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**Evaluation of the Effectiveness of the Writing Skills in the Algerian EFL Classes**  
**Enrolled in the Second Generation Program within Third Grade students at**  
**Mohamed Bouras Secondary School in Miliana**

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD  
Master in English Language and Communication

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## **Declaration**

We certify that the substance of the dissertation presented for the degree of Master in Language and Communication is our own work, based on our personal research and that we have acknowledged all material and sources used in its preparation. We also certify that the present study has not previously been submitted for assessment in any other scientific work.

***Larbi Bouamrane Chaimaa***

***Kalkali Bouchra***

## *Dedication*

*With genuine gratitude and warm regards, I dedicate this work to my wonderful and lovely family, especially my parents Mohamed & Houria who encourage, support and pray for me to succeed. My dedication goes also to the most beloved persons in my life who mean so much to me: my precious husband Takherist Mounir; whose endless support sustained me throughout the work and my entire academic career, and my little sunshine son Younes for his emotional support. I don't forget my brothers Ahmed, Khaled and Mohamed and their wives. I devote my humble gratitude to my family in law. I also dedicated this dissertation to my dear teacher Miss Zahaf Fatima Zahra for her supervision and all teachers in my faculty. Without forgetting my friends; I will always appreciate all what they have done for me. A special thank to my teacher Mrs. Bensalem Sonia for her support and participation.*

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### **Abstract**

Writing in a foreign language is one of the most challenging and complex tasks for language learners especially concurrently with the modern changes. It is a difficult skill that requires considerable effort and practice on the learners' part to reach an adequate level of writing.

The current enquiry investigates the effectiveness of the writing skills in the Algerian EFL classrooms. Its core aim is to evaluate to what extent writing in high school is efficient; as well as it uncover the various issues and difficulties enrolled in the second generation program. Throughout this research, a qualitative research method has conducted. The data is gathered from third grade teachers and students in Mohamed Bouras Secondary school through semi structured interviews and productions' analysis. The obtained findings exposed a low level of writing efficiency among students of third year. Beside, the results demonstrate teachers' position from the current curriculum that do not sustain writing abilities. By the end, this study suggests a number of instructive implications and recommendations for future research.

*Keywords:* Algerian EFL classrooms, effectiveness, second generation, writing skills

### **List of Abbreviations and Acronyms**

EFL: English as Foreign Language

SGP: Second Generation Program

FGP: First Generation Program

CBA: Competency Based Approach

ELT: English Language Teaching

CLT: Communicative Language Teaching

CBLT: Competency Based Language Teaching

CB: Competency Based

L2: Second Language

ESL: English as Second Language

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## **Chapter One: Introduction**

### **1.1. Background of the study**

Language, as the main tool of human communication, has been investigated in multi-dimensional ways. With language, individuals communicate basic needs as well as express deep thoughts and feelings. That language is part of human socialization is taken for granted by the mainstream population (Pinhasi-Vittorio, 2007). EFL (English, as a foreign language) has become the language of globalization, science, technology, business and education. It is clear that a high level of language ability needs a high level of mastery of the four skills. These four skills can be divided into two groups: listening and reading belong to input while speaking and writing belong to the output of language. Talking about the outputs, comparing to the emphasis on speaking, writing always receives less attention at both the teaching and learning level. Meanwhile, Writing is an essential skill that should be highly valued in order to fulfill the demands of expressing thoughts. Most of the developing countries are struggling to cope with this worldwide advancement. Algeria valued foreign languages, mainly, English, since it cooperate with all domains and fields. Hence, the Algerian Educational Ministry implements an updated version of EFL textbook which is the second generation program (SGP) based on competencies. Its core aim is to reform the first generation program (FGP), and to motivate the teaching learning process across the requirement of Competency Based Approach (CBA).

The competency-based approach to learning has been adopted for English teaching just as for other subjects to ensure interdisciplinary coherence. With CBA, skills are integrated in the light of

the latest developments in language acquisition, cognitive psychology and social constructivism. The syllabuses require the implementation of the competency-based approach through the development of three main competencies:

- 1- Interact orally in English;
- 2- Interpret visual, verbal, and non verbal texts;
- 3- Produce visual, verbal and non verbal texts.

### **1.2. Statement of the problem**

In academic settings, and more precisely with students preparing for the final examination, reading and writing are used in a complementary way. Indeed, the two skills are jointly practiced during examinations, and that is why English writing as a basic language skill for second and foreign language learners should be given primary focus. With the current educational system in Algeria, learners in various fields are engaged in courses that prepare them for a particular role in society. For the English language teaching, learners are prepared to integrate into universality and prepare for a future professional career. The secondary school program aims at developing the competencies deemed essential for the final examination. The reason behind it is that the exams are mainly in the written form. Indeed, learners' comprehension and production of written texts are evaluated through writing. In the final exams of English, students are required to use both their capacity to comprehend and more importantly produce written texts.

### **1.3. The rational of the study**

The concern with the writing skill during the second generation program derives from the unsatisfactory results of baccalaureate exam. According to the ministry of education, 68.1% of the literary streams candidates succeeded in the baccalaureate exam in 2022. Concerning the English subjects, data have been done at the level of the Wilaya of Ain Defla. The average is only 9.52 out of 20 in the Baccalaureate exams. As can be seen, these results strongly reflect the weaknesses of the learners' performance for the ultimate examination by an emphasis on writing skills and strategies.

Because of that deficient performance, our learners may be classified as low achievers who require particular preparation in the use of more effective reading and writing skills and strategies. Where they will be able to perform well in their final exam as well as be equipped with certain needed abilities to accomplish their higher education without difficulties.

In that purpose, most of the studies done in Algeria have covered similar issues concerning speaking issues. However; limited papers have dealt with the writing skills in Algerian high schools during the latest generation. Benaissa (2010) has attempted to analyze the process of the syllabus and the textbooks of the secondary school. Whereas, this research sustains the view of Poch, Hamby & Chen (2020) in their work "the Secondary Teachers' Beliefs About Teaching Writing to Typically Achieving and Struggling Adolescent Writers". As a matter of fact, the current study will cover the quality of writing productions among the students of third year high school during the latest circumstances.

#### **1.4. Research questions**

This study is moved by the following questions:

1. Does the second generation program assist the enhancement of the writing quality?
2. What lies behind the difficulty of the writing skills?
3. What is the level of efficacy in the students' writing?

#### **1.5. Research Aims**

The core aim of this study is to evaluate the effectiveness of the writing ability within third year secondary school students. The current study intends to achieve the following:

1. The study will investigate the status of writing during the second generation program.
2. The study will explore the efficacy of students' writing.
3. The study will expose the major difficulties and deficiencies in writing.

#### **1.6. Research Objectives**

To achieve these aims, we arrange for two data collections which are: semi structured interviews and paragraph analysis. For the semi structured interviews, I sample 04 participants who were asked a set of questions to express their experiences in relation to writing skills and strategies. Then, I analyze the data collected from the productions of 15 students in order to uncover their both the powerful aspects and their weaknesses, however, the questions of the interviews are different from the questions of the paragraph.

### **1.7. Research methodology and tools**

The present research data are analyzed through qualitative method approach because it provides researcher with diverse perspectives and helps to analyze certain written language. In order to gather adequate data, two research tools are engaged: semi structured interviews with EFL teachers and collect compositions from students. 15 third grade secondary school learners and four 04 EFL teachers from Mohamed Bouras High School in Miliana are selected to facilitate the identification of the existent situation.

### **1.8. Structure of dissertation**

The thesis is structured in five chapters, and it is divided into two sections theoretical and practical parts. The first chapter is an introduction in which we present how we reach the ideas of writing skills in the Algerian EFL classrooms across the second generation program. That chapter details the statement of the problem, the rational of the enquiry. The research questions, aims and the objectives are stated in this chapter; which helped us to identify what we are going to do in the both theoretical and practical part as well as the methodology. The chapter concludes with a brief section the methodological tools and the structure of the dissertation. The second chapter is devoted to the literature related to this research paradigm; it contains 12 sections. Each section clarifies an academic outline. It also provides a comprehensible review of dominant approaches and theories of language as well as the characteristics and process of effective writing, including some representative strategies in teaching written language. The following chapter is specified to the methodology, includes the data collection method used, the site of the research, population and sampling as well as the instruments used. Moreover, it is followed by the procedures of data

analysis methods, in which we dealt with both qualitative thematic analysis and microgenetic analysis.

The practical part, in its turn, involves two chapters. The first one implicates analysis and discussion, it divided into four sections: findings from the interviews, findings from the compositions, discussion in relation to the existing literature, and discussion in relation to research questions. We analyzed the findings from our research then we discussed all the results relating to our literature review then we respond to the research questions. This later puts all has been discussed in the theoretical part in action. It aims to check the role of writing skills to improve the students' productions alongside with discussion of the results obtained. The last chapter is the conclusion; it draws on the basis of the findings obtained. It encloses the summary of the main results, how we fulfilled the aims and objectives of the study; also we dealt with key limitation, the implications and the contributions of the study. Finally it concluded by the agenda for future research.

## **Chapter Two: Literature Review**

### **Introduction**

The theoretical background consists of a review of the dominant approaches and theories of language as well as the characteristics and process of effective writing, including some representative strategies in teaching written language.

### **2.1. The status of English as foreign language in Algeria**

EFL classrooms are located in countries where English is not the primary language. Students share the same language and culture. Despite all efforts created in Democratic and Popular Republic of Algeria to pursue the mission of rising education, education levels generally, and his EFL specifically, are in an exceedingly bafflement since the Nineteen Eighties because of the spoon-fed nature of the teaching strategies utilized and their tendency to time, not learner Outcomes. However, in the recent years, the status of English as a foreign language has changed due to the recent political and economic developments in Algeria. Because of the importance of English at the national and international level, the Algerian government gives more attention to this language and emphasizes on teaching it. Consequently, the Algerian curriculum developers incorporate English as another foreign language to be taught in the national educational program. Thus, learning English is of a great benefit to any Algerian, either students or non-students; it is considered as a window to the outside world because it offers the opportunity to people to participate in modernization, communication with others, to help them to form relationship and to know how to interact in different social contexts. Moreover, English seems as a source of

knowledge, and through it, people can read books from other countries and check recent researches.

## **2.2. ELT in Algeria**

The English language has expanded a high value in the world. It considered as a vital language in all over the world as well as in Algeria; as it is the language of knowledge and proficiency transmitting. Since 1962, Algeria has been working hard in order to build a strong educational system aiming to cope with various necessities in different fields. The scientific and economic confrontation of globalization leads Algeria to take action to fulfill all demands by attributing additional roles to the English language. The Algerian educationalists have tried several teaching methods and approaches as far as the English language teaching is concerned; To mention, the Structuralism Approach, the Communicative Approach, and the latest one the Competency-based Approach which is the agreed in the Algerian educational system.

## **2.3. ELT Methods and Approaches**

A method contains the use of different techniques in a systematic way in order to reach the aim of language teaching. A method is an overall concept that includes the lesson plan, the syllabus, the textbook, and other teaching materials. Anthony defines a method as:

An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods (Anthony in Allen & Campbell, 1993, p.95).

Therefore, various teaching methods have been created and used in instructional situations over years, the classical methods such as : the grammar translation method, the direct method, focus on the mastery of grammatical competence by memorizing dialogs, performing drills, translating ...etc. the modern one such as: the competency based approach, the communicative language teaching, focus on the mastery of communicative competence.

#### **2.4. The Communicative Approach to Language Teaching**

The dissatisfaction of educators and linguists with classical methods led to the growth of a new approach which is called the Communicative Approach. Interest and development of communicative style teaching mushroomed in the 1970s; authentic language use and classroom exchange where students engaged in real communication with one another became quite popular. Therefore, the CLT approach gives the chance for students to learn how to convey the desired meaning, interpret messages, exchange thoughts and negotiate meanings. It was introduced in the Algerian education system for the first time through illustrative course books in the 1980's and the 1990's.

