP students (100%) declared that "Grammar" is the most difficult element in the writing process. Beside to this, "Organization" (97%) and "Generating ideas" (94%) are less difficult, and finally "Punctuation and capitalization" considered as a difficulty with (86%).

**Section three: The effect of strategic competence on Academic writing proficiency**

## A. Strategic competence

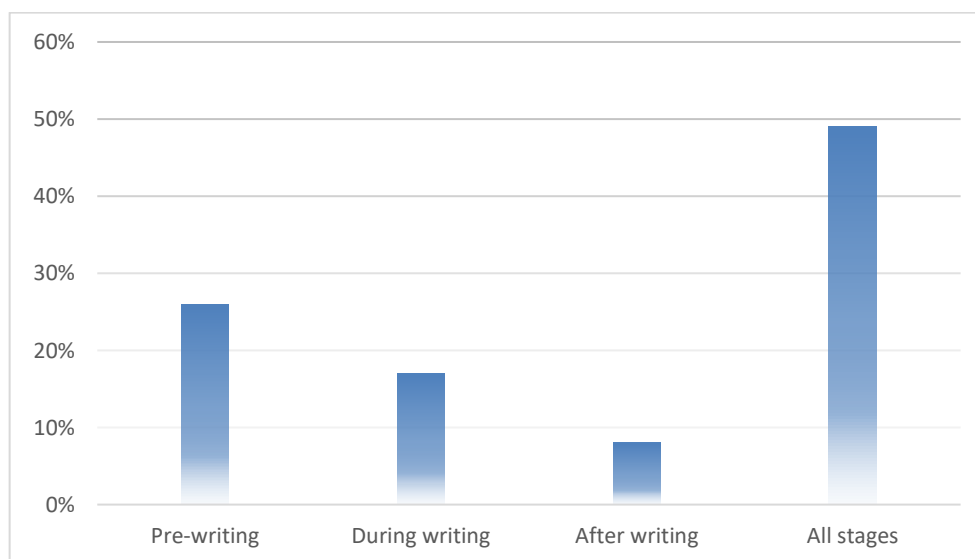
### Q8: Do you use strategies when writing in ESP context?



**Bar chart 3.3: The use of strategies in ESP writing context**

It appears that for most of the students (46%) rarely use strategies in the writing process. While (26%) of students frequently use these strategies, and for those who never use strategies are about (20%). Ultimately, only three students (8%) answered that they always use writing strategies.

### - If yes: when do you mostly use strategies?



### Bar chart 3.4: The stages where students use strategies

As it is noticed in the chart, most of the respondents (49%) said that they use writing strategies in all stages, while the rest use them in only one specific stage. Whereas (26%) said that they use strategies only in pre-writing, while this percentage of students (17%) use these strategies in the during writing stage, and the rest (8%) illustrate them after writing.

#### B. Strategic competence and academic writing

<b>Meta cognitive Strategies</b>	<b>Yes</b>	<b>(%)</b>
9. Students' use of planning strategy.	7	20%
10. Students' use of monitoring strategy.	15	42%
11. Students' use of evaluating relevance strategy.	12	34%
<b>Cognitive Strategies</b>		
12. Students' use of self-questioning strategy.	14	40%
13. Students' use of evaluating spelling mistakes strategy.	9	26%
14 Students' use of formal words strategy.	7	20%
15. Students' use of evaluating punctuation strategy.	8	23%
16. Students' use of evaluating tenses strategy.	13	37%
17. Students' use of paraphrasing strategy.	19	54%
18. Students' use of dictionaries strategy.	25	71%
19. Students' use of different sources strategy.	16	46%
<b>Social Affective Strategies:</b>		
20. Student's use of cooperation strategy.	28	80%
21. Students' use of managing anxiety strategy.	20	57%

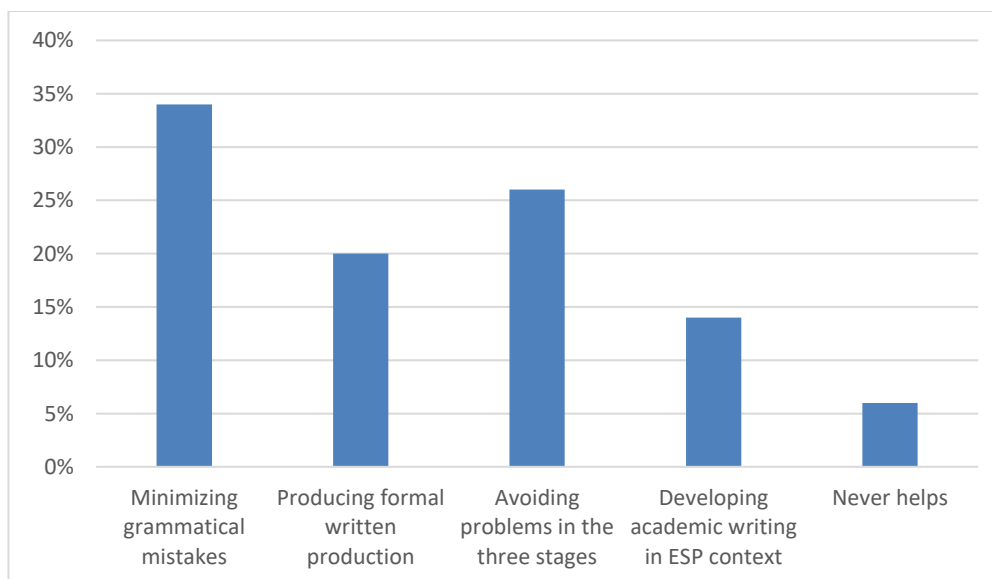
**Table 3.7: Students' use of strategies during the writing process**

These above-mentioned data is related to the students' use of learning strategies including meta-cognitive, cognitive, and social-affective strategies during the writing process. For the meta-cognitive strategies, (20%) of students who said that they make a plan in their writing process, for instant, highlighting keywords, outlining, and making brainstorm. While the percentage of (42%) declare that during the drafting stage, they can monitor and control their writing by changing such words, deleting or replacing ideas. Others check their writing's relevance according to keywords and objectives that are about (34%) students.

