

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



Investigating The Lack of Writing Competence among Second-Year University Students

*Dissertation submitted as partial fulfillment of the requirements for the degree of Master in
Didactics.*

Presented by:

Miss. BOUKHAL Souad

Supervised by:

Dr. M. BOUCHEFRA

Board of Examiners

Dr. M. BABOU	(MCB) Chair Person	University of Saida
Dr. M. BOUCHEFRA	(MCB) Supervisor	University of Saida
Dr. H. GHAMBAZA	(MCA) Examiner	University of Saida

Academic year

2020 2021

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

Name: Souad. BOUKHAL

Signature:.....

Dedication

I dedicate this work to my parents. I am deeply grateful for having such an intelligent and brave father, and a lovely mother. They were such a support and the source of my happiness, and without them this work will never be accomplished.

As I dedicate this work to Hassiba, Yacine, Sidahmed, and Meriem my dearest brothers and sisters who are proud of me and the reason behind my success.

To my best friend BOUTALBI Fatima Zohra who was the source of motivation and love.

To my dearest friends Hadjira, Assia, and Souhila who provided me with pieces of advice and instructions throughout the preparation of this research.

To Faiza my sweet aunty who helped me in the accomplishment of my work.

To my big family, friends, and all people who love me.

Acknowledgements

Profound praises to the lord of the universe, Allah, whose power over all allowed us to conduct this work. This research has been completed successfully due to the help of many people. Special thanks and appreciations go to my supervisor **Dr. Miloud BOUCHEFRA** for his guidance, support, and patience throughout this study. He was the source of both motivation and knowledge, and I have learned a lot from his experience.

Also, I would like to thank the administrators and the committee members **Dr. Hicham GHAMBAZA**, and **Dr. Meriem BABOU** who have given their time to read and evaluate this humble work.

As I would like to thank **Dr. ADNANE** and **Dr. BOUBEKER** for helping us in gathering data during this pandemic period of **Covid 19**.

Likewise, candid thanks and gratitude go to my colleagues, master-two university students they were all real brothers and sisters, and they actively engaged in helping each other throughout the accomplishment of the dissertation.

Last but not least, personal appreciation goes to second-year university students who have participated in the quasi-experiment and answered my questionnaire.

Abstract

The present study aims at investigating the reasons behind students' lack of writing competence. Additionally, it looks for strategies and solutions that may help them overcome their writing weaknesses and difficulties to enhance foreign language learners' writing performance in terms of grammar and word choice. In order to reach the objectives of this study, a mixed-methods approach has been selected through a quasi-experiment used for second-year students at Dr. Molay Tahar University, Saida, paired-samples t-tests, and a questionnaire designed for students. The findings indicate that grammar, spelling, punctuation, and capitalization mistakes, lack of coherence and cohesion that cause an unorganized piece of work, besides their lack of the necessary vocabulary while providing ideas are the drawbacks that effect students writing. Additionally, EFL learners have improved their writing performance through the authentic videos that they were provided as a treatment in the quasi-experiment. Further, practice and teachers instructions have helped students' to perform better in the in-class tests, especially the second one in terms of both form and content. Finally, some recommendations are proposed based on the research's results, the most important ones were extending sessions for providing students with enough input through bringing reading and listening materials, adapting new methods and approaches in teaching this fundamental skill such as the process approach, asking students to practice writing frequently inside and outside the classroom, and, measuring learners' progress using the criteria of the six traits.

Key words: writing competence, writing difficulties, listening materials, practice.

Table of contents

Declaration of Originality.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	V
Table of Contents.....	V
List of Tables.....	V
List of Figures.....	V
List of Abbreviations and Acronyms.....	XV
List of Appendices.....	VI
General Introduction.....	01

Chapter One: Literature Review

1. Introduction.....	05
1.1. Part one: Writing.....	05
1.1.1 Definition of writing.....	05
1.1.2 Writing competence.....	06
1.1.3 Importance of writing.....	06
1.1.4. Approaches to writing.....	07
1.1.4.1. The controlled to free method approach.....	07
1.1.4.2. The free writing approach.....	07
1.1.4.3. The writers' workshop approach.....	08
1.1.4.4. The product approach.....	09

1.1.4.5. The process approach.....	10
1.1.5. Stages of the writing process.....	10
1.1.5.1. Planning.....	11
1.1.5.2. Drafting.....	11
1.1.5.3. Revising.....	12
1.1.5.4. Editing and proofreading.....	12
1.1.5.5. Publishing.....	12
1.1.6. Criteria of the six traits.....	12
1.1.6.1. Idea.....	13
1.1.6.2. Organization.....	13
1.1.6.3. Voice.....	13
1.1.6.4. Word choice.....	14
1.1.6.5. Sentence fluency.....	14
1.1.6.6. Conventions.....	14
1.1.7. Coherence and cohesion in writing.....	15
1.1.7.1. Cohesion.....	15
1.1.7.2. Coherence.....	16
1.2.Part two: Grammar.....	16
1.2.1. Definition of grammar.....	16
1.2.2. Dimensions of grammar.....	18
1.2.3. Approaches to teaching grammar.....	19
1.2.3.1.Deductive approach.....	19
1.2.3.2.Inductive approach.....	20

1.2.4 Learning grammar through the four strands.....	20
1.2.4.1 Learning grammar through meaning-focused input.....	20
1.2.4.2 Learning grammar through meaning focused-output.....	21
1.2.4.3 Learning grammar through language-focused learning.....	21
1.2.4.4 Learning grammar through fluency development.....	21
1.2.5 Testing grammar.....	22
1.2.5.1 The placement test.....	22
1.2.5.2 The diagnostic test.....	22
1.2.5.3 The achievement test.....	23
1.2.5.4 The proficiency test.....	23
1.3 Part three: Vocabulary.....	25
1.3.1 Definition of vocabulary.....	25
1.3.2 Importance of vocabulary.....	26
1.3.3.1 Receptive vocabulary.....	26
1.3.3.2 Productive vocabulary.....	27
1.3.4 Learning vocabulary.....	27
1.3.4.1 Intentional vocabulary learning	28
1.3.4.2 Incidental vocabulary learning.....	28
1.3.4.3 Learning vocabulary through meaning-focused input.....	28
1.3.4.4 Learning vocabulary through meaning-focused output.....	29
1.3.4.5 Learning vocabulary through language focused-learning.....	29
1.3.4.6 Learning vocabulary through fluency development.....	29
1.3.5 Difficulties in learning vocabulary.....	30

1.3.5.1 Pronunciation	30
1.3.5.2 Spelling and grammar.....	30
1.3.5.3 Length and complexity	30
1.3.5.4 Meaning.....	31
1.3.6 Testing vocabulary.....	31
1.3.6.1 Testing recognition ability.....	32
1.3.6.1.1 Testing recognition through synonyms.....	32
1.3.6.1.2 Testing recognition through definitions.....	32
1.3.6.1.3 Recognize appropriate words for context	33
1.3.6.2 Testing production ability.....	34
1.3.6.2.1 Testing production through definitions.....	34
1.3.6.2.2 Testing production through gap filling.....	34
1. Conclusion.....	34

Chapter Two: Research Methodology

2. Introduction.....	37
2.1. Part one: Theoretical background.....	37
2.1.1 Definition of research.....	37
2.1.2. Quantitative research approach.....	37
2.1.3. Qualitative research approach.....	38
2.1.4. Mixed method research approach.....	38
2.1.5. Quasi-experiment.....	38
2.1.6. Questionnaire.....	38
2.1.7. Comparing two groups t-tests.....	39
2.2. Part two: Field work.....	39
2.2.1. Research design.....	39

2.2.2. Population and sample of the quasi-experiment.....	40
2.2.3. Population and sample of the in-class tests.....	40
2.2.4. Population and sample of the questionnaire.....	41
2.2.5. Description and rationale of the quasi-experiment.....	41
2.2.6. Structure and content of the quasi-experiment.....	42
2.2.7. Description and rationale of the paired-samplest-tests.....	43
2.2.8. Structure and content of samples of the in-class tests	44
2.2.9. Description and aim of the questionnaire.....	44
2.2.9.1. Section one.....	45
2.2.9.2. Section two.....	45
2.2.9.3. Section three.....	45
2.2.10. Structure and aim of the questionnaire.....	45
2.2.11. Limitation of the study.....	45
2. Conclusion.....	46

Chapter three: Data Analysis, Discussion and Recommendations

3. Introduction.....	48
3.1. Part one: Data analysis.....	48
3.1.1. Analysis of the paired-samples t-tests.....	48
3.1.1.1. Group A ideas and content.....	49
3.1.1.2. Group A organization.....	50
3.1.1.3. Group A word choice.....	50
3.1.1.4. Group A conventions.....	51
3.1.1.5. Group A total.....	51
3.1.1.6. Group B ideas and content.....	52
3.1.1.7. Group B organization.....	53
3.1.1.8. Group B word choice.....	53

3.1.1.9. Group B conventions.....	54
3.1.1.10. Group B total.....	54
3.1.1.11. Group C ideas and content.....	56
3.1.1.12. Group C organization.....	56
3.1.1.13. Group C word choice.....	57
3.1.1.14. Group C conventions.....	57
3.1.1.15. Group C total.....	58
3.1.1.16. Group D ideas and content.....	59
3.1.1.17. Group D organization.....	59
3.1.1.18. Group D word choice.....	60
3.1.1.19. Group D conventions.....	60
3.1.1.20. Group D total.....	61
3.1.1.21. Group E ideas and content.....	62
3.1.1.22. Group E organization.....	63
3.1.1.23. Group E word choice.....	63
3.1.1.24. Group E conventions.....	64
3.1.1.25. Group E total.....	64
3.1.2. Analysis of the quasi-experiment	65
3.1.2.1. Ideas and content.....	66
3.1.2.2. Organization.....	66
3.1.2.3. Word choice.....	67
3.1.2.4. Conventions.....	68
3.1.2.5. Total.....	68
3.1.3. Comparing group S results with the in-class tests groups.....	69

3.1.3.1. Group S and A.....	69
3.1.3.2. Group S and B.....	70
3.1.3.3. Group S and C.....	71
3.1.3.4. Group S and D.....	71
3.1.3.5. Group S and E.....	72
3.1.4. Comparing total five groups results and group S.....	72
3.1.5. Analysis of students' questionnaire.....	73
3.2. Part two: Discussion of the results	81
3.2.1. Discussion of the paired-samples t-tests.....	81
3.2.2. Discussion of the quasi-experiment.....	86
3.2.3. Discussion of the paired-samples t-tests.....	87
3.3. Part three: Recommendations and General Implications	89
3.3.1. For policy makers.....	89
3.3.2. For teachers.....	89
3.3.3. For students.....	90
3. Conclusion.....	91
General Conclusion.....	93
Reference List.....	97
Appendices.....	103