## **2.5. Communicative Language Teaching**

Communicative Language Teaching (CLT) is used to refer to “communicative competence” in language teaching. As scheduled by Richards (2005) there are a number of major phases to the growth of CLT. In the first segment (the late 1960s), students are regularly taught deductively. In the second segment (the 1970s – 1990s), Classic Communicative Language Teaching stresses more on communicative competence.

In 2013, CLT was divided by Littlewood into double vital versions. Primarily, CLT deals with what we learn. Succeeding, he distinguished the second sort of CLT that emphasizes on how a learner learns.

CLT has been the dominant approach in English as a Second or Foreign Language instruction, and its crucial purpose is the communicative competence. As an unexpected effort, Jacobs and Farrell (2003) set up a paradigm shift in CLT approaches that led to eight chief changes. They are listed as follows: Learner autonomy, Social nature of learning, curricular integration, Focus on meaning, Diversity, Thinking skills, Alternative assessment, Teachers as co-learners.

## **2.6. Competency Based Approach**

Competency Based Language Teaching (CBLT) is the name given to the application of competency based (CB) instruction principles to language teaching. As it is a learner-centered, the unit of progression in CB program is mastery of definite competencies and skills. According to Richards and Rodgers (2001) it is observed as an educational movement that supports defining educational targets in terms of precise measurable descriptions of knowledge and skills and behaviors that students acquire at the end of the course of learning. The Competency-Based

Approach (CBA) is an approach which interested in measurable and useable knowledge, skills and abilities, to keep education in equilibrium with the needs of the labor market (Butova, 2015). Competency-Based Approach provides learners with the opportunity to imagine, learn and apply what they have learned (Adjeroud & Belouahem, 2020) as well as encourages learners to identify what they learned and apply it (Adjeroud & Belouahem, 2020; Getha-Taylor, et al., 2013).

Tambwe (2017) and Makunja (2016) indicated some defies which teachers face in implementing CBA in the teaching and learning process in Tanzania, the findings emphasize that the biggest challenge teachers faced was a lack of knowledge and understanding about CBA, although teachers were willing to apply this approach. With the overcrowding of classrooms in Algerian schools, it is difficult for the teacher to consider the individual differences between students, which are required mainly by the CBA, the results coincide with the results finding by Adjeroud and Belouahem (2020) Zaaboub (2018) and Benadla (2013). In Tanzanian schools, Tambwe (2017) and Makunja (2016) noted that classrooms are overcrowded in such a way that the teacher cannot move around even if he/she wants to help students with learning difficulties. It is very hard to implement learner-centered approaches in such a situation.

### **2.7. Second Generation Program in Algeria**

Second Generation program is a reintegration into the social context of family and work, and it purposes to advance their capacity to role in society. This method was fulfilled with the educational reform initiated in 2003, in which all the syllabus are based on CBA, and varies from the ones of the traditional attitudes. Instead of picking a topic or pitch of knowledge that one is going to teach (e.g., British History, American Literature, or poetry) and then choosing

“concepts, knowledge, and skills that constitute that field of knowledge” (Richards & Rodgers, 2001, p.144).

Thus, the attention is on how the learners can use the language instead of their knowledge about the language. Schenck (1978) arguments out that the teacher provides a list of skills which the course is going to deal with, and these are “naturally mandatory of students in life role situations”. Students have to accomplish precise language skills which they have already learned during the course (Docking, 1994, p.16). In this esteem, it is vital that ability is learnt one at a time because this makes sure that the pupils know what they have already educated and what the next steps will look like.

According to Tollefson (1986) it is very difficult to develop lists of competencies for every specific situation. This is owed beyond all to the fact that many areas in which people need certain aptitudes are difficult to function. Last but not least, despite its positive or negative impacts, this program is popular in Algeria because of its clearly defined outcomes, quality of assessment, varied syllabus, oral expression aspects that would make speaking more practical and effective, and its link to other programs that were recently launched in the country.

Since that new curriculum is constructed under the basis of the competency based approach, three major competencies are given the entire priority, to mention:

- 1- Interact orally in English;
- 2- Interpret visual, verbal, and non verbal texts;
- 3- Produce visual, verbal and non verbal texts.

Language tutors usually follow a certain order; beginning with listening, speaking, reading and then writing. The motive behind leaving writing at the end is that it is viewed as the most central, most difficult and most sophisticated one compared with the other language skills. Writing, therefore, is a primary proficiency in language learning; it is also a hard skill that requires considerable effort and practice on the learner's part to attain an adequate stage of writing.

### **2.8. The Motives for Teaching Writing**

Harmer (2004) consents that writing ought to be learned because it could not be in nature acquired like speaking, though, he provides further reasons to teach writing for EFL learners which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Harmer (1998) points up the reasons for teaching writing as follows:

- Reinforcement: Some learners acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down.
- Language development: The mental activity learners go through in order to construct proper written texts is all part of the ongoing learning experience.
- Learning style: For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.
- Writing as a skill: Learners need to know how to write essays, how to put written reports together and how the writing system operates (for example, in terms of conventions such as

punctuation, paragraph construction) just as they need to know how to pronounce language appropriately.

## **2.9. Effective writing**

Writing in English within an academic context requires some criterion of suitability relative to different aspects of writing which include organization, vocabulary, language use, punctuation, accurate capitalization and paragraphing. According to Starkey (2004) an effective piece of writing is the one that is organized, clear, and coherent, with accurate language and effective word choice.

### **2.9.1. Organization**

Organization is usually determined through convinced techniques that precede the actual act of writing. Mainly, the writer decides about the organization of his written piece before engaging into the material performance of writing through prewriting procedures including free-writing and brainstorming. The use of the prewriting techniques helps at making a helpful plan that promises the organization of the written work as a plan is generally made after reading and classifying the notes gathered from the prewriting activity. According to Chelsa (2006) Creme and Lea (2008) and Gallo (2002) free-writing and brainstorming are effective for shaping the learner's thoughts allowing some time to make connection with the assigned subject noting everything and anything that comes to mind. The two preceding techniques are similar in that they are timed, and flowing exercises meant to elicit many thoughts and ideas on a given topic. Yet, free-writing requires putting whole sentences or phrases on paper whereas brainstorming involves creating a list that might contain various individual thoughts that make sense in a particular order.

### **2.9.2. Clarity**

So as to reach clarity in writing, according to Starkey (2004) the student should:

- Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation.

The learner should focus on what he means and keep away from any language structure that could mislead the reader.

- Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers (adjectives and adverbs) help out the learner to convey his message across in fewer, more accurate words.

- Be concise, this means getting right to the point without unnecessary spinning around, worthless repetition or wordiness. Starkey (2004) sees that: “wordiness is boring, and it takes up valuable time and space... there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using active (as opposed to passive) voice whenever possible.”

Moreover, he provides two reasons for avoiding repetition of ideas and information in one’s writing: The first is that unnecessary repetition is a sign of sloppy writing. It is easy to say the same thing a number of times, varying it slightly each time. It is harder to say something well once, and continue writing about your next idea or example. Second, wordiness wastes valuable time and space. If you are writing while the clock is ticking, or are limited to a number of words or pages, say it right the first time and move on (Starkey, 2004).

### 2.9.3. Coherence

Murray and Hughes (2008) notice that a good writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.”

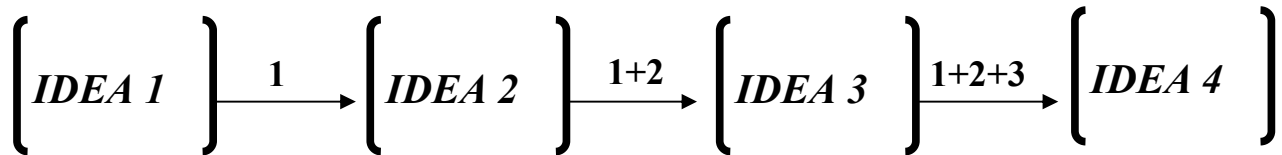


Figure 2.1: A Sequence of Ideas. (Murray and Hughes, 2008, p. 46)

A piece of academic writing, as shown in figure 2.1, has a history in the sequence of building up its academic structure. The reader is only able to make sense of what he is reading at any particular point because it connects clearly with what has gone before, that is why the learner/writer should make that connection clear.

### 2.9.4. Word selection

The nucleus aim of good piece of writing is to transmit and convey a message. The best way to succeed in that is the right choice of words. Starkey (2004) and Kane (2000) stated that two phases should be considered while choosing the words to be used: denotation and connotation.

Denotation is the literal meaning of a word. Learners should make sure of the appropriateness of their terms, because sometimes some confusion may stem from words that sound or seem parallel (but have very different meaning), words and usages that sound correct (but in fact are not considered standard English), or words that are misused so often that their usage is thought to be correct. Connotation "is a word's implied meaning which involves emotions, cultural assumptions, and suggestions" (Starkey, 2004, p. 21). The learner should confirm that every used utterance denotes exactly what he intends to

it, bearing in mind connotation requires the learner thinking beyond the dictionary, to what might be implied or inferred by his writing.

According to what has been mentioned, both denotative and connotative meanings must be considered in formulating word option. Nonetheless, the learner ought to reflect on whether the words might confuse or probably offend his audience. This means keep away from informal language, clichés and slang words.

#### **2.9.5. Mechanics**

In composition, ‘mechanics’ refers to the form of words, to how they are spelled or arranged on paper. The fact that the initial word of a paragraph is generally indented, for instance, is a matter of mechanics (Kane, 2000). Conventions of writing require that a sentence begins with a capital letter and ends with full-stop punctuation (period, question mark, or exclamation point). These sorts of mechanics are very significant in putting together a good quality piece of text because no matter how original are the learner’s ideas, if he cannot express them in a clear and accurate manner.

Starkey (2004) addressed writing mechanics in terms of grammar, spelling, punctuation and capitalization.

#### **2.9.6. Grammar**

Effective writing needs to convey information to readers clearly and properly which means that good grammar assists the writers express their ideas to the readers; in contrast, grammatical errors make writings hard to read and comprehend. As sentences are basic units of writing, the sentence variety will be the standard of the effective writing in getting rid of grammatical errors. On the one hand, the usage of verbs in different tenses and persons and the collocation of phrases should be correct. On the other

hand, whole sentences should be written idiomatically in various tenses and expressions of clauses.

Brooks and Penn affirm:

... For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation (Brooks and Penn, 1970, p.20).

### ***2.9.7. Capitalization and punctuation***

Punctuation and capitalization rules focus on the details of the writing which in order to make it regular and effective. Along with further belongings, “they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers” (Murray and Hughes 2008, p. 185).

### ***2.9.8. Spelling***

Correspondingly, spelling is one of the integral factors which necessitate to be taken into account by students when dealing with writing, because it is an aspect that almost teachers in an EFL context focus on once evaluating students work. Right spelling gives one’s production credibility. Not only will the reader know that one is skilled, but also that he is cautious regarding his effort.

## **2.10. The Writing Process**

Since the early 1970’s, the nature of written discourse as well as the writing process itself have attracted renewed interest from educational researchers, linguists, applied linguists and teachers. In this

period of time, many researchers and educators were interested in exploring the new philosophy that has to do with exploring the different phases through which the student/writer goes to reach his main objective, that of the product (Kroll, 1990).