Concerning the cognitive strategies, only some students ask themselves questions when writing (40%). However, the majority of students (74%) do not evaluate the spelling mistakes in their writing. In other words, the majority of them (80%) do not use formal words. In addition, few students state that they use strategies like evaluating punctuation (23%) and evaluating tenses (37%). While most of students use these strategies like paraphrasing quotes or speeches (54%), using dictionaries to check the meaning of some technical words (71%), and using different sources to gather information about the subject (46%).

According to social affective strategies, the data collected shows that most of students (80%) use the strategy of cooperating with their classmates and exchanging ideas during the writing process. In addition, the majority of students (57%) do not manage their anxiety when they face difficulties in the writing process as they do not encourage themselves by talking positively.

**Q22: The use of strategies in the writing process helps in what?**



**Bar chart 3.5. Students' opinions about the benefits of using strategies**

As it appears in this bar chart that the majority of students (34%) admitted that the use of the writing strategies helps them in minimizing the grammatical mistakes. Also, others (26%) said that they help in avoiding problems in the three stages of writing. In addition, this percentage of students (20%) stated that they make them able to produce a formal tone in their written passage. Others (14%) responded that the writing strategies develop their writing academically. While the rest of the respondents that are few (6%) claimed that these strategies never help them in their writing.

### **2.3.1.2. Teachers' interview**

The interview is considered as the best tool of gathering different informative data, and every question is involved into the interview has an aim and it will give an information that can helps the researchers in their study. Accordingly, Richard (2001: 61) states that the interview helps the researchers more than the questionnaire in exploring more about the problems and the issues of their research study.

#### **2.3.1.2.1. Description and objectives of the teachers' interview**

A structured interview has been used as a data collection instrument. It means that it contains options to guide the teachers to answer, without forgetting any point. The researchers prepare some questions classified according to the direction of the interview. The teachers' interview aims to confirm the data gathered from the students' questionnaire in terms of the difficulties they face in the process of writing and the effects of strategic competence on ESP students' writing process.

This type of tools contains 11 main questions that are directed to the teachers. The first three questions aim to know the gender of the teachers, their degree of study, and their experience of teaching as ESP teachers. Second, the other questions differ from one to another that aim to know whether the writing tasks are included in ESP sessions and its strategies. Meanwhile, the teachers' answers will demonstrate the characteristics that students use, the problems of writing that face, and the reasons behind them.

#### **2.3.1.2.2. Analysis of the teachers' interview**

This research concerns some questions about general information of the teachers, like gender, degree of study, and the years that they have been teaching English at Economics department. Then, asking them about the students' use of strategic competence in their writing and other evaluating questions about the students' competency as the difficulties that learners face and the characteristics of writing that they use. Others are related to the curriculum of teaching the writing skill.

#### **Question 1, 2 and 3: Teachers' profile.**

The teachers that have been interviewed in this department, three of them are male and two are female. Moreover, four of them have doctoral degree and only one

teacher has Master degree. Their experiences as English teachers are different, that three of them have been teaching between 2 and 5 years while the rest (2 teachers) have taught more than 5 years.

**Question 4:** Do you incorporate writing activities in your class when teaching ESP students at the department?

Options	Respondents	Percentage
Yes	5 teachers	100%
No	0	0%

**Table3.8: Teaching writing activities in the class**

As the table above shows that all teachers incorporate writing activities in their classes when they teach ESP students at Economic department.

**- If yes, how many times do you teach writing in ESP classes?**

The teachers who answered that they include the writing tasks in their session, they mentioned that only one or two session a month are devoted for these assignments.

**Question 5: Do you teach writing strategies in ESP classes? If no, why?**

Options	Respondents	Percentage
Yes	3 teachers	60%
No	2 teachers	40%

**Table3.9: Teaching writing strategies in ESP classes**

As the table shows, most of English Economics teachers (60%) teach ESP students the writing strategies. In the other hands, the percentage of (40%) do no teach the writing strategies.

**- If no, why?**

This question asks for justifications to those teachers that said no, they do not teach writing strategies in ESP classes, so they justified their answers by:

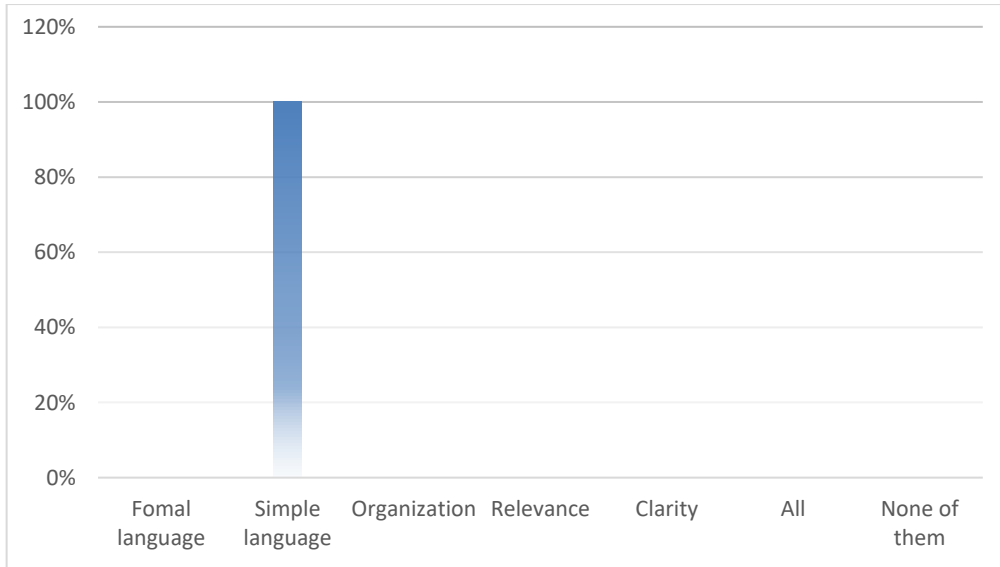
- a) Time is not enough to include such activities.
- b) Teachers give the importance to the content of what ESP students write, and they themselves do not care about the written form.
- c) ESP students generally do not give the importance to English language and to the writing task specifically, but they put all their focus to the subject and their specialty.