List of Tables

Table 2.01: Rate and total number of the population and sample of the quasi-experiment.....	40
Table 2.02: Rate and total number of population and sample of the in-class tests.....	41
Table 2.03: Rate and total number of population and sample of the questionnaire.....	41
Table 2.04: Structure and content of the quasi-experiment.....	42
Table 2.05: Structure and content of the in-class tests.....	44
Table 2.06: Structure and aim of the questionnaire.....	45
Table 3.01: Group A results of the first and second test.....	48
Table 3.02: Group B results of the first and second test.....	52
Table 3.03: Group C results of the first and second test.....	55
Table 3.04: Group D results of the first and second test.....	58
Table 3.05: Group E results of the first and second test.....	62
Table 3.06: Group S results of the first and second test.....	65
Table 3.07: Comparison between the five groups' results and group S.....	69
Table 3.08: Students' attitudes towards learning English at university.....	72
Table 3.09: Students' attitudes towards writing essays.....	73
Table 3.10: students' perception towards the necessity of drafting.....	74
Table 3.11: Students' perception towards proofreading.....	75
Table 3.12: Students' perception about anxiety in writing.....	77

List of Figures

Figure 1.01: The process wheel.....	11
Figure 1.02: The tree diagram.....	17
Figure 1.03: The dimensions of grammar.....	19
Figure 3.01: Group A results regarding ideas and content.....	49
Figure 3.02: Group A results regarding organization.....	50
Figure 3.03: Group A results regarding word choice.....	50
Figure 3.04: Group A results regarding conventions.....	51
Figure 3.05: Group A total results.....	51
Figure 3.06: Group B results regarding ideas and content.....	52
Figure 3.07: Group B results regarding organization.....	53
Figure 3.08: Group B results regarding word choice.....	53
Figure 3.09: Group B results regarding conventions.....	54
Figure 3.10: Group B total results.....	54
Figure 3.11: Group C results regarding ideas and content.....	56
Figure 3.12: Group C results regarding organization.....	56
Figure 3.13: Group C results regarding word choice.....	57
Figure 3.14: Group C results regarding conventions.....	57
Figure 3.15: Group C total results.....	58
Figure 3.16: Group D results regarding ideas and content.....	59
Figure 3.17: Group D results regarding organization.....	59
Figure 3.18: Group D results regarding word choice.....	60
Figure 3.19: Group D results regarding conventions.....	60
Figure 3.20: Group D total results.....	61

Figure 3.21: Group E results regarding ideas and content.....	62
Figure 3.22: Group E results regarding organization.....	63
Figure 3.23: Group E results regarding word choice.....	63
Figure 3.24: Group E results regarding conventions.....	64
Figure 3.25: Group E total results.....	64
Figure 3.26: Group S results regarding ideas and content.....	66
Figure 3.27: Group S results regarding organization.....	67
Figure 3.28: Group S results regarding word choice.....	67
Figure 3.29: Group S results regarding conventions.....	68
Figure 3.30: Group S total results.....	68
Figure 3.31: Comparing group S and A total results.....	70
Figure 3.32: Comparing group S and B total results.....	70
Figure 3.33: Comparing group S and C total results.....	71
Figure 3.34: Comparing group S and D total results.....	71
Figure 3.35: Comparing group S and E total results.....	72
Figure 3.36: Comparison between five groups total results and group S of the second test...	73
Figure 3.37: Students' attitudes towards learning English at university.....	74
Figure 3.38: Students' attitudes towards writing essays.....	74
Figure 3.39: Students' perception towards the necessity of drafting.....	76
Figure 3.40: Students' perception towards proofreading.....	77
Figure 3.41: Students' organization problems in writing.....	78
Figure 3.42: Students' views towards their major problems.....	78
Figure 3.43: Students' views towards the impact of their mother tongue on their writing style.....	79

Figure 3.44: Students' attitudes towards the appropriate methods that help in improving writing skill.....	80
Figure 3.45: Students' perception about anxiety in writing.....	80

List of Abbreviations and Acronyms

EFL: English as a foreign language.

ESL: English as a second language.

L1: First language.

L2: Second language.

EL: English language.

TL: Target language.

M: Mean score.

List of Appendices

Appendix 01: Six trait of writing rubric.....	103
Appendix 02: Group A first test results.....	104
Appendix 03: Group B first test results.....	105
Appendix 04: Group C first test results.....	106
Appendix 05: Group D first test results.....	107
Appendix 06: Group E first test results.....	108
Appendix 07: Group A second test results.....	109
Appendix 08: Group B second test results.....	110
Appendix 09: Group C second test results.....	111
Appendix 10: Group D second test results.....	112
Appendix 11: Group E second test results.....	113
Appendix 12: Group S pretest results.....	114
Appendix 13: Group S post-test results.....	115
Appendix 14: Sample of group A first test.....	116
Appendix 15: Sample of group A second test.....	117
Appendix 16: Sample of group B first test.....	118
Appendix 17: Sample of group B second test.....	119
Appendix 18: Sample of group C first test.....	120
Appendix 19: Sample of group C second test.....	121
Appendix 20: Sample of group D first test.....	122
Appendix 21: Sample of group D second test.....	123
Appendix 22: Sample of group E first test.....	124
Appendix 23: Sample of group E second test.....	125

Appendix 24: Sample of group S pre-test.....	126
Appendix 25: Sample of group S post-test.....	127
Appendix 26: Students' questionnaire	128

General Introduction

As learning a foreign language is considered challenging for EFL learners, writing is one of the language skills students struggle to master. Therefore, the majority of EFL learners face problems while writing, including grammar mistakes, organization, essay structure problems, poor vocabulary knowledge, and their mother tongue interference as students express their ideas while thinking in Arabic or French instead of English. The pre-stated problems are not all of the issues students face, since there are lots of obstacles that make the writing tasks difficult for them. For this reason, researchers in the field of didactics or applied linguistics need to look for solutions that may enhance EFL learners' writing performance and overcome their writing difficulties.

The English language department at Saida University suffers from lots of problems such as the lack of teachers and rooms which restricted the number of written expression sessions from three to two sessions per week which affect learners' outcomes in this fundamental skill. Additionally, students are not exposed largely to the target language that may empower their vocabulary knowledge, help them grasp grammar forms, improve their writing style, and reduce spelling and organization mistakes; besides, the lack of frequent practice. Accordingly, the present study sheds light on the importance of providing students with enough input through listening materials, and highlights the significance of practicing writing in the classroom and outside the walls of university.

Writing is one of the most difficult language skills. Therefore, the researcher aims to investigate the reasons behind EFL learners' writing problems, and looks for strategies that may help students overcome their writing deficiency, especially, in terms of grammar, and word choice.

The objective of the current study is to highlight the reasons behind students' writing deficiency, and test the effectiveness of listening skills (authentic videos) in developing students' writing performance in order to find solutions to students' lack of writing competence through gathering data, analyzing, discussing, and then recommending suggestions that solve this issue.

1. What are the reasons behind students' lack of writing competence?
2. What are the solutions and strategies that help students overcome their writing deficiency?

It is hypothesized that:

General introduction

1. Students may suffer from grammar mistakes that affect their writing style, in addition to the poor vocabulary knowledge of the foreign language that impedes their ability to produce rich content while writing.
2. Listening skills and practice can improve students' vocabulary knowledge and help them perform better in the writing tasks.

Concerning the research design of this study, the researcher selected a mixed-methods approach in investigating this issue. The research tools chosen are a quasi-experiment which is designed to compare between students' results before and after the treatment provided by the researcher (authentic videos), in addition to samples of in-class tests that were collected and analyzed to gauge students' performance at different intervals. Also, these samples were used to compare between students' performance in the second test that was done in the classroom, with their performance in the post-test of the quasi-experiment. Furthermore, a questionnaire is designed for students to enlighten the researcher about their attitudes towards writing, reveal the problems they face while writing, and suggest some solutions that they deem helpful in improving their performance.

The present study includes three different chapters. The first chapter is devoted to the literature review where the theoretical part of this study is identified. The chapter is divided into three sections; the first section concerns the definition of writing, its importance, approaches, elements of effective writing, besides cohesion and coherence. The second section is devoted to grammar, its approaches, learning it through the four strands, and testing it for language teachers. The third section deals with an overview of vocabulary, its importance, strategies to learn it, the difficulties that impede its learning, and types of testing it for language teachers. Chapter two is concerned with the research methodology. It entails two main sections, the first one provides a theoretical background of research, its approaches, and defines the tools used in this study. The second section deals with the description and aim of each tool, identifies the target population of this study, summarizes the structure and content of each tool, then, it tackles the difficulties and challenges that this research has faced.

The third and the last chapter is concerned with data analysis, and discussion. It is divided into three sections; the first section is devoted to the data analysis of each tool. Then, the second section is devoted to the discussion of the findings obtained from the results of data analysis tools and answers the research questions. Ultimately, the last

General introduction

section includes the recommendations and general implications that were provided by the researcher to overcome the problem under-investigation in this research work and find solutions that may enhance learners' writing performance. .

Chapter One: Literature Review

1. Introduction

EFL learners face obstacles while dealing with the four skills namely reading, listening, speaking and writing. The latter which is the core of our study is defined as one of the most significant skills that students struggle to master. Generally, learners use writing to express their target language ability either for academic purposes or while writing for pleasure. Undoubtedly, learning writing requires learning all language components such as grammar, vocabulary, semantics, punctuation, and capitalization. It is necessary to overcome learners' writing problems to enhance their performance in this fundamental productive skill. For this reason, the present chapter is designed to deal with the theoretical background of writing. It is divided into three parts. The first part is devoted to the definition of writing its importance and sheds light on the approaches and elements that facilitate learning this important skill. The second part tackles the definition of grammar, how to teach and learn grammar, and the different forms of testing this component for foreign language teachers. The last part proposes the definition and the importance of vocabulary, and its main forms. Also, it emphasizes learning vocabulary through the four strands. Besides, the difficulties that impede learning vocabulary. Then, it clarifies the different ways of testing this component.

1.1. Part one: Writing

1.1.1. Definition of writing

Writing is considered a significant productive skill. It is known as a means of communication used to deliver a particular knowledge or feelings. Many scholars struggle to provide a relevant definition of this concept. According to Nunan (2003), writing is a skill that requires both somatic and mental efforts. This area shows that writing is an active skill that requires producing concrete work which consumes both physical and mental energy. He adds it is the mental construction of ideas, thinking about a strategy while interpreting them, and structuring them into sentences and paragraphs which is going to be intelligible to the reader. On the other hand, Alsamadani (2010) stated that writing is "a complex, challenging, and difficult process" (p. 53), Quintero (2011) supported this idea by defining it as a complex activity to be improved, since it needs mental processes to form organized sentences. All the previous views clarify that Writing is a hard skill for foreign language learners since they need to think carefully to organize ideas in terms of the content and the form.