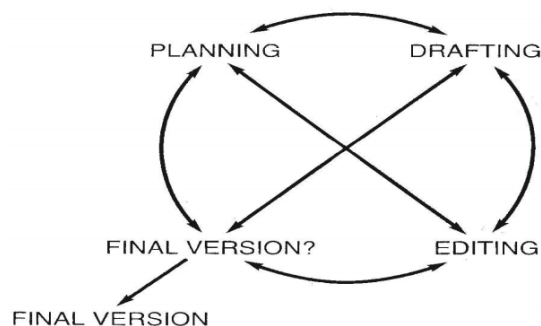
Many researchers like Raimes (1987) Chenoweth (1987) Hedge (1988) Kroll (1990) and Harmer (2004) acknowledged that writing is a recursive rather than a linear process, that writers rarely write to a preconceived plan or model and that the process of writing creates its own form and meaning. When we talk about writing as a process, we understand that ideas are generated, put in first draft, organized and arranged in a whole, revised and corrected, and finally written in a final draft. The process of composition is not a linear one, moving from planning to compose to revising and editing. It would be more accurate to characterize writing as recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of rescheduling and between (Hedge, 1988).

To explain more, we will present Harmer's (2004) figures of the writing process:



**Figure.2.2: Process of Writing. (Harmer, 2004, p. 5)**

According to Harmer (2004) this diagram is not satisfactory; “the process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit.” That is why Harmer presented the process of writing in a different way, in what he calls the ‘process wheel’.



**Figure.2.3: Process Wheel. (Harmer, 2004, p.6)**

Figure 2.2 shows that writers do not follow a neat sequence of planning, drafting and revising, they may move backwards and forwards until the process reaches its culmination by producing the final version.

### ***2.10.1. The Process Approach***

The process approach was first developed by the expressivism view in the late 1960's and early 1970's underneath the leadership of Murray, Elbow and others. Murray (1978) for example focused on the idea of multiple drafts through which learners could discover what they wanted to say.

Elbow (1973) with a background as a college teacher came to see writing as 'an organic developmental process' that encouraged the expression of personal thought and self-discovery. The expressivity movement influenced the ways of teaching by providing American colleges of new writing approaches that have been dominated by a product orientation. On the hole, the expressivity view sees writing as a creative act of discovery in which the process the writer goes through is as important as the product Elbow (1981). The premise in a process-oriented approach is the focus on the stages a writer goes through to create a text, instead of focusing on the final product. In other words,

the process approach recognizes that “most people progress through a number of untidy drafts before reaching a final version,” as they develop their thoughts and add new ideas (Tessema, 2005, p. 24).

The process approach recognizes that students often discover what they want to say as they think and write about a topic. That is why it is recommended that teachers “accept messy drafts as a positive, even essential, stage in writing,” and to “treat early drafts as transition stages” (ibid. 24).

In the process approach, content and organization are more important than correction of grammar, spelling, vocabulary and punctuation which occurs gradually and thoughtfully throughout the writing process. Tessema (2005) stresses that correcting these types of mistakes “is part of the language instruction, but too much of it can be discouraging and demoralizing.” One of the major characteristics of the process approach is that it views writing as an act of discovery and creation of meaning.

Murray (1978) sees that when drafting, writers find out what they have to say and when revising they come to check the meaning they have discovered. In the same direction, goes Perl (1979) who confirms that writing itself is an act of discovery and that writers invent or discover the specific words, details and syntactic structures as they write.

In order to find strategies of writing, an investigation or study about the process of writing is helpful and indispensable. However, the present theories on this part always confine the procedure of writing to a certain task or aim. In fact, as a result of some subjective, complicated and particular features of language or language abilities, the definition of writing can be broad and the creation of writing is intricate enough as well.

In this section, I adopt the Hayes and Flower's theory” A Cognitive Process Theory of Writing” (1981).

Three areas of the writers' domain relating to writing process	(1) Task environment is everything beyond the writer that influences the writing task.	For example, topic, audience, the writer's motivation, and the existence of portions of text	
	(2) The writer's long-term memory	For example, writer's knowledge (about a variety of topics) and writing plans are stored in the long-term memory	
	(3) The writing process	planning	For example, the Sub operations of generating, organizing
translating		Take long term memory into	
reviewing		Aim to improve the quality of the text.	

**Table 2.1 a cognitive process theory of writing by Hayes and Flower (1981)**

Hayes and Flower's theory about the writing process indicates the procedure of producing writing. Whether the writing strategies are designed as the cognitive process of writing is one of critical factors to measure the effectiveness of the writing strategies. In addition, this theory is also beneficial to explain the difficulties in the students' writing process and figure out the solutions.

## **2.11. Strategies to Teach Writing in High School**

Foreign-language skills are classified into two major categories: the productive skills (speaking and writing) and the receptive skills (reading and listening). However, their nature is not relevant to this division since listening and speaking are naturally acquired, while reading and writing must be learned at school and university. This is called literacy, i.e., the ability to read and write. Besides, even if writing and speaking belong to the same type, they are sharply different as it is stated in this quotation “the productive skills of writing and speaking are different in many ways” (Harmer, 2007, p. 246). Writing could be the most difficult skill to teach among the four activities listening, speaking, reading, and writing, because writing produces tangible records that allow countless revisions and consist of both technical accuracy and artistic fluency. Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which remain controversial spite of reams of data on second language writing. The psycholinguistic Eric Lenneberg (1967) once noted, in a discussion of “species-specific” human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society. And usually only if someone teaches us. There are some effective techniques that can be useful for English teacher when they are teaching writing proficiency, they are:

### ***2.11.1. Imitative, or Writing Down***

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher order processing as well. Here you can see some activities that have to do with these techniques: exercises in

handwriting letters, words, and punctuation, keyboarding (typing) exercises, copying, picture-cued writing exercises, completing forms and questionnaires, spelling tasks, etc.

### ***2.11.2. Intensive or Controlled***

The intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer. A common part of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present verbs to past tense verbs; in such a case, students may need to alter other time references in the paragraph. There are other activities that could be with this: dictation of phrases and simple sentences, rewrite a story just heard, grammatical transformation exercises, pictures descriptions tasks, ordering tasks, sentences completion, etc.

### ***2.11.3. Self-Writing***

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most relevant instance of this category in classrooms is note taking, where students take notes throughout a lecture for the intention of later recall. Another can be a diary or journal writing also falls into this category. Conversely, in many circumstances a dialogue journal, in which a student records thoughts, feeling, and reactions and which an instructor reads and responds to, while ostensibly written for oneself has two audiences.

### ***2.11.4. Display Writing***

It was noted earlier than writing within the school curricular context is a way of life. For all language students, short-answer exercises, essay examinations, and even research report will involve an element of display.

### ***2.11.5. Genuine Writing***

This kind of technique could be useful to use in the real life such as, diaries, letters, postcards, notes, personal messages, and other informal script can take place, especially within the context of an interactive classroom. While certain tasks may be somewhat artificial, nevertheless the authentic exchange of information can happen. The students can get feedback about his or her assignments from teachers and classmates, and this is a chief reality to develop the writing skills.

### ***2.11.6. Brainstorming***

This is a valuable technique in writing because it permits to students to move toward a topic with an open mind. Because you do not judge as they emerge, you free yourself to come up with ideas that you might not even know you had. Brainstorming is one of several effective ways to begin an efficient writing.

## **2.12. Drawback Factors of Writing Skills**

Many researchers like Bateman and Zidonis (1996) Barham, Lamb & Wyllie (1976) have worked on the influence of grammar teaching on English writing skill. They all conclude that the classes where English grammar is taught, students lose their interest and they take English writing skills as a very hard task and such classes become ‘boring, useless and repetitive’. Hillocks (1986) suggests that usage and ‘mechanics’ of the writing skills must be carefully handled with appropriate planning (as cited in Clark, 2003). According to Molder Rex (1993) there are several factors that influence in acquisition of the English language; He argues that the main factor is the students’ age, because teaching to elementary varies from teaching teenager, so the teacher needs a greater variety of materials for different age to keep interests kids as well as adults. The second factor is to take into account the

students' English level, this it is necessary to choose the right topics. ESL teachers should first monitor all students with a simple English test to ascertain their level. Once you know that, selecting the appropriate level of materials will be much easier. The class size, this is common in public high school for the reason this is a great opportunity for teachers. They need to know that a large class it will be hard to individualize materials. When working with one or two students, it's easier to choose materials with which they are comfortable. The last factor is specific purpose, it is necessary learn to students the advantages of studying English, this let them interest in the lessons. Writing also can be the most time consuming activity to teach. Having 25 students in a writing class where they are to compose a 4 page academic paper means endless work in correcting, giving feedback, holding individual conferences, and so forth. However, in the public high schools each classroom is about more than 30 students, this is a challenge to teacher because they cannot teach writing with easily. Teachers must be available to them during the recursive process of writing from choosing the topic to finishing up the final draft. In the Algeria context, writing in English unlike speaking, listening, and sometimes reading, is not practiced outside the class, so what is learned inside the class is practiced inside and has little chance to be developed outside. Time and practice are nearly neglected especially in the public high schools. Moreover, the complexity of the writing skill led the majority of our students to struggle when they need to write paragraphs and essays; this will result in a poor writing. The majority of the learners face problems with paragraph and essay writing.

According to Whitaker (1998) the follows are interesting ideas that the teachers have to take in account to teach writing in high school. It is important to establish a positive atmosphere for writing, an atmosphere of mutual respect, positive regard, and safety. Also, the teacher must be flexible to help their students and meet instructional goals. Finally the teachers must think carefully about the approach they will use to arrange for students to write for meaningful purposes, and students need to have response to their writing, and this response can occur throughout a writing cycle, can focus on any number of relevant matters, and can be offered in different ways by different people.

## **Chapter Three: Methodology**

### **Overview**

The present chapter attempts to provide an overview on the methodological design of the study entitled “Evaluation of the Effectiveness of the Writing Skills in the Algerian EFL Classrooms Enrolled in the Second Generation Program”. More deeply, this chapter is devoted to present the methodology and procedures of the study, data collection tools and procedure, the study context, participants, and data analysis methods.

### **3.1. Data collection method**

In this research, two main tools are used for the data collection, semi structured interviews and paragraphs' collection. The whole process of the data collection is explained in the following sections.

#### ***3.1.1. Site of research***

The research study took place at Mohamed Bouras Secondary School, Miliana. A Numbers of learners and teacher have participated to fulfill the aim of the present study. Mohamed Bouras is an Algerian secondary school which is situated in Miliana, Ain Defla province.

#### ***3.1.2. Research participants***

Sampling it is designed as a fundamental procedure in research to collect data from the target population. A population is a group of individual people, objects, or items from which measurements are taken, such as a population of presidents or professors, books, or students.

Participants in this study included a unit of third year secondary school students and EFL teachers.

### ***3.1.3. Teachers' profile***

Four EFL teachers from Mohamed Bouras Secondary School in Miliana , Ain Defla, took part in a semi structured interview.

	<b>Diploma</b>	<b>Years of Experience</b>
Teacher 01 Mr. DR.A	BA English (classical system)	31 years in public school 11 years in ETE 6 years in VIP private school
Teacher 02 Mrs. B.S	BA English ( classical system)	24 years in public school
Teacher 03 Mrs. AZ.N	BA English (classical system)	14 years in public school
Teacher 04 Mrs. B.F	Higher National School (ENS)	04 years in private school 03 years in public school

**Table 3.1 the teachers' profile**

### ***3.1.4. Students' profile***

The participated students in this research are third year high school learners in Mohamed Bouras secondary school. They are 15 persons who have been selected randomly to get mixed abilities.

The participants age range from 17 to 19.

### ***3.1.5. Research instruments and data collection procedures***

The process of research cannot be achieved without taking advantage of a number of tools often called research instruments. The selected instruments used to achieve reliable, valid, and objective results are first; give the learners subjects to write a composition applying a condensed training to collect data before and after the intervention. Second, the semi structured interview was done with teachers to gather data about teachers' opinions and points of view on the 2nd generation program and the learner's capacities in writing. The part that follows will deeply focus on describing the research tools.