**Question 6: How do you evaluate your students' writing competency?**

In this question, teachers declare that evaluating their students of Economics department is important, so they used to evaluate them through:

- Writing paragraphs about their field of study and from them the teachers can guess the weaknesses and strength of their students' writing.
- Writing research papers.
- Writing scientific research articles.
- Translating texts.

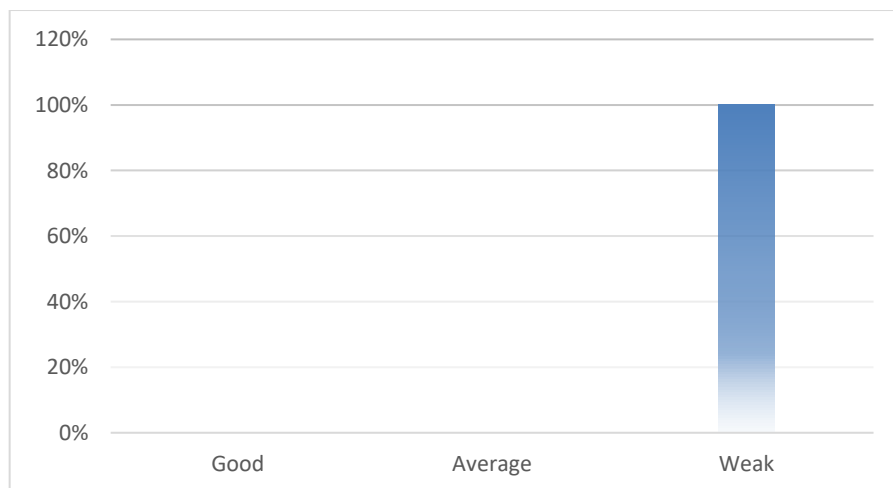
**7. Which characteristics of writing you find your students use?**



**Bar chart3.6: The students' use of characteristics of writing**

In this bar chart, shown that all the teachers (100%) declare that ESP students use in their writing only the characteristic "simple language", while the other characteristics are neglected and none of them is used in their writing.

**Question 8:** How do you evaluate your students' use of strategies in their writing?



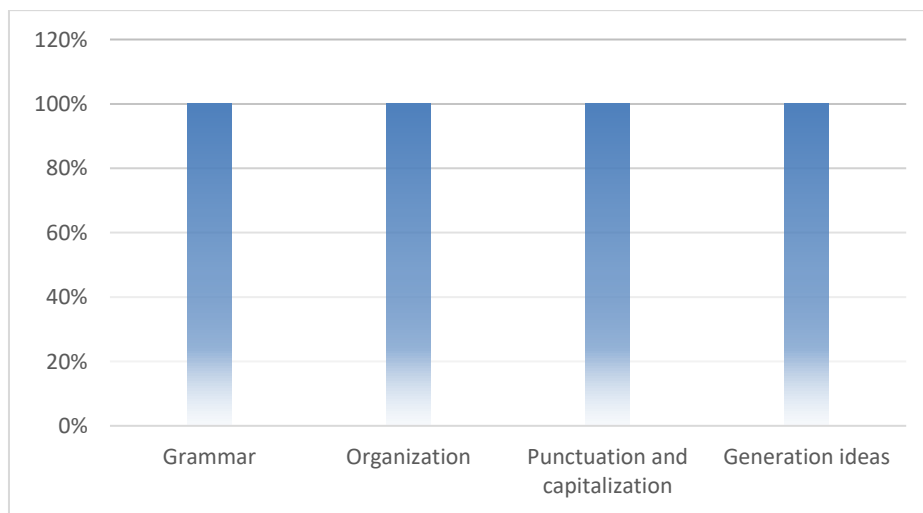
**Bar chart 3.7: Teachers' evaluation of the students' use of strategies in their writing**

According to the results that this bar shows, all the five teachers (100%) mentioned that ESP students' level is weak when they use the strategies of writing.

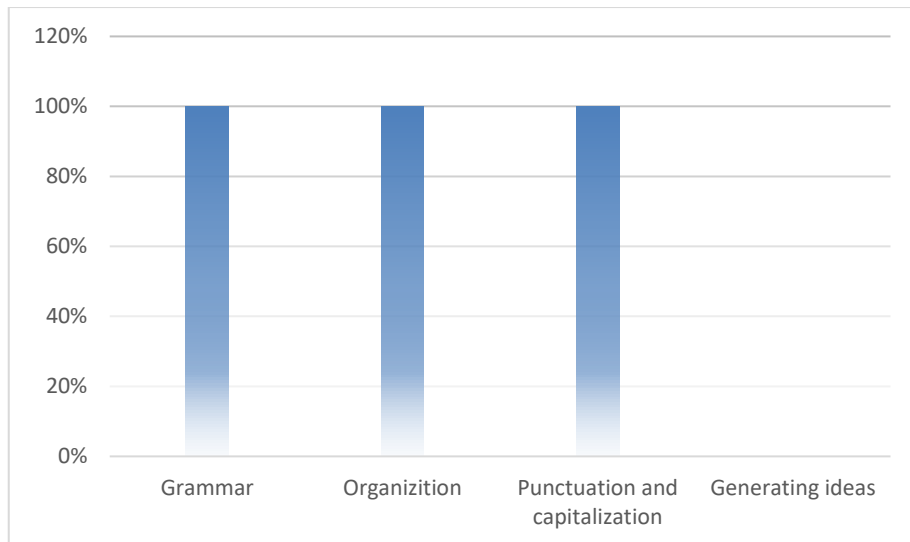
**Question 9: When evaluating your students' writing, what are the difficulties that your students face during the writing assignments?**