Guemide (2008) suggested that writing is a crucial language skill that needs adequate thinking concerning a particular subject to analyze any information (cited in Nunez, **2012**). Moreover, Widdowson (1978, p. 62) claimed

Writing is an activity that I am indulging in at the moment that is not simply composing what I am doing (successful or not) is developing a discussion and arranging parts in such a way to persuade you, the reader, that I have something worthwhile to say. What is involved in this activity? There is certainly more to say it than simply putting sentences together in sequence like wagons in train

In this sense, writing is a complex activity to be mastered either by native or non-native speakers of English. Widdowson compared connecting sentences and ideas with connecting wagons in the train. According to his view, writing is not only about combining sentences. Whereas learners need to have something important to say, they need to exhibit rich content in their written product.

1.1.2. Writing competence

As its name suggested, writing competence is the cognitive ability to construct a successful piece of writing, taking into consideration all the aspects of effective writing (grammar, spelling, vocabulary...). Koay (2017) pointed out “I find writing to be an excellent platform for promoting creative and critical thinking skills” (para. 1), which clarifies that learners are not only going to be able to express their thoughts and attitudes, they will have the ability to construct, reflect, analyze, and criticize what they have already produced. Students and teachers reach effective writing when they emphasize ideas and the organization of ideas.

1.1.3. The importance of writing

Writing is an important skill that EFL students are required to master. It gives learners enough time to think unlike speaking, students will have the chance to do language processing, it allows them to use the language they have learned (Harmer 2001). For instance, when teaching students a specific grammar rule or new expressions and asking them to use these rules while writing a paragraph, will help them to apply what they have learned recently. Furthermore, writing allows students to reflect on their work since they have adequate time to correct grammar mistakes and organize their ideas when it is needed.

According to Yang, Grabe and Kaplan (1999) effective writing requires delivering information in a well coherent and clear way. Additionally, Comming(1995, p.148) stated

The main importance of writing at that level is that it helps students to learn. Writing new words and structures help students to remember them; and as writing is done more slowly and carefully g than speaking, written practice helps to focus students attention on what they are learning.

Cumming's view shows the importance of writing in enhancing students' learning of the foreign language, while practicing writing tasks students are memorizing new vocabulary items and new grammar rules that feed their language repertoire.

1.1.4. Approaches to writing

EFL learners are required to master writing skills competently because they need them to achieve academic purposes. So, the question which needs to be raised is how to teach students this skill to gain better results? Scholars and linguists have tried to look for several methods and strategies to facilitate the writing task, and overcome students' writing problems. These methods and approaches help students to develop their writing skills and achieve the desired product. These approaches are listed as follow:

1.1.4.1. The controlled to the free method approach

This approach emphasizes accuracy rather than fluency because it is sequential. It gives great importance to grammatical and lexical changes. It stands on providing students with activities that deal with transforming sentences from active to passive, asking them to turn sentences from the past to the present, or plural to singular...etc. here students are less likely to make mistakes since it is a matter of transforming and changing while performing a given task.

When students finish this activity, they will move to free-writing in which they are required to use their ideas and express themselves freely (Namouchi, 2014).

1.1.4.2. The free writing approach

Anderson (1992) suggests free writing helps students to express their knowledge with their style, even though they do not sound right or academic (as cited in Namouchi, 2004). That is to say learners are allowed to write freely without their teachers' instructions. Also, they do have the chance to choose the topics that interest them and it is

better if they feel that they are familiar with this will foster them to develop their writing ability.

In the free writing activities, the teacher asks students to focus on the topic (the content) without taking into account grammar and spelling issues. Once they finish the activity, the teacher may help them by providing some grammatical instructions.

When students will have the opportunity to write freely, the teacher will notice that it motivates them to produce successful work, since they find it easy to write on several topics they know and they prefer.

The most important features of the free writing approach are the content and the audience. Teachers ask students to read their work loudly as a main part of the exercise, this will raise their awareness of the fact that they are writing for the audience (Namouchi, 2014).

1.1.4.3. The writers' workshop approach

It is popular that students prefer collaborative learning in line with the idea of Foley and Thompson (2003) that highlights the importance of collaborative learning in enhancing students' language skills performances. The writers' workshop approach does not serve at writing cooperatively. However, the writer's workshop refers to the creation of a community where individuals share the same interest which is academic writing. Writers create a group where they write and share their written works. According to Sarnecka (2019), the writer's workshop requires sequential meetings. Each meeting is designed to give feedback about a member's written product, where he/she has already sent his work to the group. The rest of the members' mission is to read the former work and plan for a meeting to discuss and comment. The workshop will have effective results when the members belong to the same field of study. Second, participants need to write frequently to gain successful outcomes (Sarnecka, 2019).

According to Dorn (2001), the writer's workshop should entail a predictable pattern of mini-lessons, independent writing, conferring, and sharing. First, mini-lessons are instructions that the teacher presents at the beginning of the session to focus on particular skills. They are called mini-lessons because they take only five or ten minutes each meeting. Second, independent writing, here members are allowed to choose the topics that they prefer to write about. They use notebooks to organize their writing. In this step, the

teacher's mission is to help and encourage students to confer with peers. These activities take from fifteen to twenty minutes.

Actually, during independent writing, the teachers conduct conferences of five minutes for each member and ask them to read their works. Then, they will emphasize their points of strength in writing rather than mistakes and weaknesses. The last step concerns sharing written works. Members will share what they have produced with their team members. The job of teachers is to design a meeting when students are going to read their works in front of their peers. This step takes from five to ten minutes.

Certainly, the writer's workshop is not restricted to teacher-student interaction. However, this workshop might be designed by a group of friends that share the same interest and some of them might be professionals in writing which will result in successful outcomes.

1.1.4.4. The product approach

This approach focuses on the final result of the writing process, it emphasizes the way it will be produced in terms of grammar, vocabulary, and the writing conventions (spelling, punctuation...), in addition to the content and the organization (Brown, 1999). Nunan stated that while focusing on writing activities, students imitate and transform texts provided by the teacher, taking the model text given as a sample to start writing.

According to Steele (2004) there are four stages of the product approach:

In the first stage, students learn the sample of the text given by taking into consideration the genre of the text. For instance, the text might be a formal letter, students will focus on the features that characterized this genre, such as, the formal language that they have used, the statements of request...etc.

In the second stage, the teacher ask students to practice the features that he has emphasized in the first stage, for example, ask them to use "I would like to" in a statement, so they will practice the language used in the formal letter (this practice must be controlled)

In the third stage, students are asked to take into account the organization of ideas, here organization matters more than the content itself, there is a great focus on the structure of the language.

In the final stage, students will write the final product after the learning process, and here they will follow the instructions they have learned to test their fluency and competency in the language. Then, they use the vocabulary and the structure they have learned before.

1.1.4.5. The process approach

The process is a method of teaching students how to write focusing on the process rather than the product. While writing students pass via stages of the learning process. However, each scholar has his perspective concerning the steps followed in this approach. According to Harmer (2004), the process of writing involves planning what is required to be produced, drafting it, reviewing and editing what we have drafted, then producing the final product. Unlike, Nunan (2003) mentioned that the process approach goes through, brainstorming, drafting, writing feedback, revising, and editing. He adds, writing is more than producing the final piece. However, it is a series of skills that need to be mastered to reach the final product.

Lyons and Healsley (1987) stated three stages of the writing process which are prewriting, writing, and post-writing. First, pre-writing requires adequate thinking about the topic provided and an effective choice of ideas to start writing. Second, in the writing stage, students write collaboratively (in a cooperative way), to produce a written material with their teachers' control, to assess them. Post-writing includes editing and proofreading, students edit to correct their mistakes and proofreading can be done collaboratively. Students may exchange papers to correct grammar, spelling, and punctuation mistakes.

All of the approaches of writing emerged to teach students how to write effectively, and find solutions to prevent EFL learners from writing problems, difficulties, and weaknesses.

1.1.5. Stages of the writing process

Based on the previous views with regards to the stages of writing, five stages are selected to be explained which are planning, drafting, revising, editing and proofreading, and publishing.

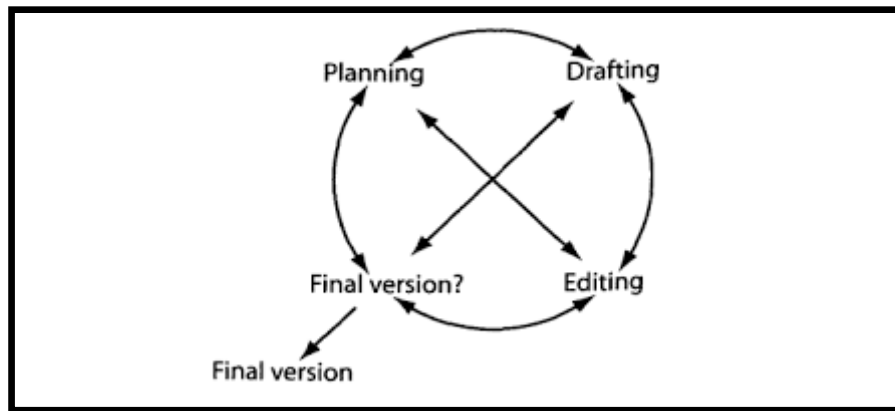


Figure 1.01: The process wheel Harmer (2004, p. 6).

1.1.5.1. Planning

This stage requires students to plan before writing, it is a set of steps students design to organize their ideas starting from the general into the specific. Harmer (2004) stated that it is important to focus on the following parts of the planning stage. First, the purpose behind writing will affect the type of text produced, the language used, and the choice of ideas. Second, the audience that they are addressing will affect the shape of writing and the language chosen, whether it is formal or informal. The third one is the content of the written material. For instance, students here will plan for a well-organized order of ideas, arguments, comments that are needed in the writing activity. From another angle, Flower and Hayes (1981) argue that planning is not only the way of jumping from one idea to another. However, this concept refers to the way writers structure an explicit representation of information; it is much more abstract, for instance, representing a whole number of ideas by a single keyword. They also see that writers need to take into account generating ideas, organization, and goal setting as the key components of the planning stage.

1.1.5.2. Drafting

It is the first version of the piece of writing, it has been considered as a student's first try. In the drafting stage, little time is given to students to write their first draft, and while drafting they need to focus on the improvement of the content rather than the form (grammar and spelling), (Nunan, 2003).