### ***3.1.6. Collecting compositions from students***

Paragraphs, like other types of writing, have a standard three-part structure with a beginning, middle, and end. The topic sentence, development and support, and conclusion are the components. The process of this exploration cannot be successful without exploration instrument. We choose our tools veritably precisely to find the objects that we are looking for. Also, we decided to collect compositions from students for analyzing the writing skills and their deficiencies. The collected compositions were done by 15 students from 3rd year literature and philosophy stream (secondary school). We gave them subjects which contain two topics for choice, the pupil has to choose one of the two questions, the first question is about education and the alternate about social media to write a well structured paragraph in no more than 10 lines as in their final exam. Those writing tests were done twice before the training and after it. This is how we have real samples of student production that can be analyzed.

### ***3.1.7. Teachers' interview***

An interview is questions are asked to collect data. Interviews are conducted by two or more persons, one of whom is the interviewer who asks the questions. There are various types of interviews, which are often distinguished by their level of structuring. When researchers need specific information that can only be obtained by meeting and personally contacting a sample of their target population, they use interviews. The types of interviews you can use in research are structured interviews, unstructured interviews, semi-structured interviews, and focus group interviews.

#### **3.1.7.1. Semi structured interviews**

In a semi-structured interview, participants are asked a series of open-ended questions before being asked follow-up questions to explore their answers and the research topic.

We chose semi-structured interviews in order to gather a sufficient amount of data for our analysis. We interviewed the four teachers because of their experiences, opinions and views on the topic of our study, which is sufficient enough for us to gain a general understanding of the issue. The questions we posed to the teachers were open-ended, allowing the teachers to respond comfortably and explain their experiences to us without difficulty or complexity in their responses; in other words, the questions were not restricted, but rather open.

### **3.2. Data Analysis Method**

The phase of data analysis is a fundamental step the researcher goes through when he reports the research findings. It focuses on what has been gathered from the research tools, that is to say, the test and the semi-structured interview is analyzed qualitatively. The data collected for this

research were gathered through the use of the compositions collected from students and follow up semi-structured interviews. For that reason, this research is based on qualitative data analysis in order to be accurate and significant.

### ***3.2.1. Qualitative Data Analysis:***

Qualitative data analysis requires from the researcher to interpret information that is collected from the selected group in a form of paragraph. Cohen says that this type “involves organizing, accounting for the explaining the data; in short making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (2007, p. 461). This means that this type of data analysis is mainly based on summarizing the collected data using description, explanation and interpretation; it means the researcher has to comment and should have skills to explain data in sentences.

### ***3.2.2. Qualitative thematic analysis***

The data gathered from the semi structured interviews were analyzed through a thematic coding analysis. Braun and Clark (2006) introduced and validated the procedures followed to analyze the data. The qualitative thematic analysis is used to analyze themes and patterns derived from the data, and then illustrate them in detail through interpretations (Boyatzis, 1998). Braun and Clark (2006) gave a clear explanation of the thematic analysis process and claimed that the thematic analysis is used for “identifying, analyzing, and reporting patterns (themes) within the data. It minimally organizes and describes your data set in (rich) detail” (Braun and Clark, 2006, p.79). They included some distinct procedures to identify the recurring patterns and themes within the collected data. To do this, at first, the surveys and transcripts generated during the semi-structured interviews were read repeatedly. Next, along with coding the responses carefully

to diagnose and verify particular features in the collected data, adequate attention was given to the raised questions. This, in turn, set the ground for recurrent concepts and themes to emerge. Considering the central concepts coded previously and presented in the respondents' answers, the themes were identified. Then, the prevalence of the themes was demonstrated through relevant coded data that emerged from the database. To go beyond the description of the data and make correct interpretive judgments about the prominent themes, the researchers examined them one more time according to the already-existing theoretical foundations.

The thematic analysis goes through a process of coding in six linked stages which are: reading the materials, coding the materials, elaborating many of the codes into themes, identifying and evaluating the themes, examining possible connections between concepts, and writing up a final report (Bryman, 2016).

### ***3.2.3. Qualitative microgenetic analysis***

The analysis of the students' productions was done through the microgenetic development approach. The microgenetic approach examines change as it is occurring, thus attempting to identify and explain its underlying mechanisms. It involves taking repeated measurements from the same participants over the course of transition in the ability of interest. According to Riazi (2016) the microgenetic development approach deals with the changes in L2 learners' learning processes. It includes examining L2 learners' performance at different points throughout transition in the domain of interest. Importantly, the microgenetic approach provides an illustration of a dual's progression through the whole period of change, highlighting and sizing elements that cannot be captured by traditional methods. For example, lowering five dimensions can all be examined (Siegler, 2002):

**The path of change:** Is the change qualitative or quantitative?

**The rate of change:** Is the change sudden or slow?

**The breadth of change:** Is the change domain-specific or generalizable across domains?

**The variability of change:** How variable is a person's behavior across similar tasks within a domain? Can similar patterns of change be seen across individuals?

**The source of change:** What do the changes in behavior, such as strategy use, suggest about the source of change?

In the current study, in light of the students' composition data, it was explored how the students' writing skills were changed over the instruction by comparing and contrasting their paragraphs at different points in time. To this aim, the students' pieces of writing were extracted, examined, and explained particularly based on the underlying underpinnings of their productions. The researchers precisely selected two different stages at two different points in time and compared and contrasted them in detail. For example, they meticulously examined how the students reported how the social media affect them. The assisting teacher collect paragraph before applying the condensed training in writing.

### **3.3. Ethical considerations**

In every research that contains human participants, some ethical issues must be considered; hence we commit ourselves to work ethically, in particular:

- All of the research participants were given a consent form to participate in this research.

We gave a brief explanation about what the research is about. The consent form was

about writing skills in the Algerian EFL classrooms across the second generation program which are mentioned earlier in this chapter. ( see appendix 02)

- All the research participants have signed a consent form.
- All of the research participants were given an information sheet, which help them to understand the different aspects of the research. The information sheet helped the potential participants to take a decision regarding their participation in the study. (see appendix 01)
- The information sheet details for them that they would test the students writing performance by giving them one paragraph question which would be answered in a well structured way. Then, we will collect the productions of the students for the sake of consisting raw data in terms of all writing aspects. (see appendix 03)
- Concerning the confidentiality of this research, following the paragraphs' collecting, we interviewed the teachers in charge of the third year level in Mohamed Bouras Secondary School in order to specify the area. The interview last about ten minutes, and it was recorded.
- The names of the participants' were anonymized at all stages of data collection, while analyzing the data, and writing up the results.
- The participants also have the right to have a look at the transcripts so that they make sure that there are no changes have been brought to the original records.
- Transcripts do not include the participants' real names, and we used code-name instead. Each code-name starts with the same letter as the real name of the participant. The list of real names with code-name is stored in a locked cabinet.

- The 19 participants have the right to withdraw their participation in the research until the data are made anonymous. The procedures of withdrawal are clearly stated and explained in the informed consent.
- Specifically, it was explained at which stage the participants had the right to withdraw or not.
- This research would not cause any physical or emotional harm to the participants.

## Chapter Four: Findings and Discussion

The present chapter embodies the analysis of teachers' semi structured interviews and the students' pre and post productions. It exposes the analyses and the findings based on the collected data in the framework of the theoretical part. In the first section of this chapter, we deal with the teachers' semi structured interviews and in the second section of the same chapter; we analyze the students' writing. The interpretation of these results and findings aims to answer the research question and confirm or reject the hypothesis formulated previously.

### 4.1 Section one: findings from the interviews

#### 4.1.1 *The process of generating codes*

After I familiarized myself with the data through reading the contributions for several times, I designed the following table which shows the original data to the left side, and the right side of the table lists the different codes taken out from the data. Either the data presented from the first discussion which is an example of the data analysis process, or the examples I presented from the data as examples for different themes are unedited and contain errors, lexical insertions from Arabic and French, online abbreviations etc.

**Table 4.1: Interview 01**

Raw Data	Codes
AZ.N:  They totally hate writing. They are not interested in writing. They say we cannot write. They do not write at home. They do not care.	Unwillingness to write
They do not try to write simple sentences. They ignore the structure of simple sentences,	Unstructured sentences

<p>so they produce long meaningless sentences.</p> <p>We always force them to write. They have all opportunities and we help them. We push them all time, but they are not interested. We advise them to organize themselves by teaching them some techniques.</p> <p>We still in the teacher centered approach. It encourages writing, but it doesn't provide enough time.</p> <p>They do not use grammar correctly. They do not have enough vocabulary. They think in Arabic and then translate to English which causes wrong pieces of writing. They do not give importance to the language itself. A lot of slow learners that do not try to do better.</p> <p>Read more written texts. Use dictionaries. Enrich their vocabulary. Follow teachers' instruction.</p>	<p>Teachers' carefulness VS students' carelessness</p> <p>Increasing students motivation to writing</p> <p>Time limitation</p> <p>Linguistic issues and mistakes</p> <p>Poor vocabulary</p> <p>Probable solutions</p>
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**Table 4.1 raw data and codes from discussion 01**

#### ***4.1.2 Codes and themes derived from data***

When I finished initiating the codes from the data, I tried to group the different codes and gather them together under themes. The following table summarizes the attempt I made, for the discussions there were six (06) initial themes.

**Table 4.2: Initial Themes**

<b>Themes</b>	<b>Codes</b>
The lack of self esteem	Unwillingness to write, teachers' carefulness vs. students' carelessness, lack of self esteem, inattentive students, homework negligence.
Rigid textbook	Inflexible textbook, inappropriate textbook, not updated program.
The lack of writing skills and process	Lack of writing skills' mastery, The unacquaintedness to the productive process.
Linguistic issues	Unstructured sentences, linguistic problems, unmindful to grammatical structure, philological mistakes, and language deficiencies.
The intellectual defies	The unwillingness of the intellectual baggage, the intellectual deficiencies, modern challenges with the new generation, cognitive and physical challenges, time limitation.
Teachers' motivation to students	Recommendations, probable solutions, raising their awareness to write.

**Table 4.2 initial themes from interviews****4.1.3 Description of the themes****4.1.3.1 Theme 01: the lack of self esteem**

The lack of self esteem is considered as the main factor that restricts students' improvement in writing. The participated teachers focus on the great impact of unwillingness and carelessness of

students to the writing phase. They insisted that the students are unmotivated to produce any pieces of writing.

**Excerpt 01**

**AZ.N:** They are not interested in writing and they say that they can not write.

**Excerpt 02**

**DR.A:** They do not even read. How can they write!

**Excerpt 03**

**B.S:** they hate writing, but they admire social media!

**4.1.3.2 Theme 02: rigid textbook**

The current program within the existent textbook is stressed by the participants from two different aspects. On the one hand, the real principles prompted by the competency based approach in that second generation program are very useful and effective in their core. On the other hand, the problem is up to the application of those principles in the real ground which faces several defies such as: overcrowded classes, the influence of digital devices, the lack of supervising by inspectors and the gap from 70% of grammar to long paragraphs.

**Excerpt 04**

**B.F:** the current textbook does not respect the students' level.

**Excerpt 05**

**B.S:** the strategies do not fit students' need and it is not updated with this new generation.

**Excerpt 06**

**AZ.N:** we still in the teacher centered approach!

**Excerpt 07**

**DR.A:** the second generation program needs to be reformed; we get better results with the first generation because the CBA basis is only in theory no practice. The text book is not complete there is a gap between grammar and production.

**4.1.3.3 Theme 03: The lack of writing skills and process**

According the participants, students lack the right process and steps of academic writing. They simply copy and imitate others writing without producing any work. That is due to the wrong use of grammar in writing and the absence of knowledge and cultural background as well as the academic one.

**Excerpt 08**

**DR.A:** they only copy others writing because they are not able to summarize. Grammar only does not help they need other inputs, knowledge and the master of structure. They obviously need maximum of distinct abilities to go back to the productive phase.

**Excerpt 09**

**AZ.N:** they think in Arabic and translate to English which produce meaningless writing. They are not able to write one correct simple sentence!