Teacher	Teachers 1,2,3, and 4	Teacher 5
<b>Options</b>		
Grammar	Yes	Yes
Organization	Yes	Yes
Punctuation	Yes	Yes
Generating ideas	Yes	No

**Table3.10: Teachers' opinions about the difficulties that faced by ESP students in their writing**



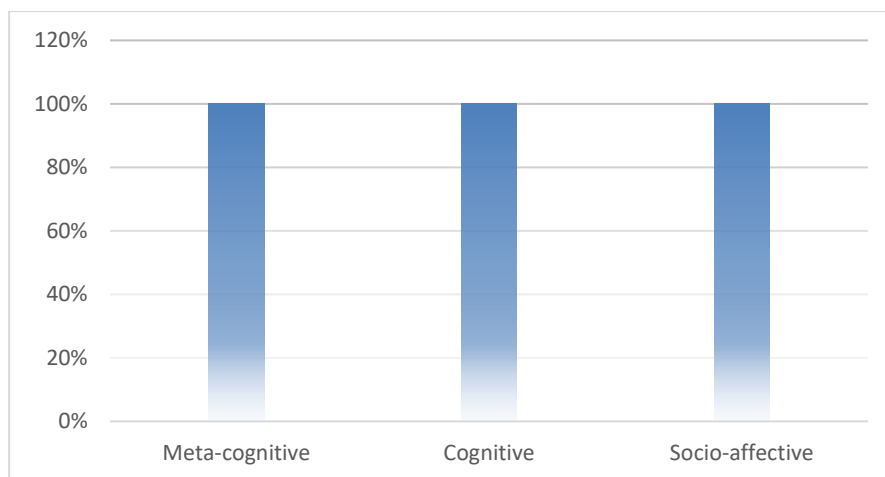
**Bar chart3.8. Teacher 1, 2, 3, and 4 opinions about the difficulties that faced by ESP students in their writing**



**Bar chart 3.9. Teacher 5 opinion about the difficulties that faced by ESP students in their writing**

The bar 3.8 shows that four teachers (80%) said that all students face difficulties in all the characteristics of writing which are; grammar, organization, punctuation, capitalization, and generating ideas. Meanwhile, in bar 3.9 shows that only one teacher (20%) declares that grammar, organization, punctuation, and capitalization are difficult for ESP students accept "generating ideas"; learners do not find problems in it.

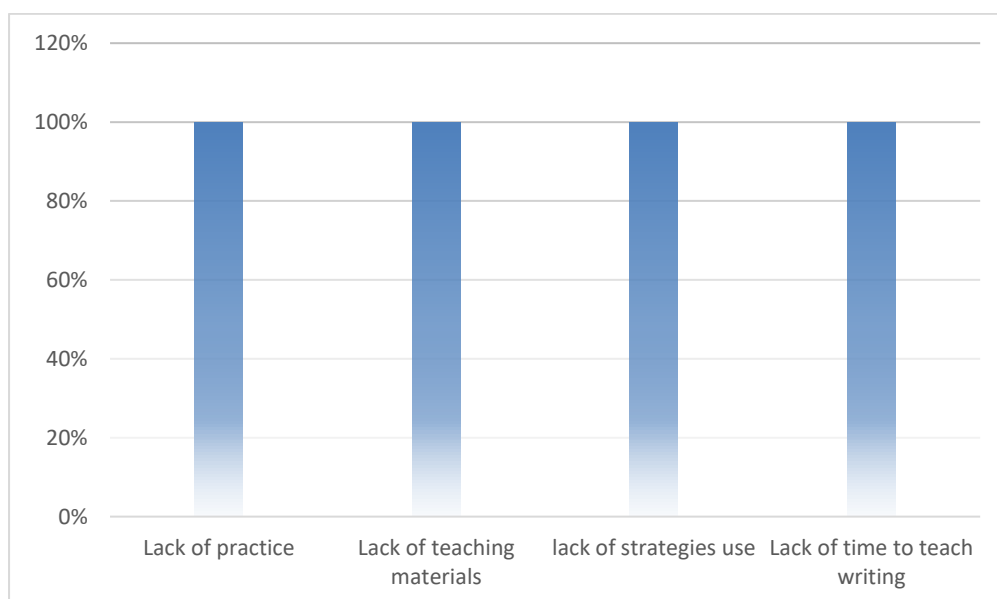
**Question 10: What strategies do you consider important to overcome ESP students' writing problems?**



**Bar chart 3.10. Teachers' opinions about the important strategies that overcome ESP students' writing problems**

All the five teachers (100%) say that the three writing strategies; meta-cognitive strategies, cognitive strategies, and socio-affective strategies, are important to overcome the problems of ESP learners' writing.

**Question 11: According to you, ESP students' writing problems are attributed to:**



**Bar chart 3.11. Teachers' opinions about the reason behind the problems  
faced by ESP students**

All the five teachers (100%) stated that the reason behind the writing problems of the students of this field are lack of practice, lack of teaching materials, lack of strategies use, and lack of time to teach writing. Additionally, only one teacher added in the option "others"-another reason which is "non homogeneity of students' level". This means, the level of the students differs from each other.

**2.3.1.3. Classroom observation**

This is the third research instrument used in this investigation. According to **Cohen** and others “The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations” (2007: 396). The results that the students provide in their questionnaire simply should be check-crossed because they may differ from what they do. Accordingly, this observation checklist aims to gain valid data from a natural setting.

**2.3.1.3.1. Description and objectives of the classroom observation**

The observation checklist is devoted into three sections containing 14 items that are related to the student's behaviours. The statements focus on checking the correlational effect of the two variables academic writing and strategic competence. They provide the researchers with data about how ESP learners react towards the use of strategic competence when accomplishing the writing task in the three stages of writing; pre writing, during writing, and post writing. The data collected also shows the effect of using such strategies on the quality of the ESP students writing output.