1.1.5.3. Revising

At this level, revising a paper does not mean correcting mistakes. However, it requires students to reorganize, omit, and add pieces of information for the sake of developing the content (Nunan, 2003). In this sense, revising helps students to develop their knowledge of the subject or the topic they are writing about.

Oshima and Hogue (2007) argued that revising tends to give much importance to the content and the organization. Unlike edition, it emphasizes grammar, punctuation...etc.

1.1.5.4. Editing and proofreading

After revising the ideas included in the written work, students are required to read and reflect, they may encounter mistakes, unstructured ideas, or problems in the form of the product. Harmer mentioned that good writers usually concentrate on the whole meaning and the overall structure before going beyond details like grammar accuracy (2004).

1.1.5.5. Publishing (the final version) :

Once students finish editing their work, they have to provide the last version of their work by taking into consideration all the previous changes. After going through all the previous stages the writer is going to be confident and ready to publish his/her work to a particular audience.

1.1.6. The criteria of the six traits

Writing is the most significant skill that EFL learners need to acquire while learning a foreign language because it helps them to express their ideas, feelings, attitudes using the language they have studied. To achieve better results in writing, students need to be aware of the elements of effective writing which are ideas, organization, word choice, sentence fluency, voice, and conventions. Spandel (2005) argued that "...when you become familiar with those criteria you are not only prepared to assess writing with greater skill, ease, and consistency than ever before, but you are also prepared to teach it with confidence..."(p. 09). In this sense, those criteria help the teacher to assess written works effectively and consistently. Also, they guide the teacher to teach the writing skills confidently.

1.1.6.1. Ideas

They are the content of the piece, the information provided, and the details that develop the theme. Peha (2003) defined this element as the “heart and the soul of good writing” (p. 04), that is to say, that the content is the most important element which represents what the topic of the written material talks about.

Spandel and Stiggins (1989) suggested some steps of providing good ideas which are explained below:

- a. Narrow the topic provided by clarifying it for the reader.
- b. Show multiple knowledge and information.
- c. Details should be facilitated and explained.
- d. The content needs to be emphasized and purposeful which improves the important details that attract the reader’s interest.
- e. Ideas need to be understood.

1.1.6.2. Organization

It is the ordered structure of the ideas and the content of the text. It improves the topic's main idea. Spandel and Stiggins (ibid) stated when the reader follows the written work numerous and finds it ordered and structured, it is called an organized written work. Students reach a logical sequence of ideas when, first, details suit together in their right place. Second, the reader feels cooperative in the introduction and comes out with a resolution in the conclusion. Third, the transition markers need to be used smoothly and fit the separate parts of different ideas (tell different meanings) into one cohesive written work. The last one, organization needs to flow so smoothly that the reader will not notice it until he looks for it.

1.1.6.3. Voice

It is the feelings and conviction of the writer that comes out via his/her words. Spandel and Stiggins (1989) pointed out that writers' involvement in the text is individual, the reader notices the sense that the writer is talking to him, since it seems that he/she is engaged in his/her text the honesty of the writer shows that his/her heart is present, he gives life to his/her words by the natural language used. The writing will be full of energy

and commitment where the writer shows his/her emotions and engagement in his/her written product.

1.1.6.4. Word choice

This element means the careful use of rich vocabulary and precise terms which improve the quality of the written piece. Spandel and Stiggins (ibid) suggested some steps to have a good choice of words which are, first, the use of strong verbs, and nouns that empower the written text. Next, the writer needs to incorporate terms that express emphases, arguments, agreement, disagreement, supporting, refusing...etc.

1.1.6.5. Sentence fluency

This trait concerns the rhythm and the flow of ideas that make a sound to the ear. Here, sentences seem related and built logically. Spandel and Stiggins (ibid) provided the following guidelines to reach sentence fluency. First, the piece needs to be natural and fluent. Second, the reader should find the written piece concise. Third, the diversification of sentences from which they need to convey meaning and logic. The last one, the length, gives the text importance. In this sense, sentences need to be built coherently and smoothly which uses rhythm that comes out spontaneously while reading aloud. The piece will sound musical.

1.1.6.6. Conventions

It refers to the mechanical correction of the piece in terms of spelling, punctuation, grammar...etc. These are needed to be used effectively to enhance the quality of the written material. Mistakes need to be absent that the writer will not notice them unlike he/she searches for them. Spandel and Stiggins (ibid) pointed out how students will have a good overall structure. First, paragraphs need to be correct to reach an organizational structure. Moreover, grammar has to be well-applied, and gives clarity and style to the work. Furthermore, punctuations need to be well-placed to guide the reader smoothly via the text. Then, spelling has to be correct even in complicated items. Eventually, the writer may play with words grammatically for stylistic effect.

Those are the criteria of the six traits that help teachers throughout assessing students and help learners to write effectively taking into granted all the previous instructions. Spandel and Stiggins (ibid) stated "criteria are so good, so strong, so clear"(p. 32),they added;

Good criteria form the basis not only of the quality of writing assessment but also of quality instruction in writing. Specific, clearly identified criteria remind us precisely what it is we are looking for; they are part of a broader vision of what makes writing work. (p. 32).

In brief, this perspective shows the significance of learning these elements that empower EFL learners' writing performance, and enhance teachers' proficiency in assessing written expression.

1.1.7. Coherence and cohesion in writing

1.1.7.1. Cohesion

It is a crucial aspect of writing which impacts students' production. Halliday and Hassan (1976) stated "cohesion is no more structural; it is internally marked by lexical-grammatical items", which means cohesion appears via grammar and vocabulary in the text.

Halliday and Hassan proposed four categories of cohesion which are reference, ellipsis, lexical cohesion, and conjunction. First, reference is used to avoid repetition referring to someone or something that has been identified before. Students can refer using (she, he, mine, his...). Moreover, ellipsis is the omission of the unnecessarily repeated words for example:

- a. What are you doing?
- b. Am studying.

Instead of saying I am studying the writer omits the (I). Furthermore, lexical cohesion is the replacement of a noun with its synonym, for example:

- a. You were talking to your friend.
- b. Yes, my pal has asked me to change my dress.

Additionally, conjunctions are words that are used to link between words, sentences, and paragraphs such as and, so, for, to...etc.

1.1.7.2. Coherence

The English Cambridge dictionary defined coherence as "the situation where all the parts of something fit together naturally or reasonably" (2021, para. 1). i.e. coherence is the quality of relating words, sentences, and paragraphs logically. Hughes and Dahamel argued that coherence is the logical sequence of sentences that are dominated by some guidelines that need to be meaningful and clear for the reader (1962, cited in Connor, 2009, p. 2).

Lee (2002) suggested five guidelines to EFL learners to write coherent essays:

- a. Outlines the main ideas and organizes them.
- b. State the information in a logical order (the new one after the old one).
- c. Examples are used to explain and facilitate the meaning of ideas proposed by the writer.
- d. Uses cohesive devices (reference, ellipsis...), which help to gain unity in the written material.
- e. Writers use the meta-discourse markers to help the reader understand the writer.

1.2. Part two: Grammar**1.2.1. Definition of grammar**

Traditionally speaking, grammar is a set of multiple rules that include a sequential order of words to form a sentence. The English Cambridge dictionary (2021) defines grammar as the study of rules that consist of different forms of words related to other items to shape sentences. Similarly, Harmer (2001) defines grammar as the language description of the strategies which relate sentences with words that may have various forms. Besides, Harmer provides the grammatical structure of the sentence which is described as follows in the tree diagram.

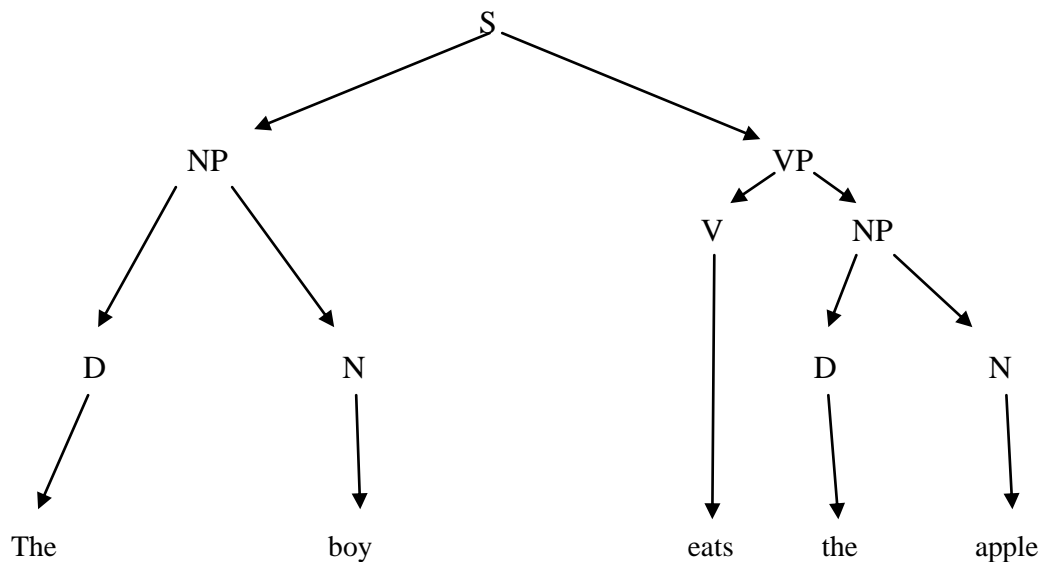


Figure 1.02: Tree diagram by Harmer (2001, p. 19).

This tree shows how sentences are structured in the correct order. The "s" is for sentences, the "NP" and the "VP" are the noun phrase and the verb phrase, while the "D" is for the definite article "the".

Sentences are correct when they follow the grammar rules of the language. For instance, in English the correct grammatical sentence structure is:

Subject verb —object →

Otherwise, it is ungrammatical. For example, the sentence (the boy eats pen) is grammatically correct however it is seen as inadmissible according to different perspectives and for several reasons (Nunan, 2003).

Many scholars have defined the term grammar differently. Musumeci (1996) stated that there is no language without grammar, since languages are identified by: phonetics, phonology, morphology, syntax, and semantics which are considered as the aspects of grammar. Then, Widdowson supported this view when he clarified "language learning is essentially grammar learning, and it is a mistake to suppose otherwise". (1988, P. 154 as cited in Dennis, 2006, para. 4). On the other hand Wilkins (1979, p. 123) claim

The learner does still have to master the grammatical structure there is no way that to one can know the language without knowing its grammatical basis, that the new idea amount to is that grammatical foundation can be presented in new ways which also take the communicative purpose of language into account.