#### **4.1.3.4 Theme 04: linguistic issues**

This phase is very vital in disrupting the writing process. Students do not distinguish between the linguistic features; they commit continuous error regarding grammar rules, punctuation, spelling, conjunction as well as their terminology insufficiency.

##### **Excerpt 10**

**B.S:** our students are not able to apply grammatical rules in their sentences. Also, they cannot identify the right conjunction.

##### **Excerpt 11**

**B.F:** they cannot construct one correct sentence in terms of spelling and grammar.

##### **Excerpt 12**

**AZ.N:** as I said before, they still think in Arabic since they have poor vocabulary.

#### **4.1.3.5 Theme 05: the intellectual defies**

The participants stressed that they are bounded by time in which they cannot develop their students' abilities. This fresh generation is short of intellectual and cultural background. Thus, it is challenging for teachers to teach this specific age group who's absolutely influenced by the digital and technological devices.

##### **Excerpt 13**

**B.S:** nowadays classroom environment does not fit the new generation. They are curious to technology and much attached to social media. And that affect their sleeping regularity as well the physical and cognitive one.

#### **4.1.3.6 Theme 06: teachers' motivation to students**

Teachers constantly motivate their learners by encourage them to write and try to formulate accurate text. They help them by giving them tips and techniques to improve their writing, but they do not follow them. Students' stimulus is broken; they have an aversion to the writing skill.

##### **Excerpt 14**

**AZ.N:** we always say to they just try one time, but they hate writing as we are forcing them to study. Even if they are not involved, we push them to use dictionaries and read more texts to enrich their vocabulary and style.

##### **Excerpt 15**

**DR.A:** their writing skill is very limited; so that we encourage them, but they still imitate and copy irrelevant texts.

##### **Excerpt 16**

**B.F:** teachers try to help their students by giving them home works to practice, but they do not cooperate with their teachers' effort.

##### **Excerpt 17**

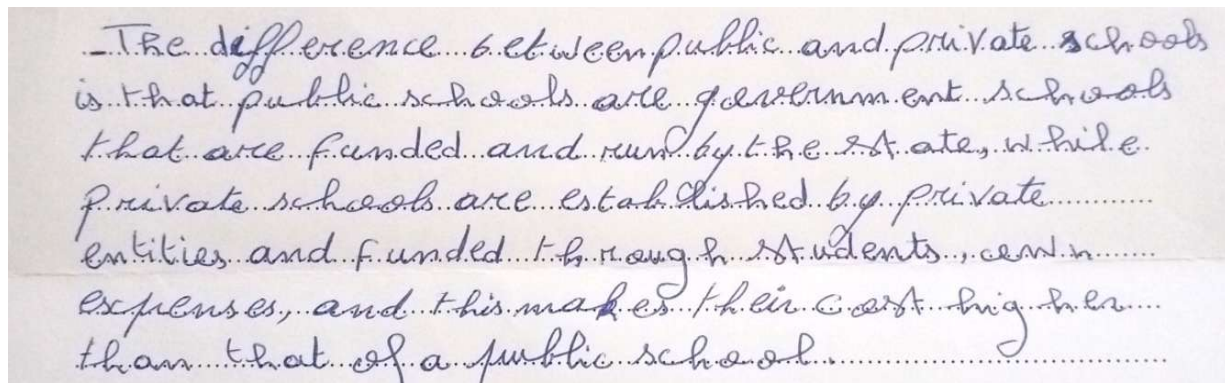
**B.S:** I used to cope with mixed abilities in order to integrate all learners in my class, otherwise; they are tired and sleepy all time.

## 4.2 Section two: findings from the compositions

The first research question investigated how the high school students' writing skills are. To this aim, the productions were gathered and analyzed carefully to show how the students' writing skills are over the instruction. In order to evaluate the level of students writing every paragraph was examined at two stages.

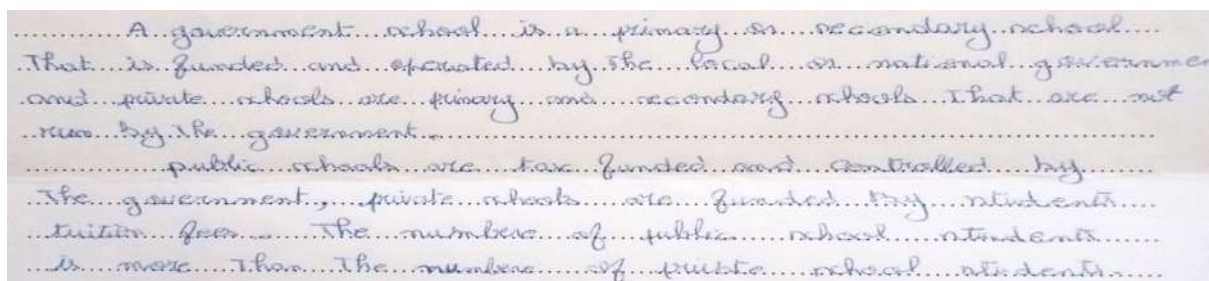
### Excerpt 01

For instance, the following excerpt belongs to participant K.L in her pre-test production:



Regarding to this stage, the writing is very far from paragraph structure. She used a dash at the beginning instead of indentation; the whole writing was full of fragments which reflect that she is unaware of sentence arrangement, punctuation and spelling.

The next excerpt shows K.L writing after the training of writing:

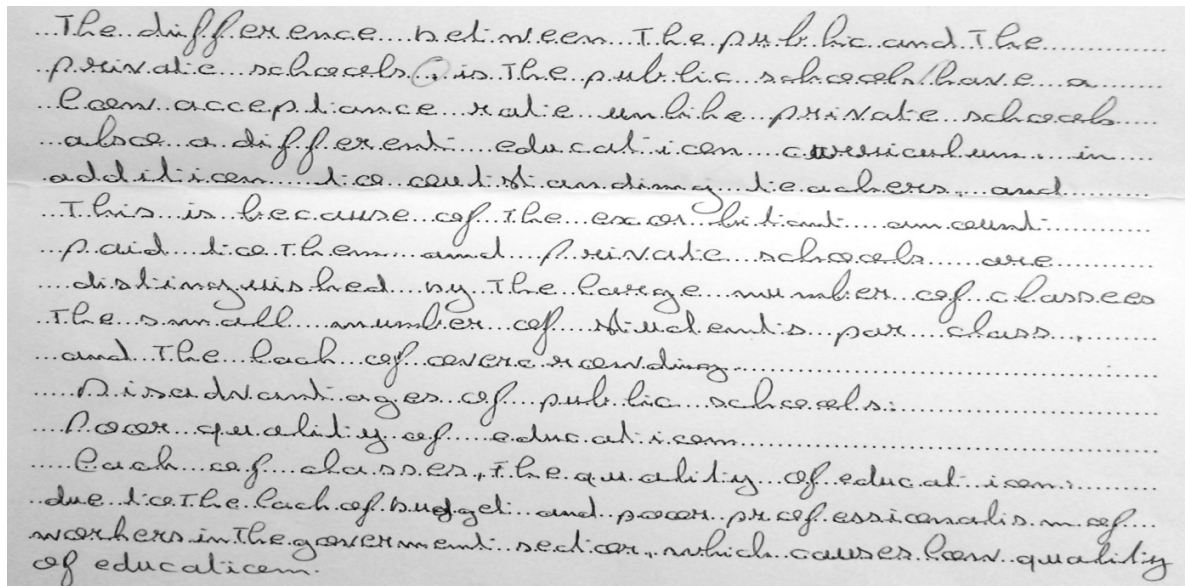


It is clear that her production changed somehow: her perception and ideas has improved in way.

Otherwise, she still has a problem with capitalization and punctuation.

### Excerpt 02

The subsequent example was taken from participant R.H:



As it is seen, there is no indentation and the production is very long with some irrelevant ideas.

Another point is that coherence is totally absent; there is no sequence of thought, and there is a misuse of grammar, vocabulary and conjunction.

there is a lot of difference between the public and private schools and the most important of these features we find.....

- public education is characterized by free education while private education is for money.....
- we also find that public education does not contain the means available for education is more qualified for students to study.....
- private school students are characterized by a high level of discipline and academic excellence while we find that public education contains different levels including the superior the average and the lower intelligence.....

..... finally this is amazing the most important features that exist in education Algeria.....

The above passage is extract from R.H post training. She used enumeration while the required was a paragraph as well punctuation and word chose is very poor. Although she gets training in writing, her composition is full of mistake and fragments.

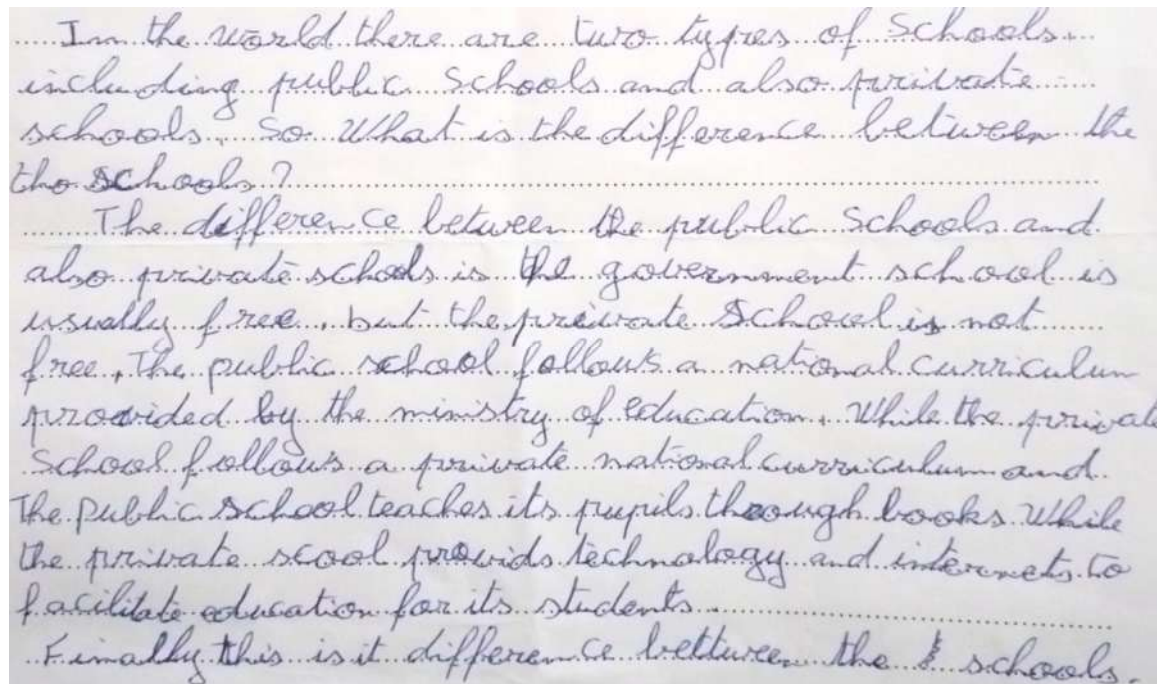
### Excerpt 03

The follow passage is an example from the work of participant H.B:

Public schools depend primarily on local state and federal government funds while private schools are usually supported by tuition payments and sometimes by funds from other non public sources such as religious organizations endowments grants and charitable donations.....

..... the public schools in Algeria payments more than 10 lines by funds from other non state school.....