### 2.3.1.3.2. Analysis of the classroom observation

The classroom observation is used to obtain vivid data and thick description. The researcher could observe learners' writing problems that they face through the writing process. Also noticing their competence in using the writing strategies.

- **Aspect one: Meta-cognitive strategies**

Options	Meta-cognitive strategies	Yes	No
1	The student plan for the writing process.	16%	84%
2	The student monitors and controls the writing during writing.	21%	79%
3	The student evaluates the written production.	10%	90%

**Table 3.11: Meta-cognitive strategies used by students**

#### **Option 1:**

Through the sessions of observation, only (16%) of students demonstrated they use the planning strategy before writing. This indicates that the majority of students (84%) did not imply the metacognitive strategies. So, they did not engage in planning their writing, specifying key words, creating outline to organize the ideas, or utilizing brainstorming to generate ideas for their writing.

#### **Option 2:**

The data gathered demonstrates the low percentage of students (21%) which control and monitor strategies during the writing process; by deleting their relevant ideas or replacing them by new ones. However, the majority (79%) did not apply these strategies; which could affect their writing output without controlling their first draft.

#### **Option 3:**

The observation shows a very low percentage of students (10%) who evaluate their final draft and check the integration of key terms, as well as the relevance of ideas and if their writing serves the writing task objectives. Meanwhile, the (90%) of students did not review their writing and evaluate their final writing.

- **Aspect two: Cognitive strategies**

Options	Cognitive strategies	Yes	No
1	The student asks himself questions.	42%	58%
2	The student checks spelling mistakes.	10%	90%
3	The student checks formal words.	10%	90%
4	The student checks punctuation.	30%	70%
5	The student checks tenses.	7%	93%
6	The student uses paraphrasing.	25%	75%
7	The student checks dictionaries for the meaning of the relevant technical terms in his field.	48%	52%
8	The student uses different resources to gather information (online sources, books and articles...).	30%	70%

**Table 3.12: Cognitive strategies used by students**

**Option 1:**

Along the observation sessions, a group of students that represents (42%) are asking themselves questions as a part of their writing process. They also use self-talk strategy and ask themselves as a metacognitive strategy, which means that students use their cognition to control their thinking. Meanwhile, the rest (58%) are observed that they do not use this type of strategies.

**Option 2:**

According to the results of the classroom observation, it is shown that only some students (10%) focus on individual words and check their spelling mistakes in the sentences of their written task. While the percentage of (90%) are not caring about the spelling mistakes of their writing. Hence, this strategy is considered as an important one for a professional writing.

**Option 3:**

By the end of observing ESP students, the result demonstrates that a small group of them (10%) control themselves in checking the formality of the words they use in their writing. However, (90%) do not check their written form for its formality.

**Option 4:**

The data gathered describes (30%) of students that check their writing for punctuation marks, and this strategy considered as one of the most used in cognitive strategies. Unlike, (70%) do not do the same strategy and their attention is not about checking the punctuation marks.

**Option 5:**

Using correct tenses is important for an academic writing, but ESP students as they have been observed, only some of them (7%) use this strategy and check their writing in order to achieve a well-structured text. Meanwhile, the majority of students (93%) do not check for tenses of the verbs that are used in their form of text.

**Option 6:**

It was observed that (25%) of students paraphrase the information gathered from the source material to their writing, and change them into their own style. However, a high percentage (75%) of students copy the ideas directly from the source material then put them into their writing.

**Option 7:**

The observation results show that around (48%) of students bring with them dictionaries for the exact relevance and terminology that are related to written topic. The rest of students (52%) do not use dictionaries when they write.

**Option 8:**

The data presents only (30%) of students that use resources like: websites, academic journal articles... in order to collect information about the topic to include them in their writing. While (70%) of students are not using such different resources and they only focus on one resource.

**Aspect three: Social affective strategies**

Options	Cognitive strategies	Yes	No
1	The students collaborate with each other and exchange ideas.	52%	48%
2	The student manages anxiety when he faces difficulties while writing.	65%	35%

**Table 3.13: Social affective strategies used by students**

**Option 1:**

The classroom environment shows that more than the half of students (52%) cooperate with each other; sitting together at the same table, sharing paper and pencils as well as discussing and exchanging ideas, feedback on each other’s writings, and clarifying concepts related to their field of study, which could be beneficial for an ESP class environment. However, (48%) of students work independently and do not collaborate with their classmates and every student of them is focusing on his own writing work.

**Option 2:**

As it is observed in the classroom, when students are working on their writing assignments and face obstacles and difficulties, most of them (65%) do encourage themselves and manage anxiety by using positive expressions. While the rest (35%) failed in applying these strategies and could not manage their anxiety.

## **2.4. Discussion of the results**

The findings gathered from the analysis of all the data collection tools; students' questionnaire, teachers' interview, and observation checklist, that are used in the current research, provided nearly similar results that can help to answer the research questions and to support the hypothesis concerning the effect of strategic competence on ESP students' - of Economics department- academic writing. The questionnaire results show that the majority of students have problems in the process of writing and this may be due to their lack of awareness on strategic competence, as well as the use of metacognitive, cognitive, social affective strategies, that may affect their writing output. Also, the teachers' interview shed light on the ESP students' level in writing proficiency, highlighting the teacher's opinions about the challenges that face ESP students in the writing process and the reasons behind these difficulties. In addition to the strategies used by the students and the role of these strategies in overcoming ESP learners writing challenges. Moreover, the classroom observation shows that students do not apply particular strategies in their writing which may considered as very important in producing an effective ESP writing structures.