To sum up, all of the previous perspectives shed light on the importance of learning grammar as a language skill. Many linguists emphasize the view in which grammar and language need to go hand in hand. They add that language could not be separated from grammar, because the learning of the language is the learning of grammar. Additionally, grammar develops student's productive skills, it helps them to understand the structure of words and use them for communicative purposes. The mastery of grammar rules tends to result in a successful conversation and a successful written work. Thornbury (1999) focused on the importance of grammar by suggesting that students are required to learn both the language forms and their meanings, stressing the fact that specific forms need to be learned combined with the meaning that they share. On the contrary, grammar is not a significant subject to be taught, many languages contain sophisticated grammatical rules. However, English contains few of them. Therefore, it is not important to learn it (from the publicity of a London language school cited in Thornbury, *ibid*, p. 14).

1.2.2. The three dimensions of grammar

The form involves the study of phonology, morphology, and syntax. Indeed, words are defined by units of sounds and symbols, inflectional morphemes, words' functions, and syntactic structures. First, phonology refers to the study of sounds that are considered the smallest units of the language. Moreover, morphology refers to the study of morphemes as minimal and meaningful units of grammar. Eventually, syntax refers to the study of how words and morphemes are combined in a sequential order to form sentences (Freeman, 2003). Thornbury (*ibid*) claimed that learners need to focus on the form to gain accuracy.

Additionally, meaning (semantics) is one of the dimensions of grammar. It refers to the study of the meaning of words. Thornbury (*ibid*) states that learners need to learn all the possible structures of language items combined with their meanings. Freeman (*ibid*) states that there are what are called general categories of meaning like notions for example time can be identified by (indications of time, duration, sequence). Also, Freeman points out that the meaning of a particular word in a communication differs from its fixed meaning in the dictionary. For instance, when someone uses the expression "good morning" in the evening, this does not mean that he/she does not know that "good morning" is used in the morning. However, there is a particular situation that leads him/her to use this expression in this context.

Finally, pragmatics (use) does not deal with meaning only; however, it is the study of what individuals mean by using these language items in a given situation. This dimension entails two dominant units. First, the social function refers to the expressions of greeting, apologizing, refusing...etc. Second, the discourse patterns such as the elements contributed to the cohesion of texts.

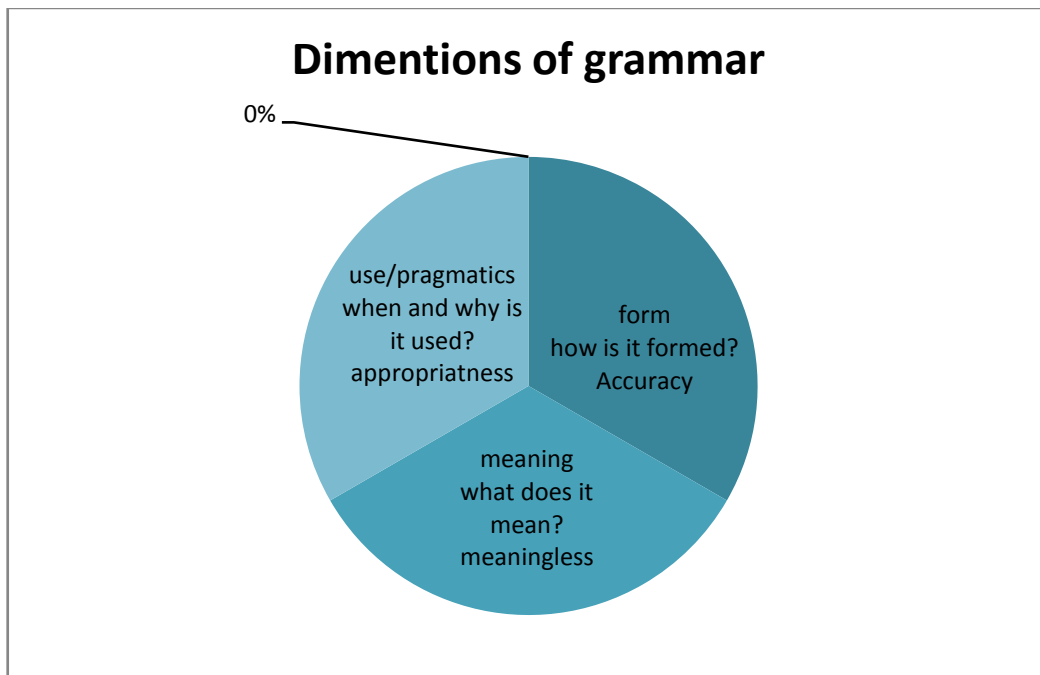


Figure 1.03: The Dimensions of grammar by freeman (2003, p. 35)

1.2.3. Approaches to teaching grammar

Eventually, grammar is considered as one of the main aspects of the language. Learning grammar develops EFL students' capacities while dealing with the four skills and particularly the writing one. Scholars have looked for different approaches that help learners to empower their grammar performance. Those approaches are deduction and induction.

1.2.3.1. The deductive approach

Nunan (2003) said that in the deductive approach students understand the grammar points through a set of activities given by the teacher to clarify a specific rule. Thornbury (1999) argued that deduction begins with exhibiting the grammar course through a set of examples where the rule is applied. This approach is the traditional way of teaching where the role of the teacher is centered. On one hand, the teacher is going to explain the lesson

by providing students with examples and activities, while on the other hand learners are passive, and this reduces their autonomy in the classroom.

1.2.3.2. The inductive approach

Unlike the deductive approach, the inductive one allows students the opportunity to cooperate in the presentation of the grammar course. They are going to be engaged in the learning process. Thornbury (1999) suggested that "an inductive approach starts with some examples from which the rule is inferred" (p. 29). This means the teacher will provide students with examples concerning a specific grammar course and he/she lets them guess the rule of the lesson. Induction fosters students' process of thinking since it gives them the chance to discover the grammar rules by themselves. Also, they will be actively involved in the lesson which enhances their autonomy in the classroom.

Nunan (2003) claimed that neither deduction nor induction is the best because it depends on the lessons taught and learners' styles. In this sense some students prefer to learn grammar inductively, others need to learn them deductively. Some students understand through the teacher's explanation, others prefer to discover the rule by themselves to be stuck in their minds.

1.2.4. Learning grammar through the four strands

English language teachers are allowed to design courses based on some instructions. Learning grammar or any other language components can be effective and leads to successful results when teachers succeed to balance between the four strands that were proposed by Nation (2007). In this sense, these strands need to be applied in same session. Therefore, learners gain better understanding of the component being taught in a more proficient way.

1.2.4.1. Learning grammar through meaning-focused input

Nation (ibid) pointed out that learners gain knowledge of the target language through the receptive skills of reading and listening. During reading or listening activities students receive some knowledge of the grammatical rules where they are applied in texts provided by the teacher. Students may notice them via listening to a conversation or audio stories in videos or records. There are conditions that need to be applied in order to achieve learning grammar through meaning-focused input. Students can learn grammar through

receptive skills when they are exposed to large quantities of input. It is necessary to provide learners with only two or three new grammar forms that they are not familiar with (Nation, 2000). Students are required to show their interest to learning through input. Teachers need to identify these new forms through significant context.

1.2.4.2. Learning grammar through meaning-focused output

Learners learn grammar through productive skills speaking and writing. It is common that learners gain knowledge of the foreign language when they keep practicing activities such as writing letters or engaging in a conversation. Nation (2007) suggested some conditions that need to be taken into granted while learning through productive skills. Students achieve better results when they write and speak on topics that interest them. Also, teachers need to ask them to use only two or three grammar rules that they are not familiar with. Students are required to write and speak frequently. And, they are allowed to use communicative strategies or previous grammar lessons that may help them in their production. While writing or speaking students can recognize some grammar mistakes and they can reflect to fix their speaking and writing deficiencies by themselves.

1.2.4.3. Learning grammar through deliberate learning

Language focused learning or deliberate learning emphasize on learning language features such as pronunciation, vocabulary, grammar, discourse, spelling. Particularly, students give a great attention to grammar rules through repeating and memorizing them. According to Nation (ibid) language focused learning helps students as follows:

- a. It can add directly to explicit knowledge.
- b. It can raise consciousness to help later learning.
- c. It can focus on systematic aspects of language.
- d. It can be used to develop strategies.(p. 7)

No more than fifteen minutes should be given to deliberate learning. The teacher needs to have enough time to entail other learning strategies.

1.2.4.4. Learning grammar through fluency development

According to Nation (ibid), fluency development involves the learning of the four skills. In the fluency tasks students are required to perform faster than usual. If the fluency tasks include language features, it will not be considered as a fluency task, because real

attention needs to be given to speaking, writing, reading, and listening. As all the previous strands, fluency development entails some conditions to be reached successfully. First, the tasks need to include language items that students know. Second, teachers need to provide a large amount of exposure to gain more language knowledge. A great importance should be given to speed performance.

Ultimately, Nation (ibid) stated, teachers need to make a balance between these strands. Which means, no more than fifteen minutes should be devoted to each strand. Therefore, students will gain knowledge of the foreign language with regards to the four skills, and language components.

1.2.5. Testing grammar

Merriam-Webster (1828) defined testing as "a series of questions or exercises for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group" (para. 1). This reveals that the test is a fundamental step after the teaching-learning process. Therefore, teachers will recognize their learners' language abilities, and they will notice if they reached the predetermined objectives of the learning program. In this vein, Harmer (2007) suggested that learners need to be tested on their capacities in English at several steps in their learning. Also, it helps teachers to see how learners are proceeding along with the performance of a given task.

There are four major types of test which are defined by Harmer (2001) as follows:

1.2.5.1. Placement test

It refers to testing students' level of language abilities. It is usually given to new students to determine their current level in grammar and vocabulary, stressing on the four skills to put them in the suitable class. Also, it is defined by Merriam-Webster (1828) as an exam that is given to students that attend school newly to check their knowledge in several subjects that help the teacher in designing appropriate courses or place students in appropriate classes.

1.2.5.2. Diagnostic test

This test is done to determine students' weaknesses, strengths, and deficiencies in their foreign language skills. Here the teacher will test his/her students' current level in the target language. Then, he/she will encounter students' problems and what they need to

learn for future courses. Eventually, he/she will sort out students' difficulties, then, he/she will modify, add or omit while planning for future courses.

1.2.5.3. Achievement test

The purpose behind this test is to measure students' language development. It has nothing to do with their weaknesses since it is done to reinforce their achievement in the English language. This type of test is usually placed at the end of each unit. This test may reach better results, if it entails models and samples which students are familiar with, it does not mean providing them with a reading text or a grammar task that they have seen before. However, there is a need to select tasks that are almost similar to the previous ones.

1.2.5.4. Proficiency test

This test provides a clear image of students' global level in a foreign language. It tests students' language proficiency with regards to the four skills.