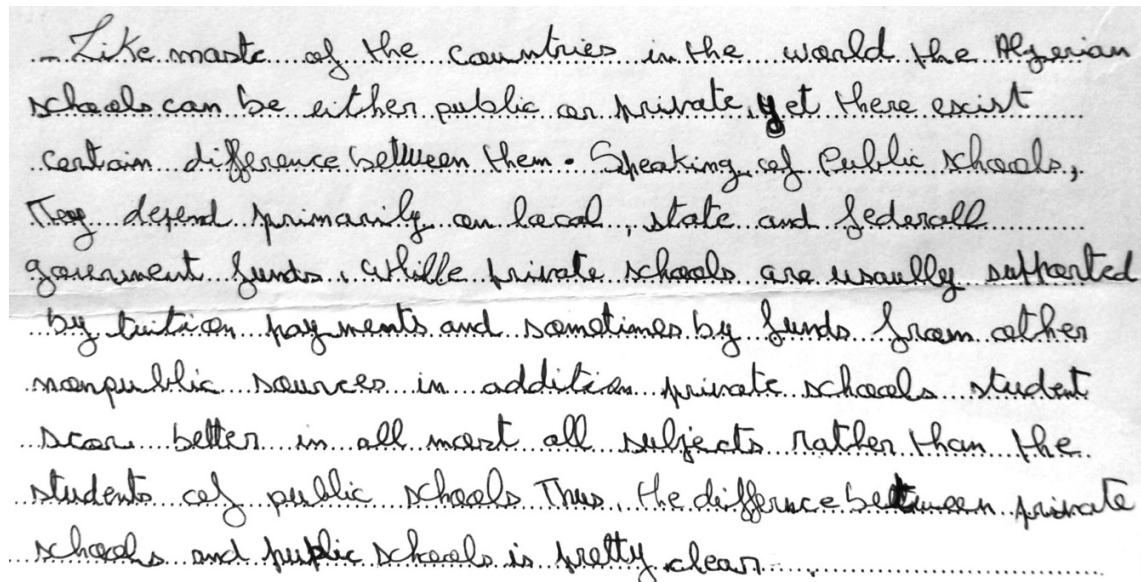
It is remarkable that the whole paragraph is not organized with one single sign of punctuation. It is full of mistakes in terms of grammar, spelling and conjunction. That work seems as random words and ideas were linked together unconsciously.



Later than the intervention, the student has shown a noticeable change in terms of structure and punctuation. She starts her paragraph with a question which reflects a fascinating opening.

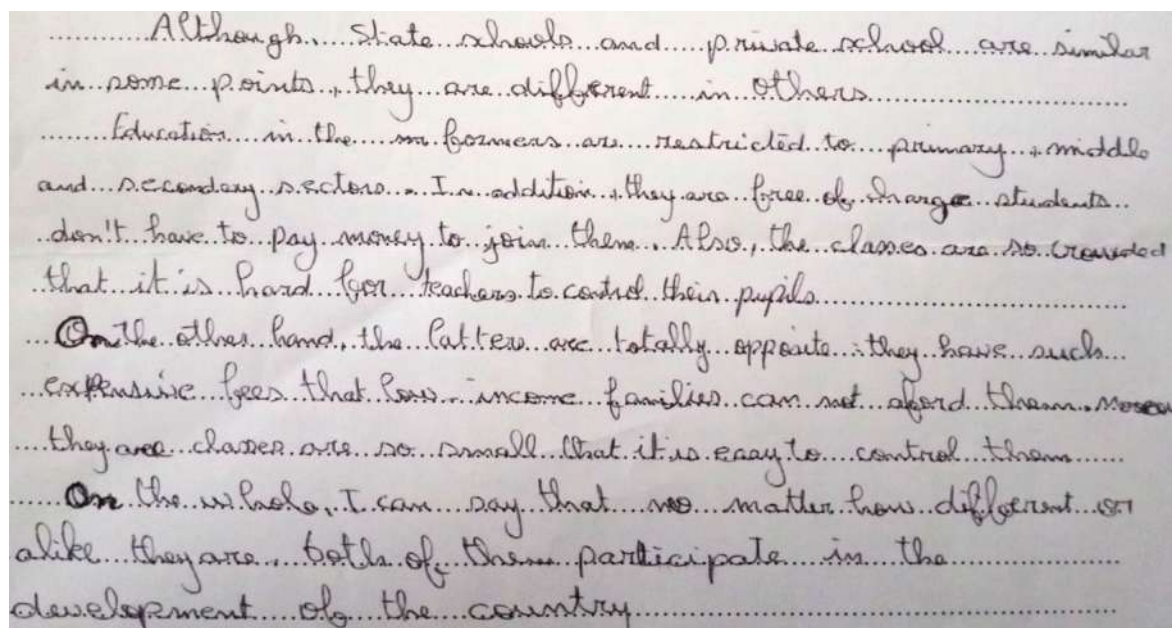
#### Excerpt 04

Another illustration from the writing of participant M.F:



Like most of the countries in the world the Algerian schools can be either public or private yet there exist certain difference between them. Speaking of Public schools, they depend primarily on local, state and federal government funds. While private schools are usually supported by tuition payments and sometimes by funds from other nonpublic sources in addition private schools student learn better in all most all subjects rather than the students of public schools Thus the difference between private schools and public schools is pretty clear.

As a first impression, the piece begins by a dash and a spelling mistake followed by punctuation error. He misused capitalization and grammar as well as vocabulary. His ideas and thoughts were not conveyed because he imitates others' items.

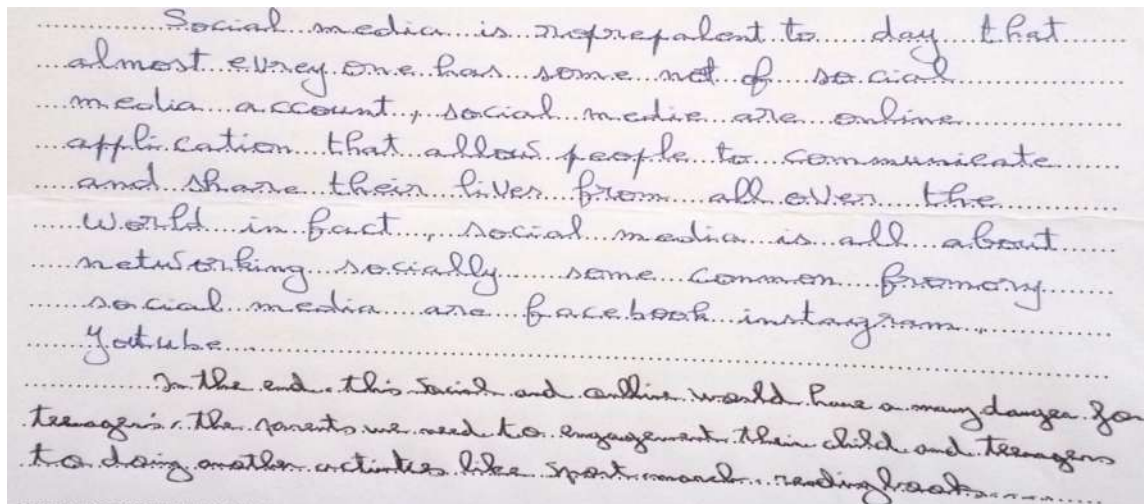


Although state schools and private school are similar in some points they are different in others. Education in the former are restricted to primary, middle and secondary sectors. In addition they are free of charge students don't have to pay money to join them. Also, the classes are so crowded that it is hard for teachers to control their pupils. On the other hand, the latter are totally opposite they have such expensive fees that low income families can not afford them. Moreover they are classes are so small that it is easy to control them. On the whole, I can say that no matter how different or alike they are both of them participate in the development of the country.

After the instruction of the teacher in charge, the student has demonstrated a turning point in his style, word diction and coordination. Nonetheless, he still has a difficulty in terms of paragraph structure and how to organize the topic sentence and its fellow.

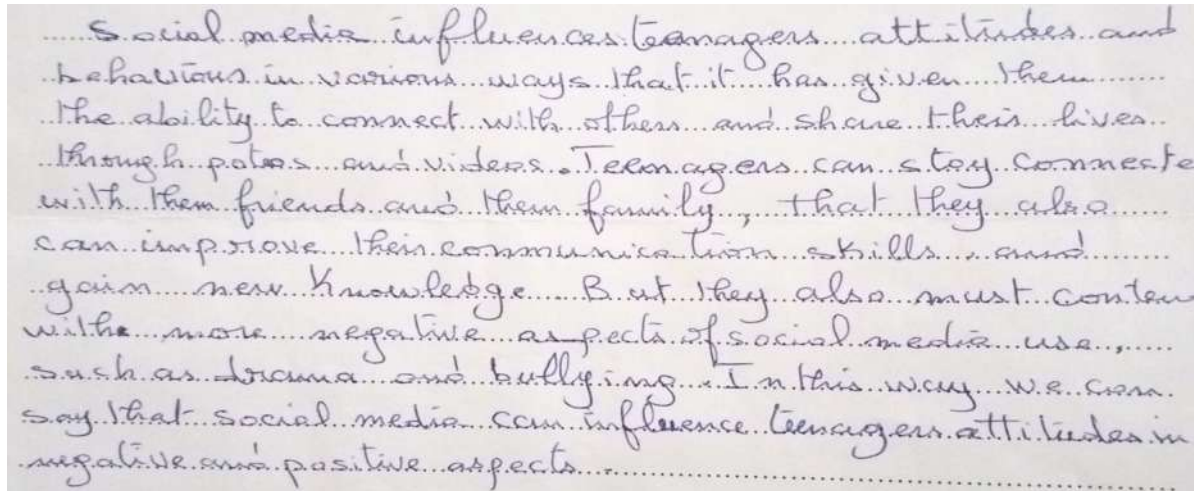
### Excerpt 05:

Here as we can observe in the following excerpt belongs to Ch.O in her pre –production:



In her pre –production the participant cannot make correct sentences that let her writing unorganized and somewhat understandable, the whole writing was full of fragment and uncompleted ideas, and also she did not take in consideration the capitalization and punctuation.

The excerpt below shows us Ch.O production after the training of writing:

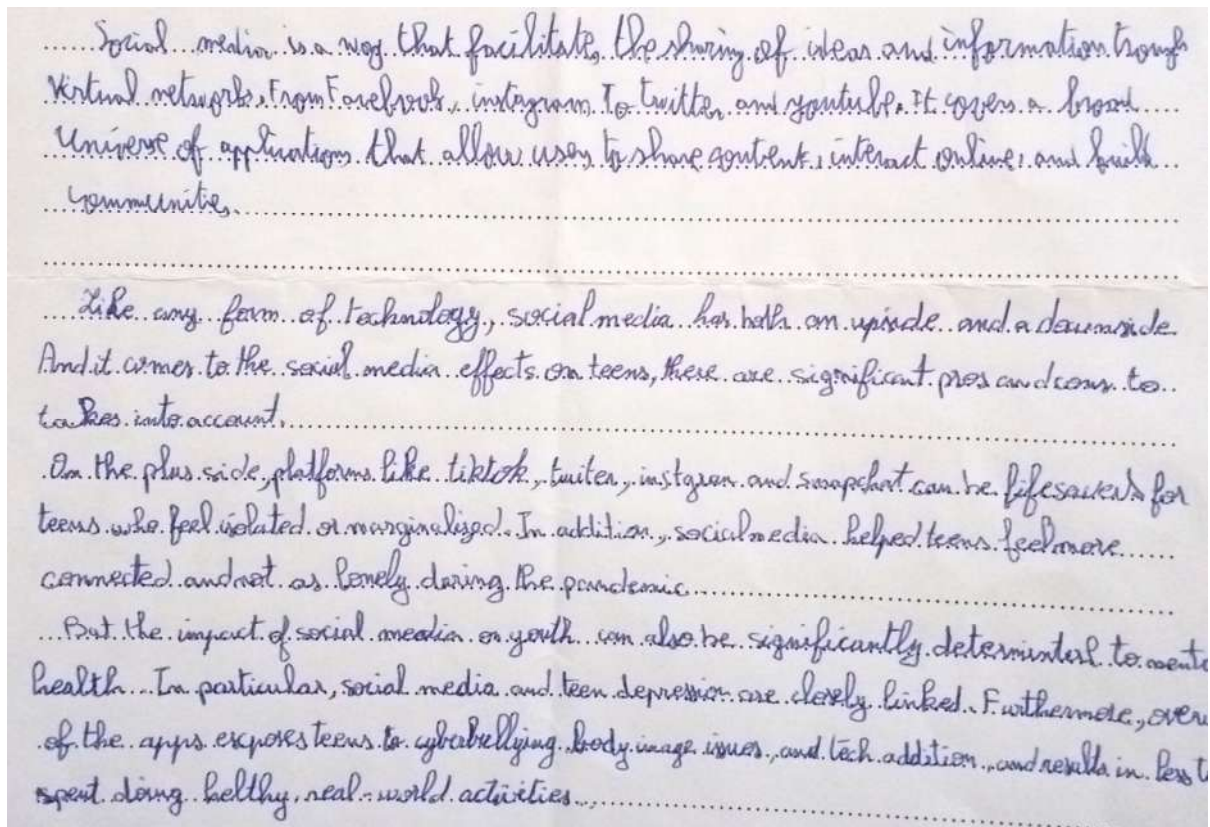


.....Social media influences teenagers attitudes and behaviors in various ways that it has given them the ability to connect with others and share their lives through photos and videos. Teenagers can stay connected with their friends and their family, that they also can improve their communication skills and gain new knowledge. But they also must contend with the more negative aspects of social media use, such as drama and bullying. In this way we can say that social media can influence teenagers attitudes in negative and positive aspects.....