Accordingly, concerning the students' use of meta-cognitive strategies, there is disparities in the utilization of them among ESP students. In which some students engage in self-talk and paraphrasing, however the majority ignore using most of these useful strategies and do not consider their importance. For instant, they do not plan for

their writing like specifying key words or brainstorm, and after writing. Also, they do not use the monitoring strategy such as, checking the words they use by deleting, changing, or adding. In the other hand, concerning the use of cognitive strategies, the results represent varying levels of the engagement of students in this type of strategies. For example, they do not check their writing from such mistakes, like punctuation marks, spelling, formal words, or the usage of tenses, while some ESP students actively utilize these strategies. This lack of using strategies may be because of the lack of awareness about the use of these strategies. This contrasts with the experiences of ESP students who may have different linguistic and cultural backgrounds that influence their approach to writing tasks. Furthermore, the results of this research also reveal differences in the use of social-affective strategies, particularly in managing anxiety during writing tasks. While some ESP writers employ self-encouragement and positive self-talk, meanwhile others may struggle to regulate their emotions effectively. This may be influenced by specific factors such as, lack of practice and strategies use, lack of teaching materials, lack of time to teach writing, and homogeneity of students.

Based on this discussion, it seems that the level of the students differs from each other. This means, there is imbalance in the awareness and utilization of learning strategies, including cognitive, metacognitive, and social-affective strategies, among ESP students, which may differ from the experiences of EFL students. Overall, the results suggest that ESP students may face unique challenges and may require support and instruction to develop and apply learning strategies effectively. By acknowledging these difficulties and providing targeted support, teachers can help empower ESP students to become more confident and proficient writers in English.

## **2.5. Conclusion**

This chapter is directed to the field work of the present research, in which the researcher used different research instruments. It aimed to explore the effect of using strategic competence on the development of ESP students' writing. The chapter presents the data analysis and the results obtained from the students' questionnaire, classroom observation, and the interview of teachers. Particularly, the analysis presents results concerning the two research variables strategic competence and academic writing. It shows the ESP students' awareness of using and integration of the learning strategies in the writing process. The data presented in forms of tables, and charts in order to give an illustration to the results statistically. By the end, the researcher discusses and provides an interpretation for the final results of the study.

## **2.6. Recommendations**

Based on collecting the results of the data analyses that have been obtained from both ESP students and practitioners of this research, this led to set some practical and concrete recommendations for both of them:

- ESP teachers and students should be aware that using strategic competence in the writing enhances the proficiency of the academic writing activity.
- ESP teachers should consider writing strategies as a very necessary task for ESP classes.
- ESP teachers should provide their students with a positive learning atmosphere to make them supported, experienced, and self-confident.
- ESP teachers are recommended to make their students aware enough about the characteristics of writing process.

- ESP students should be aware about the importance of academic writing which they will need it in their further studies.

- ESP students also are obliged to work on themselves by learning the writing strategies and practicing on them in academic writing assignments such as research papers, academic articles, and dissertations, in order to develop their writing abilities in terms of formality, clarity, and organization.

- Developing ESP curriculum for different educational stages in the light of the concept of strategic competence.

## GENERAL CONCLUSION

This research study aimed to investigate the effect of using strategic competence by ESP students in the academic writing process. The current research focuses on various objectives. Initially, the researchers try to identify the problems that face third year students of Economics in their writing. Moreover, the study explores the effects of strategic competence on ESP academic writing proficiency. Furthermore, the researchers tend to specify the types of strategies that ESP students use in the process of writing. To conduct this study, three research tools were employed and everyone has specific objectives; including students' questionnaire, teachers' interview, and classroom observation.

Particularly, the use of students' questionnaire and teachers' interview in this study is to get the students' and the teachers' perceptions about the students' use of strategies and the impact of using strategic competence on the development of ESP students writing. Also, the classroom observation was combined to the previous data tools in order to observe the students' behaviour in the writing task as well as the difficulties they face before, during, and after the writing assignment and the strategies used by ESP learners that help them to overcome the writing challenges. As a consequence, the results gathered from these instruments indicate that the majority of ESP students of Economics struggle when it comes to writing and they face difficulties to produce written structures in English language, which refers of the lack of awareness regarding the use of some strategies meta-cognitive, cognitive, and social affective strategies that represent the whole concept of strategic competence.

It is concluded that, in ESP context the concept strategic competence is an important element to consider by both learners and teacher in order to facilitate the writing process and overcome the challenges that ESP students experience in a

writing assignment. This confirms the research hypothesis which state that strategic competence affects ESP students' writing process. Furthermore, it proves the second hypothesis mentioning that in ESP context, the use of strategic competence facilitates the writing process by overcoming the problems experienced by the students before, during, and after the process of writing. All in all, both of the research hypothesis proposed in the current research proved that ESP students of Economics are not aware of the use of strategic competence. So, strategic competence affects the students' writing process. Since it facilitates the production of structures in ESP context by overcoming the difficulties they face during the process of writing.

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# Appendices

## Appendix A: Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire to express your attitudes towards the academic writing process, and how strategic competence affects your writing academically (essays, articles and dissertations).

Your answers are very important for the validity of the research we are undertaking. Please, mark (√) for the appropriate box (es) or give full answer(s) on the broken lines.

Thank you in advance for your time and collaboration.

### **Section one: Student's profile**

Gender: - Male - Female

الجنس: ذكر أنثى

Age: Between 18-23 - More than 23

السن: بين 18 و 23 أكثر من 23 سنة

### **Section two: Academic Writing**

1. Do you like writing in English?

- Yes - No

1. هل تحب الكتابة باللغة الانجليزية؟

2. Do you consider writing in English is important in your field of study?

a. Very important

b. Less important

c. Not important

2. هل تعتبر الكتابة باللغة الانجليزية مهمة في مجالك الدراسي؟

1. مهمة جدا

2. أقل أهمية

3. غير مهمة

3. Do you think that two hours a week are enough for understanding and receiving more practice about the academic writing process?

- Yes -No

3. هل تعتقد أن ساعتين في الأسبوع كافية لفهم وتلقي المزيد من التدريب حول عملية الكتابة الأكاديمية؟

4. Does the act of writing involve ongoing practices both in and outside the classroom?

- Yes -No

If "No", please, explain why: .....

4. هل يتضمن فعل الكتابة ممارسات مستمرة داخل الفصل الدراسي وخارجه؟ اذا كانت "لا" اشرح من فضلك..