It is considered as a final test (exam) students pass to get a job, a degree, or a chance to study abroad. Brown stated "a proficiency test is not limited to any course, curriculum, or single skill in the language; rather, it tests the overall ability" (2003, p. 44).

During the learning of the foreign language, students need to enhance their knowledge of grammar, because it is one of the main stands of the language, the mastery of grammar leads to successful performance in the four skills.

Testing grammar involves testing, "phonology, morphology syntax, knowledge of lexical items semantics, as well as matters of testing mechanics (spelling, punctuation, capitalization, and handwriting)" (Murcia, 2001, p. 518, as cited in Acid and Taib, 2017, p. 14). Hughes (2003) presents four techniques for testing grammar which are: Gap filling, paraphrasing, completion, and multiple choice answers. Starting with the gap-filling technique, this technique requires one single answer. However, it may have more than one suitable answer when the responses share the same meaning, for example, the words (that and which). This test may assess students in different grammatical lessons, for instance, the transition markers.

Examples

- a. Students need to work hard, they will fail. "otherwise"

- a. John is happy Today is his birthday. “because”

This technique can take another form. Teachers may ask students to fill the gaps following the first example.

Example

Eg: students may have the ability to work in groups. “Able”

- a. There is a between the word and its proper meaning. “Combine”

In this form, it is preferable if the teacher provides learners with a text (a long passage) where the ideas are combined, it will be easy for them to pick out the right answer based on the content.

Example: testing students in articles (write NA where there is no article).

Sarah lives in Scotland. Usually, she goes to the club on Sundays and Wednesdays. One day, she met Friend of her sister in Club and they pass all day together, her sister's friend has cat, it was Cute and Small, Sarah likes Friend of her sister, and she becomes her friend too. They plan for Trip together to England.

Second, the paraphrasing technique, this type of test, asks the student to change the form of the sentence using his/her style by keeping the same meaning, it tests several grammar forms such as the passive voice.

Example

Testing the use of the past participle in the passive voice:

- a. Marcelo passes the ball to Ramos.
b. The ball.....

Third, the completion technique tests students' production, since it needs vocabulary knowledge of the foreign language to produce more than one word, it enhances their ability to provide various appropriate grammar forms. Actually, in this type of test students will be asked to complete the form of interrogative sentences.

Example

- a. Souad: Good morning Sir. How
- b. Mr.Bouchefra: I am fine. Thank you.
- a. Souad: can I ask you when.....?
- b. Mr.Bouchefra: Yes, of course, the exams will start next Monday.

The last one is the multiple-choice test. Here the teacher will provide students with three or four choices (words) where they will select the term that gives the sentence a complete meaning. It can take another form, for instance providing learners with a statement and asking them to pick out the answer that shares the same meaning. Unlike the previous techniques, the multiple-choice one requires only recognition (Hughes, 2003). It can test students in tenses.

Examples

- a. Yesterday, Merry (is/was/been) at the party.
- b. I have already (see/saw/seen) my friends.
- c. It can also test students in prepositions of place.

Examples

- a. The pen is (in/on/next) the table.
- b. The lesson will start (on/at/in) half-past two.

To sum up, testing grammar helps teachers to determine either students' lack or proficiencies while dealing with a grammar task such as linking words, tenses, question form, prepositions, articles...etc. Moreover, the grammar testing techniques are beneficial because teachers will have the opportunity to test students' production and recognition in the foreign language in different ways that fit learners' styles.

1.3. Part three: Vocabulary**1.3.1. The definition of vocabulary**

Vocabulary is considered as an important aspect of language. Hatch and brown define vocabulary as the group of words that people use in a specific language (2001). This means that vocabulary is an amount of utterances of a given language which individuals

select and produce for either speaking or writing purposes. On the other hand, Meriam Webster (1828) defined vocabulary as “a sum or stock of words employed by a language, group, individual or work or in a field of knowledge” (para, 2). EFL learners need to study the vocabulary of the target language in order to master how to read, write, listen and speak.

While learning vocabulary it is essential to learn both the form of the words and their meanings, Harmer (2001) suggested that each word may have several meanings. These words may have the same spelling, form, and pronunciation, but they convey different meanings. For example, the word kind has two different meanings, like, there are two kinds of flowers or her sister is such a kind person.

The words' meanings may not be identified only via a context. However words can be explained through their synonyms or antonyms. For instance, explaining the meaning of the word “bad” by saying that it is the opposite of the word “good”. Then, explaining the word “ill” by mentioning that it is the synonym of the word “sick”.

1.3.2. The importance of vocabulary

Vocabulary is one of the basic components of the language. It is the combination of words that helps EFL learners to express themselves in the target language. Wilkins (1972, p. 111) mentioned “without grammar little can be conveyed, without vocabulary nothing can be conveyed”. This shows that vocabulary is the heart of the language. Moreover, Cameron states that “vocabulary is central to the learning of the foreign language at primary level” (2001, p. 72), in this sense vocabulary must be taught first, and it needs to emphasize on the learning of the four skills. Milton clarified that learning vocabulary is not optional, he added “words are building blocks of language and without them there is no language” (2009, p. 3). This means that without vocabulary language does not exist and it will be impossible to use it. From another angle, Milton and Daller (2007) focused on the importance of vocabulary by stating that;

Vocabulary plays an important role in the lives of all language users, since it is one of the major predictors of school performance and successful learning and use of vocabulary is also key to membership for many social and professional roles. (p. 5).

According to these previous views, there is a heavy focus on the fact that vocabulary plays a significant role in language learning, because learners are required to

have the ability to use the language in communicative purposes. This idea leads to show the main two types of vocabulary, which are defined as follows:

1.3.3.1. Receptive vocabulary

Receptive vocabulary refers to the words that people understand clearly through reading a text or listening to a video. These words individuals find it difficult to produce them in a correct way. Hieber and Kamil suggested “these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them even if imperfectly” (2005; p. 3). This means that even though students do not use these words. However, they do recognize the meanings they hold. Nation (2000) points out that receptive vocabulary use implies understanding both the form of words and their meanings while listening or reading.

1.3.3.2. Productive vocabulary

According to Haycraft, productive vocabulary refers to “words which the student understands, can pronounce correctly and use constructively in speaking and writing” (1973 cited in Hatch and Brown 2001; p.44). This means that students produce the words they have learned and they know how to use them effectively. Through the view of Hieber (2005) and Kamil, productive vocabulary is the group of words that people may use in writing or speaking, these words students know and they are familiar with, while speaking or writing students are using words that they know or they have learnt successfully.

Nation (2000) suggests that productive vocabulary use implies grasping the word form while speaking or writing and use it in a spoken or written task.

1.3.4. Learning vocabulary

Learning vocabulary needs two main forms that students follow either consciously or unconsciously. Learners may learn vocabulary either intentionally or incidentally, learning vocabulary is important and for this reason there is a need to explain these two main forms.

1.3.4.1. Intentional vocabulary learning

From its name it is noticed that in this type, students are consciously present in the learning process, and they are aware of the words which they are memorizing through a classroom lesson or a program designed by the teacher.

Hatch and Brown refer to intentional learning “as being designed, planned for or intended by teacher or learner” (2001, p. 368). In this sense, in intentional learning, students used to be informed that they are going to take vocabulary lessons, and here they will have the intention to deal with tasks that may improve their vocabulary level.

Bordag et al (2017) clarified that intentional vocabulary learning is considered as the basic source that enhances second language learners’ vocabulary knowledge. On purpose learners grasp new terms and they consciously retrieve them either in a spontaneous conversation or in a language test.

1.3.4.2. Incidental vocabulary learning

Incidental vocabulary learning refers to the unconscious learning of new words. Here learners' attention is absent, they are not aware while memorizing new vocabulary items based on the context provided in a particular material, and this happens when students are exposed to reading or listening materials.

Hatch and Brown define incidental vocabulary learning as “the type of learning that is a byproduct of doing or learning something else” (2005; p. 368). The type of the vocabulary learnt incidentally depends on each individual, because sometimes the materials are far from the learning environment. Students guess the meaning of the unknown terms through the context provided (Huckin and Coady, 1999).

Incidental vocabulary learning does not stand only on receptive skills, since Nation (2000) suggests that speaking tasks such as role play or problem solving discussion are extremely helpful in vocabulary learning.

1.3.4.3. Learning vocabulary through meaning-focused input:

Learning through meaning-focused input implies learning through listening and reading. This method succeeds when the teacher provides students with words that they are familiar with and chooses only three or two items that students do not know and they try to understand them through the context (Nation, 2000).

Nunan stated that learning through input can be applied at early stages of language learning, and what is most important is to provide learners with spoken and written language that is simple and easy to comprehend through the reading and listening activities (2003).

1.3.4.4. Learning vocabulary through meaning-focused output

Learning through meaning-focused output implies learning through the productive skills (speaking and writing) where learners focus on conveying messages (Nunan, *ibid*). It seems weird to say that vocabulary can be learnt while producing via writing or speaking. However, learning through productive skills may promote learners' vocabulary knowledge through emphasizing on items that learners do not focus on when reading or listening (Swain, 1985, cited in Nunan, 2003).

Nunan illustrated with an example to show how learners can learn through productive skills, he exemplifies "when having to say that someone took their medicine, the speaker has to choose the right verb-do people eat, drink or take medicine? When listening or reading, no such a decision has to be made".(*ibid*, p. 134).

1.3.4.5. Learning vocabulary through language-focused learning

Learning through language-focused learning or deliberate learning means learning on purpose. It is the opposite of incidental learning. Students need to give a great attention to language learning in terms of spelling, sounds, vocabulary and grammar. The most common technique in deliberate learning of vocabulary is memorizing new terms through translating them into the mother tongue (the first language). No more than 25percent of the lesson needs to be given to this type of learning vocabulary in order to have the chance to integrate other strategies (Nunan, *ibid*).

1.3.4.6. Learning vocabulary through fluency development

Developing students' vocabulary knowledge and fluency should be restricted to what they do know as foreign language terms Nunan said "vocabulary must not only be known, it must be readily available for use" (*ibid*, p. 134). Fluency needs to take into granted all the four skills, otherwise, it will not be considered as a fluency task. Also, students need to perform faster than a normal way of learning (Nunan, *ibid*).

1.3.5. Difficulties in learning vocabulary

As far as the strategies of learning vocabulary are concerned, it is important to take into account the difficulties that face students while learning vocabulary. EFL learners encounter some problems while learning vocabulary in terms of pronunciation, spelling and grammar, length and complexity, and meaning.

1.3.5.1. Pronunciation

According to Thornbury (2002) the words that are hard to learn are those words that are hard to pronounce, there are some English sounds that are difficult to pronounce from a particular group of non native speakers. For instance in the Arabic language the sound /p/ does not exist so it is hard for Arabs to pronounce words like, people, paper...etc. Spanish people also have difficulties articulating the sounds /g/ because, in their language it sounds totally different. Non native speakers encounter problems in memorizing words that contain lots of consonants such as the word (strengths).