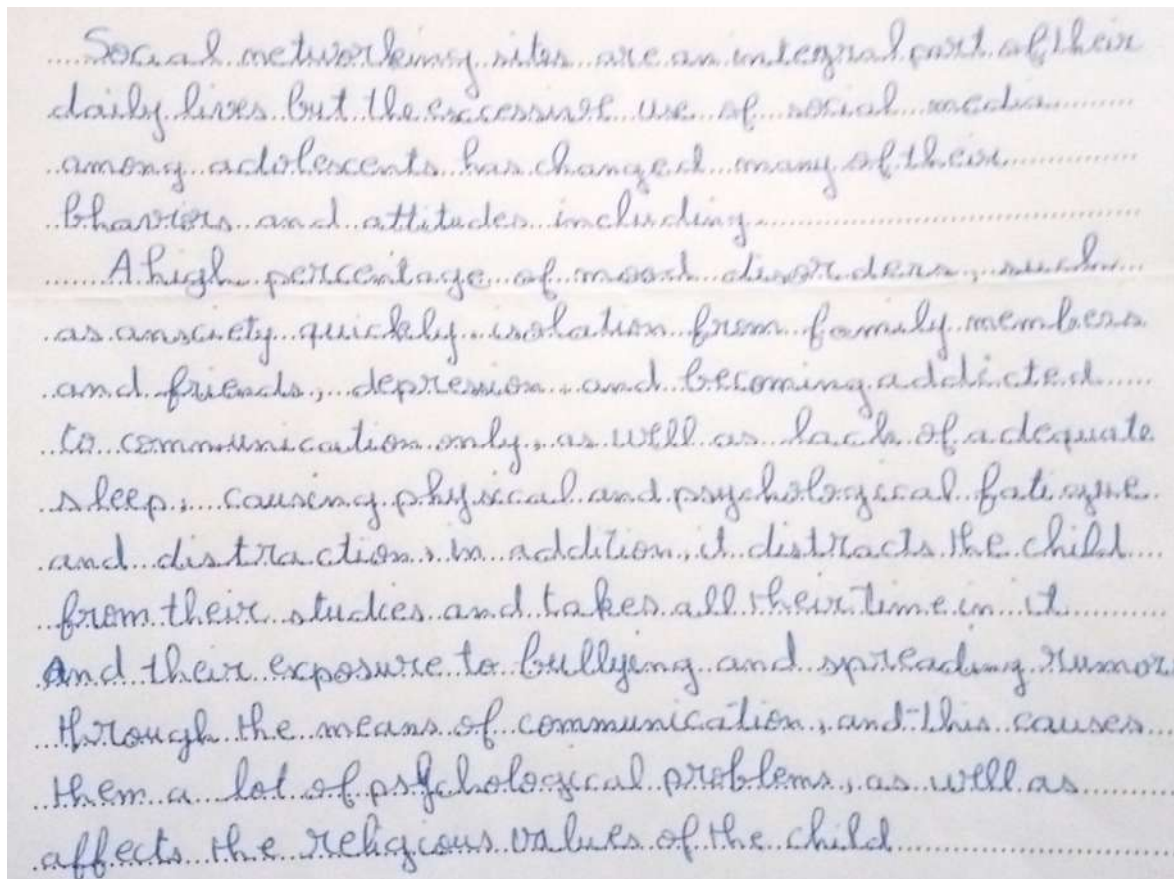
According to the excerpts participant, we can see the differences between them after the training; the participant used correct and comprehensible sentences that complete the meaning. Although she utilized punctuation and capitalization where necessary, she still has a problem with run on sentences and fragment.

**Excerpt 06:**

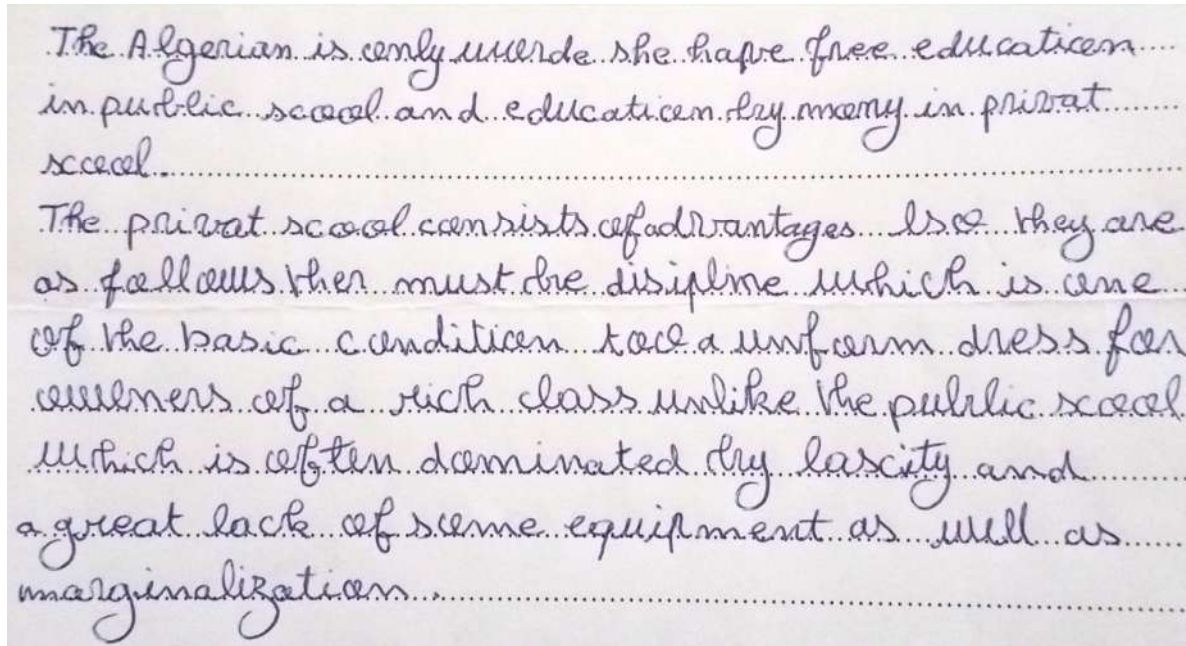
In the following excerpt, we noticed that the participant A.Gh had a bunch of grammatical and vocabularies mistakes in need to address. In order to manage these errors have to look after the paragraph structure; likewise have a big role to succeed in his letters.



After explaining, we perceived a big transformation in the way of producing words. For instance, there is new vocabulary that he mentioned in the paragraph, also the structured of writing, punctuation and capitalization.



..... Social networking sites are an integral part of their  
daily lives but the excessive use of social media  
among adolescents has changed many of their  
behaviors and attitudes including  
..... A high percentage of mood disorders, such  
as anxiety, quickly isolation from family members  
and friends, depression, and becoming addicted  
to communication only, as well as lack of adequate  
sleep, causing physical and psychological fatigue  
and distraction, in addition, it distracts the child  
from their studies and takes all their time in it  
and their exposure to bullying and spreading rumors  
through the means of communication, and this causes  
them a lot of psychological problems, as well as  
affects the religious values of the child

**Excerpt 07:**

The Algerian is very much she have free education in public school and education by money in private school.

The private school consists of advantages. Also they are as follows there must be discipline which is one of the basic conditions to a uniform dress for members of a rich class unlike the public school which is often dominated by laziness and a great lack of some equipment as well as marginalization.

Our remarks moved to the above lines, the participant R.T had vocabulary as well as spelling mistakes. Moreover, these later had done by many students make that expressed their words according to the spelling word (scool) instead of saying (school). In the light of the answers we noticed that they neglected punctuation and capitalization while writing. Furthermore, they tended to write long and meaningless sentences.

En. realizez. two schools in Algeria : the public  
 and the private. So what is the difference between  
 the two school ?

In the Public school exist many of people  
 counter to private. Public This one is free but private  
 we get money for educate. In the private school the  
 teacher focuses people very well in Grammar  
 school counter to public. In addition we have the  
 plutocracy students counter to popular we have the  
 all strata.

To conclude the two school have a great big  
 importance because the difference large difference  
 between this ones.

At this point, after the teacher's clarification, the participant wanted to ameliorate her writing level since she suffered from many problems. As it appeared in the excerpt above, as a first step, she tried to correct both spelling and grammatical mistakes, and then she seeks to use punctuation and capitalization as a second step. Finally, she had an objective to level up the paragraph thanks to the instructions.

### **4.3. Discussion of the Findings In Relation To the Existing Literature**

This chapter discusses the findings in relation to the existing literature and the research questions. In the aim of investigating the effectiveness of writing skills in the Algerian EFL classrooms within third year secondary school level.

As reported above, the study's results disclose that most of the teachers' positions are similar. The findings from the semi structured interviews provide support to Tambwe (2017) and Makunja (2016) perspectives regarding the main challenge that restricts teachers to a successful implementation of CBA principles. Indeed teachers confirm that they are suffering from the overcrowded classes in which it is challenging to apply CBA standards. That defy was approved by Adjeroud and Belouahem (2020) Zaaboub (2018) and Benadla (2013) in the Algerian context stressing that it is not viable to apply the learner centered in such circumstances.

Also the study's findings are consonant with those of Tollefson (1986) Schenck (1978) and Docking (1994) reporting the difficulties of develop several abilities and competencies in each specific situation. According to Starkey (2004) an effective writing should be organized, clear, coherent and with accurate word diction. Otherwise, the research's outcomes expose that students' writing is unproductive with a large absence of organization, coherence and clarity.

The teachers' answers stress the value of using some prewriting techniques that allow the students to arrange their thoughts which sustain Chelsa (2006) Creme and Lea (2008) and Galko (2002) idea about the efficacy of free writing and brainstorming. In contrast, the students' productions demonstrate a contradiction which appears in their unorganized and random ideas. In the same line, Starkey (2004) emphasizes that wordiness and unnecessary repetition is a sign of sloppy writing. Thus, the research samples reflect a huge amount of poor paragraphs.

Regrettably, the data of the investigation concur that the entire pieces fail to spot coordination and ideas sequence unlike what Murray and Hughes (2008, p .45) assumed. Considering composition's mechanics presented by Kane (2000) about spelling, capitalization and punctuation; the largest part of writers do not respect or apply them adequately.

Besides, another unsatisfactory result has concluded by a great difference from the notion giving by Brooks and Penn (1970, p.20) in using grammar correctly and language structure in order to convey meaning which is deficient in the paragraphs. Further, in congruent with the study's findings, it can be argued that the writing process is not functioning in the right way. In alignment with Hayes and Flower's theory "A Cognitive Process Theory of Writing" (1981) we confirm that the productions do not follow structured procedures to produce a well organized piece.