5. According to you, what is/ are the most important feature(s) in academic writing in ESP context?

- a- Formal language d- Structured and relevant ideas  
b- Good grammar e- Simple language  
c- All together

5. برأيك، ما هي أهم ميزة (مميزات) في الكتابة الأكاديمية في سياق تعليم اللغة الإنجليزية لأغراض تخصصية؟

- أ- اللغة الرسمية د- الأفكار المنظمة وذات الصلة  
ب- قواعد جيدة ه- لغة بسيطة ج- جميعا

6. Where do you find much problems in the writing process?

- a- Pre writing. b- During writing. c- Post writing.

Explain your answer please: .....

6. أين تواجه الكثير من المشاكل خلال الكتابة؟

- أ- ما قبل الكتابة ب- أثناء الكتابة ج- ما بعد الكتابة  
وضح إجابتك من فضلك

7. Do you face obstacles while writing in English?

- a- Yes b- No

7. هل تواجه صعوبات عند الكتابة؟

- If yes, what type of difficulties do you face? (you can tick more than one)

- a- grammar c- punctuation and capitalization

b- organization

d- generating ideas

e- others: .....

إذا كانت الإجابة بنعم، ما نوع الصعوبات التي تواجهها؟ (يمكنك وضع علامة على أكثر من إجابة)

- أ- النحو  
ب- علامات الترقيم.  
ج- الكتابة بالأحرف الكبيرة  
د- توليد الأفكار  
هـ- أخرى

### Section 03: The effect of strategic competence on Academic writing proficiency

#### A. Strategic competence

8. Do you use strategies when writing in ESP context?

- a. Always  
b. Frequently  
c. Rarely  
d. Never

8. هل تستخدم الاستراتيجيات عند الكتابة في سياق تعليم الانكليزية لأغراض تخصصية؟

- أ. دائماً  
ب. في كثير من الأحيان  
ج. نادراً  
د. أبداً

-If yes:

When do you mostly use strategies?

- a. Pre writing  
b. During writing  
c. After writing  
d. in all stages

إذا أجبت بنعم، متى تستخدم الاستراتيجيات في الغالب؟

- أ. ما قبل الكتابة  
ب. أثناء كتابة  
ج. بعد الكتابة  
د. في جميع المراحل

#### B. Strategic competence and academic writing

Meta-cognitive strategies:	Yes	No
9. Do you plan for the writing process by specifying keywords, outlining, and brainstorming? هل تخطط لعملية الكتابة من خلال تحديد الكلمات الرئيسية والخطوط العريضة والمفكرة؟		
10. Do you monitor and control your writing during the drafting stage by modifying words, deleting ideas, or replacing them with new ones? هل تراقب وتتحكم في كتابتك خلال مرحلة الصياغة من خلال تعديل الكلمات أو حذف الأفكار أو استبدالها بأخرى جديدة؟		
11. Do you evaluate your written work to check its relevance to the keywords and objectives? هل تقوم بتقييم عملك المكتوب للتأكد من ملاءمته للكلمات الرئيسية والأهداف؟		
Cognitive Strategies:		

12. Do you ask yourself questions while writing? هل تسأل نفسك أسئلة أثناء الكتابة؟		
13. Do you check the spelling mistakes in your writing? هل تدقق في الأخطاء الإملائية في كتاباتك؟		
14. Do you check for the use of formal words in your writing? هل تتحقق من استخدام الكلمات الرسمية في كتاباتك؟		
15. Do you check punctuation in your writing? هل تدقق في علامات الترقيم في كتاباتك؟		
16. Do you check for correct usage of tenses in your writing? هل تتحقق من الاستخدام الصحيح للأزمنة في كتاباتك؟		
17. Do you use paraphrasing in your writing? هل تستخدم إعادة الصياغة في كتاباتك؟		
18. Do you use dictionaries to check the meaning of technical and general terms? هل تستخدم القواميس لتتأكد من معنى المصطلحات الفنية والعامة؟		
19. Do you use different sources (books, online articles, etc.) to gather information for your writing? هل تستخدم مصادر مختلفة (كتب، مقالات عبر الإنترنت، إلخ) لجمع المعلومات لكتاباتك؟		
<b>Social Affective Strategies:</b>		
20. Do you cooperate with your classmates and exchange ideas during the writing process? هل تتعاون مع زملائك وتتبادل الأفكار أثناء عملية الكتابة؟		
21. When you face difficulties while writing, do you manage your anxiety by encouraging yourself and using positive self-talk? عندما تواجه صعوبات أثناء الكتابة، هل تسيطر على قلقك من خلال تشجيع نفسك واستخدام الحديث الإيجابي مع النفس؟		

**22. The use of strategies in the writing process:**

- helps me minimize grammatical mistakes
- helps me produce formal written productions
- helps me avoid problems in the THREE writing stages
- helps me develop my academic writing skill in my field of study (ESP)
- never helps me

Others

22. استخدام الاستراتيجيات:

أ. يساعدني في تقليل الأخطاء النحوية

ب. يساعدني في إنتاج منتجات مكتوبة رسمية

ج. يساعدني على تجنب المشاكل في مراحل الكتابة الثلاث

د. يساعدني على تطوير مهارة الكتابة الأكاديمية في مجال دراستي (ESP)

هـ. لا يساعدني أبدا

آخرون...

## Appendix B: Teachers' Interview

Dear teachers, you are kindly asked to answer this interview questions, in order to collect informative data about the student's awareness about the use of strategic competence in ESP (English for Specific Purposes) writing context as well as the assessment of the effect of applying these strategies on their writing output for third year License students at the department of Economy in M'sila University.

Thank you in advance for your collaboration!

**1. Gender:**

Male                       Female

**2. Degree of your study:**

Master                       Magister                       PhD

**3. How many years have you been teaching English for Specific Purposes in university?**

Between 2-5 years                       more than 5 years

**4. Do you incorporate writing activities in your class when teaching ESP students at the department?**

Yes                       No

If yes, how many times do you teach writing in ESP classes? .....