1.3.5.2. Spelling and grammar

First, it is obvious that the hard spelled words are difficult to memorize. The most common words that learners struggle to spell are words that entail silent letters such as, world, castle, doubt...etc. Second, grammar is one of the hardest components in language learning, since the grammar of the foreign language is totally different from the grammar of the first language. Learners tend to make a link between how words are structured in the FL and how they are formed in the L₁, this is called learning through prior knowledge. Additionally, students find difficulties while dealing with phrasal verbs as Thornbury (2002, p. 28) illustrated “some phrasal verbs are separable (she looked the word up) others are not (she looked after the children)”. So how can EFL learners memorize all the various forms of the phrasal verbs?

1.3.5.3. Length and complexity

According to Thornbury (ibid, p. 27) “long words seem to be no more difficult to learn than short one, but as a rule of thumb, high frequency words tend to be short in English”, the most used words in English are short and it is rare to find long and complex words. Also there are words that are complex and have similar forms but different functions like variable stress in polysyllabic words such as in word families, for example, success, successful, successfully.

1.3.5.4. Meaning

This is the most difficult one for learners. In English there are plenty of words that sometimes share the same meaning. However it depends on the context provided. For example, Arabic and French learners of English tend to use the expression “I have 23 years old” instead of “I am 23 years old”. The verbs to have and to be are not similar, especially in the context provided in the former example. Additionally, EFL learners think that “many” and “much” share the same meaning, whereas, “many” is for countable nouns and “much” is for uncountable nouns. When students become familiar with a particular meaning of a word, they will not accept other meanings for the same word (Thornbury, *ibid*). For example, the word type has two different meanings, the first one, “type” means kind “there are different types of clothes”, and type also means write “he is typing a message”.

1.3.6. Testing vocabulary

Testing has a great significance in the teaching-learning process; Thornbury sheds light on the importance of testing when he says “without testing, there is no reliable means of knowing how effective a teaching sequence has been” (2002, p. 129). It is considered as a crucial step because it gives the opportunity to both teachers and learners to have feedback. It has a backwash impact since students start to take vocabulary lessons whenever they notice that they are going to be tested on their vocabulary knowledge. Additionally, testing is a source of motivation which stimulates students to consider this aspect as an important one. Testing vocabulary might be either formal or informal, as a popular example of the informal testing is to give students the opportunity to test each other. While, formal testing needs to follow stages such as, the placement test that places students in the right class, the diagnostic test which measures students weaknesses, achievement test that tests students progressing or the professional test that measures students’ overall language ability (Thornbury, *ibid*).

There are multiple types of testing students in vocabulary. They are explained by Hughes as follows:

1.3.6.1. Testing recognition ability

Testing recognition requires guessing the meaning. This test might be a multiple choice test where teachers can test recognition through synonyms, definitions or appropriate words for context.

1.3.6.1.1. Testing recognition through synonyms

Select similar or close meaning to the word written on the left *for* example;

Encourage means: **a.** look **b.** foster **c.** storage **d.** encounter

The former strategy of choosing the choices is preferable because learners may get confused if the choices will be as follows:

Encourage means: **a.** Storage **b.** Manage **c.** Foster **d.** Arrange

This may seem very confusing since the sounds of the choices provided look similar to the sound of the word (encourage). In this case students may choose the answer (foster) just because it looks different from the other choices.

1.3.6.1.2. Recognize definitions:

In this type of test students are required to choose the appropriate definition of a particular word, for example:

Enjoy means

- a.** To dislike parties.
- b.** To have fun.
- c.** To hate studies.
- d.** To look beautiful.

It is preferable if the definitions will have the same size otherwise, students will choose the answer that looks different than the others. The test may take an opposite form, which means providing students with the definition and asking them to choose the word that suits this definition. For example:

Which of the following verbs means (to have fun)?

- a. To struggle.
- b. To confuse.
- c. To enjoy.
- d. To travel.

It is common that testing vocabulary can be effective when there is a context provided. For example ;

Merry and I enjoy visiting the zoo.

- a. To hate visiting a zoo.
- b. To like visiting a zoo.
- c. To have fun when visiting a zoo.
- d. To have a fear of visiting a zoo.

1.3.6.1.3. Recognize appropriate word for context

This technique requires providing context and this context needs to entail items that students are familiar with. Otherwise, they will not have the ability to recognize the correct answer (Hughes, 2003). For instance:

Students in the classroom were for solutions to solve mathematical problems.

- a. Reading.
- b. Looking.
- c. Gaining.
- d. Struggling.

Hughes stated ;

Providing context in an item makes the task more authentic and perhaps results in a more valid measure of the candidates' ability. The context may help activate a memory of the word in the same way as meeting it when reading in non-test situation (2003, p. 182)

This idea clarifies how much providing a context is helpful in testing vocabulary, because it keeps students in a foreign situation, and helps them to memorize the correct answer of the test.

The multiple choice test has been criticized because:

- a. Students may select answers by elimination.
- b. They depend on the number of possible answers which are called distracters as an opportunity to get the correct response.
- c. It tests only recognition and vocabulary need to be produced
- d. It is not an easy test to be designed (Thornbury, 2002).

1.3.6.2. Testing production ability

This is one of the difficult tests that students struggle to answer. This test requires one single correct answer, in this test the teacher may test learners through using pictures and ask them to write a word which defines what is the name of this object or fruit or vegetables in English?

1.3.6.2.1. Testing production through definitions

Teachers may provide definitions of jobs or places or objects and ask students to produce the correct word. For example ;

- a. Is a person who takes care of people' health.
- b. Is a place where we used to study.
- c. Is a machine that washes clothes.

The definitions provided need to have a unique answer, sometimes there are definitions that may hold several terms. For instance, the expression (something we use it to communicate) can be a phone, it can be social media networks, it might even be a letter.

1.3.6.2.2. Testing production through gap filling

It is considered as a simple task where students are asked to fill the gap in a sentence. For example:

In the birthday party of my sister, my mother a small cake, and several types of fast food (Hughes, 2003).

1. Conclusion

To conclude, writing is a challenging skill for language learners, it is considered a complex skill that learners struggle to master and gain the needed proficiency to perform it. According to the elements developed in this literature review, mastering the writing skills

require great efforts and enough time to allow EFL teachers to apply the methods and approaches of writing in the EFL classrooms and raise learners' awareness to the stages of writing skills with regards to the elements of effective writing (criteria of the six traits), in addition to coherence and cohesion. Moreover, this chapter tackles two of the main difficulties that students encounter while writing which are grammar mistakes, and poor vocabulary. Ultimately, this may attract learners' attention to the strategies and methods of teaching and learning grammar and vocabulary that may help them to overcome their common writing problems to write accurately and competently.

Chapter Two:

Research Methodology

2. Introduction

The following chapter tackles the methodology of this research. It is divided into two parts. The first part presents the theoretical background. It defines research, the research methods, and the research tools. Additionally, the second part is devoted to the field work where the researcher presents the research design of this study through selecting the research methods, describing the research tools that help in gathering data to answer the research questions. Particularly, this part provides the description and aim of each research tool, identifies the sample and population investigated, and summarizes the structure and content of each tool in tables. Finally, it presents some of the difficulties and obstacles that this research faces.

2.1. Part one: Theoretical background

2.1.1. Definition of research

The English Cambridge dictionary defines research as “a detailed study of a subject, especially in order to discover new information or understand the subject better.” (2021). In other words, research is a scientific and a systematic study done by individuals to solve a particular issue. Dornyei (2007) argued that research needs to be systematic in order to be based on the results found with confidence. In this sense, research needs to be well-organized to help researchers to achieve true results. On the other hand, Cohen and Manion (1994) defined research as an experience combined with reasoning which is considered as a successful method to have true answers to the problem. To sum up, researchers find problems in different fields that need to be investigated. These problems ask several questions and may have different solutions, the research will scientifically and systematically tackle these problems by going through sequential and structured instructions that help to answer the questions and reach the desired objectives.

2.1.2. Quantitative research approach

Quantitative method refers to the information gathered from particular tools that stands on numerical data analyzed by particular statistical methods such as experiment Dornyei (2007). According to Gass and Mackey (2005) quantitative research “generally starts with an experimental design in which hypothesis is followed by the quantification of data and sort of numerical analysis is carried out” (2005, p. 2). This means that the quantitative approach deals with numbers or scores that are sorted out from analysis of a specific quantitative tool such as a test.

2.1.3. Qualitative research approach

Qualitative research method refers to the quality of the results obtained from research tools. It has nothing to do with numbers. Dornyei (2007) defined qualitative approach as an open-ended and non-numerical data that the researcher analyzes without statistical methods such as an interview designed and analyzed by the researcher using qualitative research analysis. On the other hand Gass and Mackey (2005) consider qualitative approach as the data that is impossible to count since it stands on abstract results that are interpretive instead of statistical, such as an observation based on the target population's attitudes or behaviors concerning a particular issue.

2.1.4. Mixed method approach

A mixed method research approach refers to a mix of both quantitative and qualitative approaches in the same research paper; For instance, a researcher designs a research based on collecting data through an interview and an experiment. This method can be also called a multi methodological research, methodological triangulation or a mixed model studies (Crewell et al, 2003 as cited in dornyei, 2007).

2.1.5. Quasi-experiment

The experiment is a quantitative research tool. It is designed through selecting a group of learners (a sample from the target population) to provide them with a special treatment in order to measure their progress using a pretest and a post-test. Further, the researcher will compare the experimental group with another group that share the same aspects of the experimental group and the only difference is that the second group did not receive the treatment provided to the experimental group Dornyei (2007). Additionally, the quasi-experiment is different from a true experiment in one aspect which is randomization. The true experiment does not work with random assignment to create the comparison (Cook and Campbell, 1979, cited in Dornyei, 2007).

2.1.6. Questionnaire

Questionnaire is the most adapted research tool. It is commonly used by many researchers. It is a set of multiple questions designed by the researcher to reach a particular objective. Cambridge dictionary defines questionnaire as a group of questions that participants are asked to gather information about a particular issue (2021). Moreover, Brown (2001) defined questionnaire as "any written instruments that present respondents

with a series of questions or statements to which they are to reach either by writing out their answers or selecting from existing answers” (cited in Dornyei, 2007, p. 102). Brown has pointed out two main types of questions the researcher may entail in the questionnaire which are open-ended questions that require the respondents to answer by writing or selecting from answers that are provided as options which is referred to as multiple-choice question. Additionally, the questionnaire has several advantages, it does not consume so much time, and the researcher may gather a huge amount of information in one hour. The participants’ answers are kept confidential which lead the respondents to answer the questions. It can be used successfully by different people in multiple-situations addressing multiple issues. Although this research tool is practical, it has some drawbacks such as “ill-structured questionnaire” (Dornyei, 2007) which leads to false results and misleads the researcher through the analysis obtained from the data gathered via this tool. For instance, the complicated language used by the researcher while designing the questions that the informants fail to understand.