In accordance with Eric Lenneberg's strategies to teach writing proficiency (1967), teachers' view certified the efficacy of using those techniques, and they affirm that they attempt to apply them in their existent position to obtain superior results. The outcomes regard writing as the most complex and sophisticated skill as well as the most time consuming to teach. This data acquaint the view of Clark (2003). The findings indicate the required conditions to improved performance. In this sense, Whitaker (1998) highlighted some working tips such as: positive atmosphere, mutual respect and flexible classroom.

#### **4.4. Discussion of the Findings In Relation To the Research Questions:**

1. Does the second generation program assist the enhancement of the writing quality?

The results showed that teachers are suffering from the rigidity of the second generation textbook. Their answers confirm that the third year secondary school textbook does not

match the new generation's needs, in terms of subject matters, cultural background and modern environment. Moreover, the current program does not pave the ground to the writing phase; since there is a gap in the book from grammar directly to writing. The used program neglects the required foundations and abilities in order to cover the phases of inputs, knowledge and structure to ensure the efficacy of the productive phase. It is clearly stated that the fresh students do not go with the inflexible topics in that contemporary era of technology and digital born students.

2. What lies behind the difficulty of the writing skills?

The recent findings from this research indicated a bunch of factors that hamper writing efficiency. The initial reason for writing failure is the unwillingness of students who lose their interest and attention to writing; they prefer to copy and paste from internet sources instead of producing their own pieces or summarizing others. Writing skills should be developed by reading and practice which is unfamiliar among students. Another rationalization for the complexity of writing is the large size classes especially among public schools; teachers are not able to manage these overcrowded classes because it is hard to individualize materials amongst students. Furthermore, time limitation controls the high level of difficulty owing to the long inadequate program and the mixed abilities of students. In fact, the current educational system in its nucleus is valuable when it coordinates the suitable environment and monitoring.

3. What is the level of efficacy in the students' writing?

On the real ground, data from this research reveals the sloppy manner of students. They are not capable of applying their courses in their productions; learners fail to spot grammatical structure, spelling, punctuation, conjunction, capitalization and their word choice. With enormous disappointment, students of baccalaureate exams are enable to write one single structured paragraph without ambiguity and language mistakes as well as accurate vocabulary. To bring to a close, the writing of students is truly insufficient in terms of exceeding a final exam and welcoming the doors of higher education.

## **Chapter Five: Conclusion**

Having conducted this study structuring it into different chapters, it is important to bring the whole thesis to conclusion. This section summarizes the findings, the aims' achievement and contributions, points out limitations of the current work, and recommendations for both teachers and students, and also outlines directions for future research.

### **5.1. Summary of the main research findings**

As a consequence of globalizing the English language, studies on ESL learning have increased. However, while the speaking and listening aptitudes receive more and more consideration, studies in writing and reading, particularly writing as a vital output of language abilities as speaking, are still insufficient. Mainly, third grade teenagers in high schools who stand in the transition from secondary school to higher education and from the low level of English writing to advanced writing are in need of effective writing capacities. A crucial finding stands for the unwillingness of students, they have difficulty of developing ideas smoothly; they have obscurity of keeping track of their ideas while writing them down with a strong belief that writing on paper is a long and tricky practice. They said that the paper never comes out the way they want it. Besides, results confirmed that the textbook is nonflexible because it does not take students background knowledge into account and recent changes. Also, the teachers are not able to adapt lessons to the specific attributes and interests of students. The Reading level of the textbook is too uninteresting. Students cannot read or understand important concepts. Therefore, the concern that makes learners compose ineffectual grammar and awkward sentences is the usage of informal language with incorrect way, having problems with sentence structure, utterance arrangement and missing the part of reviewing.

## 5.2. Aims of the thesis

The current research study intends to evaluate the effectiveness of writing abilities in EFL Algerian context. To fulfill the key aim of this research enquiry, an exploratory study was carried out to obtain reliable results.

1. The study will investigate the status of writing during the second generation program.

The findings adequately stated the real situation of writing across the current program. It reveals the common issues and dilemmas; starting from the rigidity of the textbook arriving to the writing phase. The results expose that the utility of the textbook is no longer function. Also, the themes and area of discussion are inflexible to follow. There is a suspension from teaching grammar back to production phase. Distinct requirements are ignored by the curriculum including: inputs, knowledge, and right procedures of production.

2. The study will explore the efficacy of students' writing.

Regarding to this purpose, it is clearly fulfilled by the study's outcomes. The composed paragraphs realizing by the third grade students reflect a poor writing manner. In the same line, students do not possess an effective way to convey their thought since they are not supplied with enough methods to accomplish the writing process successfully. The compositions reflect that they cannot rule indispensable features of English language.

They are unacquainted with the structure, mechanics and organization as well as required vocabulary.

3. The study will expose the major difficulties and deficiencies in writing.

Data assembled from the research demonstrate the perceived aim noticeably. The complexity of the writing skill is represented by the sloppy writing. The chief difficulties deduced by the errors and mistakes such as the use of terminology, punctuation and capitalization in its accurate position. Besides, the coordination in terms of grammatical structures and rules, the use of conjunctions and general organization are discounted in the collected productions. The representation expose that writing is regarded as the hardest skill to achieve by the learners.

### **5.3. Key limitations**

As many other researchers, we have encountered some problems that hindered us from achieving our objectives, including:

- Time constraints in our research are one of the most challenging issues which stood against a more elaborated research work. A longer time would help us use different tools and a larger sample of students and populations from different levels. This would give the results broader dimensions.
- Restricting the study to 19 participants is hampering the validity and generalization of the obtained results in our study to all third grade high school students.
- We have handed the productions to 25 students .only 15 were returned which were not enough this could affect the generalization of the results; also, it would also yield more reliable and valid outcomes.

- Regrettably, we wished to have an access to the institution in order to participate in the pre and post test, but the academic regularities hinder us to do it.
- Ultimately, the lack of articles and sources dealing with writing in the Algerian context.

#### **5.4. The implications of the study**

This study proposes further relevant implications, to be stated:

The inquiry will offer awareness to the Algerian secondary level about the real status of writing and supply it with efficient methods in order to improve writing skills. Meanwhile, teachers and students could take in consideration the interpretation of the problem from the current study; they will be able to shed light on their needs and to reflect on our suggestions and recommendations. Furthermore, the research findings ought to assist educational institutions to sustain and give much attention to the writing phase in their contexts. Additionally, it helps curriculum developers and textbook designers to update and reform the gaps existing in the turned one, and modernize the both content and methods along with the modern environment necessities and this fresh generation.

#### **5.5. Contributions**

The current research seeks to evaluate the effectiveness of writing in the Algerian EFL context. Moreover, it highlights the main perspectives concerning the current program as well as the students' level in writing. However, since this skill is regarded as a complexity in Algeria, the student's perception has been poorly understood due to the limited number of studies in that field. Hence, researchers decided to make it the focal point of this work. This study will provide new

perspectives regarding the status of the writing ability among baccalaureate students in the Algerian context, how EFL teachers perceive the contemporary learners' capacities, and their difficulties. This enquiry will supply extensive standards in terms of updating the program as well as contributes in developing learners' skills from systematic, academic and cultural areas.

### **5.6. Agenda for future research**

This study attempts to provide the Algerian secondary school teachers and students with an understanding of an effective way that leads to improve writing. Teachers should always urge their learners to follow the writing process and to proceed through the different stages it entails. Learners should know that this progressive activity is not a waste of time but rather a valuable practice that leads to the improvement of their level in writing. According to what we have seen, we recommend the following:

- 1- The process stages should be taught explicitly and teachers should explain to students how every individual stage contributes in improving the writing outcome.
- 2- The process instructions should be introduced gradually but firmly. First of all, and before getting students to write, teachers should encourage them to think about what they are going to write by planning the content and the sequence of what they will put down on paper. Second, teachers should encourage students to draft and reflect especially the ones who are unused to the writing process. Teachers should get learners to treat first drafts as first attempts and not as finished products. Finally, one way to involve students in revising is to provide them with revision 'checklists' to use when looking through what they have written with an intention to make the appropriate modifications.

- 3- The recursive aspect of the writing process should be exercised through essay writing activities which will help learners to develop automaticity in writing by manipulating, organizing and connecting the different stages of the writing activity.
- 4- Inspectors and curriculum designers should review the gaps and issues in the current program. They should make a sequence from grammar arriving to writing phase. They ought to think about urge changes in the subjects' matter that could go with modern needs and circumstances.

We hope that these recommendations and other researchers' recommendations ameliorate the level of our learners; in this case, we wish our learners become good writers. Moreover, future studies should go deeper and make investigations relative to emotional and affective factors such as motivation and feedback which were not given much importance in this research, but, we believe, have great importance in understanding writing and rearranging the ways of approaching this task.

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## **Appendix A**

### **Information Sheet**

#### **About the Researchers:**

**Full Name:** Larbi Bouamrane Chaimaa and Kalkali Bouchra

**Course:** Master Degree Students at the University Of Djilali Bounaama Khemis Miliana

**Research:** by Larbi Bouamrane Chaimaa and Kalkali Bouchra, and supervised by Dr. Zahaf Fatima Zahra of the University of Khemis Miliana.

It is my pleasure to invite you to participate in my research which will evaluate the effectiveness of the writing skills in the Algerian EFL classrooms across the second generation program.

#### **Research Aims:**

The aims of this research are explained as follows:

- The study will investigate the status of writing during the second generation program.
- The study will explore the efficacy of students' writing.
- The study will expose the major difficulties and deficiencies in writing.

#### **Data Collection Procedures:**

##### ***Collecting paragraphs from students:***

We will test the students writing performance by giving them one paragraph question which would be answered in a well structured way. Then, we will collect the productions of the students

before and after instruction by their teacher in the aim of analyse them in terms of all writing aspects.

***Semi structured Interviews: face to face.***

Following the paragraphs' collecting, I will interview the teachers in charge of the third year level in order to specify the area. The interview will last about ten minutes. If you consent the interviews may be recorded, and again you may use Arabic, French or English.

**Participation:**

This research is voluntary, and you have the right to withdraw your participation in the research until the data are made anonymous.

**Confidentiality:**

The data collected from my participants will be confidential and anonymous. All documents which include the participants' information will be stored with me so that I am the only one who has access to this information.

**Potential Risks:**

There are no potential risks or harm will be caused to you in this research. You will not be paid for your participation in this research.

**Next step**

I would be pleased if you accept to take part in this research. If you choose to participate in the research, please tick each section and sign the consent form. I am looking forward to hearing from you soon.

Best Regards,

Larbi Bouamrane Chaimaa and Kalkali Bouchra

Email Address: [larbichaimaa43@gmail.com](mailto:larbichaimaa43@gmail.com)

Contact Number: 0655159844

## Appendix B

### Consent Form

**Name of Researchers:** Miss Larbi bouamrane Chaimaa and Miss Kalkali Bouchra

**Research title: Evaluation of the Effectiveness of the Writing Skills in the Algerian EFL  
Classes Enrolled in the Second Generation Program within Third Grade students at  
Mohamed Bouras Secondary School in Miliana**

**Participant Full Name:** .....

I give my consent to be a participant in this research and I acknowledge the following: *(please tick each box)*

- I acknowledge that I have read the information sheet and understand the nature of this research.
- I understand the research aims and objectives.
- I agree to take part in a face to face semi structured interview.
- I agree that these interviews may be recorded (Please note: you are free to refuse this, and in which case I will take notes during the interview instead.)
- I understand that my name will be anonymous and will not be identified in the future publications from this research.
- I understand that I could withdraw my participation by contacting the researcher until the data collection has been completed and anonymised.

**Date:**

**Signature:**