**5. Do you teach writing strategies in ESP classes?**

Yes                       No

If no, why? .....

**6. How do you evaluate your students' writing competency?**

.....

**7. Which characteristics of writing you find your students use?**

Formal Language                       Organization                       Clarity

Simple Language                       Relevance                       All

None of them

**8. How do you evaluate your students' use of strategies in their writing?**

Good                       Average                       Weak

**9.** When evaluating your students' writing, what are the difficulties that your students face during the writing assignments?

Grammar

Punctuation and capitalization

Organization

Generating ideas

**10.** What strategies do you consider important to overcome ESP students' writing problems?

Metacognitive

Cognitive

Socio-affective

None of them

All of them

Others .....

**11.** According to you, ESP students' writing problems are attributed to:

Lack of practice

Lack of strategies use

Lack of teaching materials

Lack of time to teach writing

All of them

Others.....

## Appendix C: Classroom Observation Checklist

<b>Meta-cognitive strategies</b>	YES	NO
1. The student plans for the writing process by specifying the key words, outlining, and brainstorming.		
2. The student monitors / controls his writing during writing by modifying words, deleting ideas, and replacing new ones.		
3. The student evaluates his written production to check its relevance to the key words and objectives.		

<b>Cognitive strategies</b>	YES	NO
1. The student asks himself questions.		
2. The student checks spelling mistakes.		
3. The student checks formal words.		
4. The student checks punctuation.		
5. The student checks tenses.		
6. The student uses paraphrasing.		
7. The student checks dictionaries for word meaning (technical and general).		
8. The student uses different resources to gather information (online sources, books and articles...).		
9. The student checks the meaning of the relevant technical terms in his field.		

<b>Social affective strategies</b>	YES	NO
1. The students collaborate with each other and exchange ideas.		
2. The student manages anxiety when he faces difficulties while writing, by encouraging himself and telling positive expressions to himself.		

## الملخص:

في سياق تعليم اللغة الإنجليزية لأغراض تخصصية، يواجه الطلاب صعوبة في الكتابة باللغة الإنجليزية والتي تعتبر أهم مهارة من بين المهارات اللغوية الأربع التي يحتاجها الطلاب في التواصل من خلال أفكارهم وآراءهم. حاولت هذه الدراسة التعرف على التحديات التي تواجه طلبة السنة الثالثة كلية الاقتصاد بجامعة المسيلة في كتابتهم. بالإضافة إلى استكشاف تأثير الكفاءة الاستراتيجية على عملية الكتابة الأكاديمية، وأيضاً تحديد أنواع الاستراتيجيات التي يستعملها متعلمو اللغة الإنجليزية لأغراض تخصصية في نشاط الكتابة؛ والمتمثلة في استراتيجيات ما وراء المعرفة والمعرفية والاجتماعية التأثيرية. بمعنى آخر، تهدف هذه الدراسة إلى معرفة ما إذا كان استخدام الكفاءة الإستراتيجية يساعد متعلمي اللغة الإنجليزية لأغراض تخصصية على تحسين مهاراتهم الكتابية. من أجل تحقيق هذا الهدف استخدم الباحثون في هذه الدراسة نظرية التثليث حيث تشمل استبيان للطلاب ومقابلة الأساتذة وملاحظة صفية. تم تقديم استبيان الطلاب إلى طلبة كلية الاقتصاد من أجل جمع أكبر عدد ممكن من الإجابات التي تخدم هذه الدراسة. الأداة الثانية التي تم استخدامها هي مقابلة مهيكلة مع خمسة مدرسين للغة الإنجليزية من نفس الكلية حيث تتكون من إحدى عشر سؤالاً. بينما أداة البحث الثالثة كانت الملاحظة في الفصول الدراسية والتي تم إجراؤها لمدة خمس جلسات بانتظام. أظهرت النتائج أن طلبة السنة الثالثة من كلية الاقتصاد بجامعة المسيلة لديهم صعوبات في عملية الكتابة ولا يدركون استخدام الكفاءة الاستراتيجية في كتابتهم.

**الكلمات المفتاحية:** الكفاءة الاستراتيجية، منهجية الكتابة الأكاديمية، تعليم اللغة الإنجليزية لأغراض تخصصية.

## Résumé

Dans le contexte de l'enseignement de la langue Anglaise à des fins spécialisés, les élevés se retrouvent confrontés à la difficulté d'écrire en Anglais, le fait qui représente l'une des quatre importantes compétences linguistiques que les étudiants ont vraiment besoin en matière de communication, et ce à travers leurs idées et leurs avis. Nous avons tenté à travers cette étude, d'identifier les défis auxquels sont confronté les étudiants de 3 -ème année de la faculté d'économie de notre université de M'sila, dans leurs écritures en Anglais, ce qui leur permet non seulement d'explorer l'impact de capacité stratégique sur le processus d'écriture en anglais académique, mais aussi de définir les types de stratégies que peut utiliser les utilisateurs de l'anglais à des fins spécialisés en écriture. En d'autres termes, cette étude vise à savoir si l'utilisation de ce processus de capacité stratégique aide les apprenants en Anglais pour des fins spécialisés à améliorer leurs compétences d'écriture. Pour aboutir à cet objectif la chercheurs ont utilisé la théorie de la Trinite de la manière suivante: les chercheurs ont présenté aux étudiants de la faculté d'économie des questions afin de recueillir un maximum de réponses utiles à cette étude, ensuite cinq professeur d'anglais leur ont posé onze questions, et enfin les professeurs ont noté les remarques durant l'année scolaire suivant cinq rencontres. Les résultats de cette étude ont abouties à la conclusion que les étudiants de 3ème année de la faculté d'économie présentent des difficultés à écrire en anglais et ne savent même pas utiliser la faculté stratégique en écriture.

**Mots-clés** : compétence stratégique, méthodologie de rédaction académique, enseignement de l'anglais à des fins spécialisées.