2.1.7. Comparing two groups t-tests

In applied linguistics research there is a statistical procedure called comparing groups. In order to compare two groups there is a need for a “t-test” which has two different types. The first type is called independent-samples t-tests. This test will compare two groups that are totally independent from each other, such as (class one and class two), (Dornyei, 2007). The second type is called paired-samples t-tests. It has various names such as pairs t-tests, and matched t-test. This test compares two different variables taken from the same group, such as comparing two different tests, one before the course and the second after the course in the same group (Dornyei, 2007).

2.2. Part two: Field word

2.2.1. Research design

While investigating a problem and conducting a research paper, researchers need to see which research design suits their work best and help them answer the research questions and find solutions to overcome the investigated problem. In this sense, researchers need to select the appropriate research tools. Then specify which method is used in this study, either quantitative or qualitative or a mixed method approach.

In order to answer the pre-stated research questions, the researcher chose three fundamental tools that are a mixed methods research of quantitative and qualitative approaches. First, an experiment is designed to see whether listening skills through providing authentic videos may help learners to develop their writing style in terms of grammar, and vocabulary. And help them to enhance their knowledge of the foreign language to provide rich content in the writing tasks. This experiment includes three stages, pre-test, while-test, and a post-test. Sample of fifteen students from second year level at Dr Molay Tahar university of Saida were chosen randomly. Also, samples of the in-class tests were chosen to compare between learners' performance in two different tests provided by their teacher. A sample of eight papers has been selected from each group, and second-year University students are in five groups, consequently, the total number of papers in each test is forty. Furthermore, a questionnaire has been designed for students to determine their perception towards writing skills and pick out the reasons behind their writing deficiency to answer the research questions and reach the desired objectives.

2.2.2. Population and sample of the quasi-experiment

There are 143 second-year students at the English language department at Molay Tahar University, and they are divided into five groups. Sample of fifteen students which is a small number that has been selected, thirteen of them are females and only two of them are males. The experimental group has been referred to as group S.

	Population		Sample	
	Number of learners	Percentage %	Number of learners	Percentage %
Females	91	64%	13	87%
Males	52	36%	02	13%
Total	143	100%	15	100%

Table 2.01: Rate and total number of the population and sample of the experiment

2.2.3. Population and sample of the paired-samples t-tests:

Second-year university students are divided into five groups. In this empirical study, each group has been referred to by group **A**, **B**, **C**, **D** and **E** respectively, from each group a sample of eight papers were selected from each group.

The population							
	Group A	Group B	Group C	Group D	Group E	Total	Percentage
Male	06	14	12	10	10	52	36%
Female	23	15	17	18	18	91	64%
Total	29	29	29	28	28	143	100%
The sample							
Male	02	04	06	04	05	21	52.5%
Female	06	04	02	04	03	19	47.5%
Total	08	08	08	08	08	40	100%

Table 2.02 rate and total number of the population and sample of samples of the in-class tests.

2.2.4. Population and sample of the questionnaire

The target population of this research is second year EFL students at Moulay Tahar Saida University. The sample population was chosen randomly, it is a number of 40 students from different groups. The purpose behind choosing second year students was because they will graduate next year and they need to master writing skills. Additionally, the majority of the participants were females (72.5% females and 27.5% males). Most of the participants are between 18 and 21 years old except two students, one of them is 24 years old and the other is 43 years old.

	population	percentage	sample	Percentage
females	91	64%	29	72.5%
males	52	36%	11	27.5%
total	143	100%	40	100%

Table 2.03 Rate and total number of the population and sample of the questionnaire.

2.2.5. Description and rationale of the quasi-experiment

This empirical study consists of three stages, the pre-test, while-test, and the post-test. First, a group discussion via social media has been created to gather fifteen participants. In the pre-test, learners were asked to write an essay about Algeria, describing the different regional climates, and the main tourists' attractions in each region. Then, learners' papers were collected and corrected using the six traits of the writing grid' (see

appendix 24, 25). Second, in the while-test, the researcher has provided learners with authentic videos in, a sequential manner. During six weeks, learners watched three videos per week, which means the total number of the videos was eighteen. The content of the videos was a mixture of describing a place, talking about a particular phenomenon...etc. After six weeks, the researcher asked learners to write an essay about “the internet and its impact on people’s life” which was considered as the post-test. Also, learners’ papers were collected and corrected using the criteria of the six traits, particularly, ideas and content, organization, word choice, and conventions. The aim of this study is to determine learners’ current level in writing and see if they have made any progress after listening to the videos. In brief, the experimental group has been referred to as group ‘S’.

2.2.6. Structure and content of the quasi-experiment

Group S									
Tests	Tasks	While-test	Assessing grid criteria	6	5	4	3	2	1
Pretest	Essay 01: Describe Algeria, the different regional climates, and tourists’ attraction.	Eighteen authentic videos that tackle different subjects within three or four minutes. Students	Ideas and content Organization Word choice Conventions	exemplary	Strong	Proficient	Developing	Emerging	Beginning
Post-test	Essay 02: Define the internet and state its impact on human’s life	watched three videos per week during six weeks.							

Table 2.04 structure and content of the quasi-experiment

2.2.7. Description and rational of the paired-samples t-tests:

During the first semester of second-year university level in written expression module, learners have studied how to structure a paragraph. Then, they have learned how to move from writing a paragraph to writing an essay. Afterwards, learners studied how to develop a process essay. Moreover, their teacher asked them to choose one of the following topics in order to develop a process essay. The first topic was “how to raise a perfect child”. The second one was “how to make a particular dish” (the dish was students’ choice). The third topic was “how to quit smoking”. After this task, students’ papers were collected after their teachers’ correction(see appendix 14, 15, 16, 17, 18, 19, 20, 21, 22, 23). The researcher has corrected the essays again using the criteria of the six traits, particularly, ideas and content, organization, word choice, and conventions. After the first test, students have learned how to write a descriptive essay. Then, their teacher asked them to write an essay about their “dream house”. Furthermore, their papers were collected and corrected using the criteria of the six traits. The aim of gathering students’ essays is to see whether their level of writing has been developed compared to their first performance by taking into consideration what they have experienced before in the first test from lessons, practice, and teachers’ instructions. Also, students’ performance in the second test has been compared to the experimental group post-test performance in order to see which treatment is better in enhancing students writing proficiency (lessons, practice, and instructions, or, authentic videos).

2.2.8. Structure and content of samples of the in-class tests

Groups	Lessons	Tasks/tests	Assessing grid criteria	6	5	4	3	2	1
Group A	1. The form of the paragraph. 2. How to move from writing a paragraph to writing an essay. 3. How to develop a process essay. 4. How to develop a descriptive essay.	Choose one of these topics: “how to raise a perfect child “how to prepare a particular dish” “how to quit smoking”	Ideas and content Organization Word choice conventions	Exemplary	Strong	Proficient	Developing	Emerging	Beginning
Group B									
Group C									
Group D									
Group E		Describe your dream house.							

Table 2.05 the structure and content of samples of the in-class tests.

2.2.9. Description and aim of the questionnaire

This questionnaire consists of eleven questions which are a variety of multiple choice questions and *yes/no* questions. It has been divided into three sections. Therefore, to prevent students' problems in writing, in addition to the solutions provided to enhance their level of writing.

2.2.9.1. Section one

This section entails four questions, the first questions obtain students' age and gender, questions three and four are multiple choice questions. They include students' level in English in addition to their attitudes towards writing essays.

2.2.9.2. Section two

This section consists of three yes/no questions. The purpose of this section is to see whether students are aware of the importance of writing stages, precisely, drafting and proofreading. Also, they shed light on coherence and cohesion in writing.

2.2.9.3. Section three

This section comprises four questions; one of them is a *yes/no* question, while the others are multiple choice ones. This section deals with students' writing deficiency and the solutions provided to improve students' writing style. Additionally, students were asked to determine whether writing is a stressful task.

2.2.10. Structure and aim of the questionnaire

Sections	Aim
Section one entails four questions, two items are open-ended, and the other two items are multiple-choice ones.	Students' age and gender, Students' attitudes towards learning English and writing essays.
Section two includes two yes/no questions, and one multiple choice question.	Learners' awareness about stages of the process approach and organization in writing.
Section three entails four items, three of them are multiple choice questions, and the last one is yes/no question.	Learners' writing problems, their perception concerning the strategies that overcome these problems, realizing whether writing causes anxiety or not.

Table 2.06: Structure and aim of the questionnaire

2.2.11. Limitation of the study

The present study faced various obstacles. First, due to the current period of Covid 19, master-two students start their first semester at the end of February. And, they passed

the exams in May when they did not have enough time to prepare for their thesis. Also, they have studied only five-weeks. Therefore, learners did not tackle some methodology and research techniques lessons that may help them in organizing their work. Moreover, the students' questionnaire was designed using Google forms where some second-year EFL learners did not respond to the questions. Therefore, the researcher was obliged to print it and take it to the university. However, due to Covid 19, teachers were hardly pressed to finish the syllabus of the first semester in five-weeks, in addition to this class periods have been shortened to one hour for each module which was hard to dispatch the questionnaire during sessions. Furthermore, most second-year students refuse to participate in the experiment, for this reason, the number of the participants has been decreased from twenty five to fifteen students. Additionally, learners were pressured by home-work assignments and when they finished their first semester, they refused to participate in the experiment until they passed the exams which caused a one month delay. Despite the pre-stated challenges that face the researcher, the present study has achieved its objectives.

2. Conclusion

The second chapter presents an overview of the research methodology of this study. It tackles the theoretical part of this study by defining research, research methods, and the tools used in this work. Then, the second part describes the data gathering tools that test the validity of the research hypothesis and answer the pre-stated research questions. Also, it identifies the target population of this study. Eventually, each research may face challenges; therefore, the researcher has stated some of them at the end of this chapter.

Chapter three: Data Analysis and Recommendations

3. Introduction

The third chapter tackles the practical part of this study. It is divided into three parts. The first part is devoted to the analysis of the data gathered from the three research tools used in this study with their interpretations. The second part is devoted to the discussions of the results obtained from the analysis where they answer the pre-stated research questions and test the validity of the research hypothesis that were suggested by the researcher. And the third part tackles the recommendations and the solutions for this study.

3.1. Part one: Data analysis

3.1.1. Paired-samples t-tests analysis

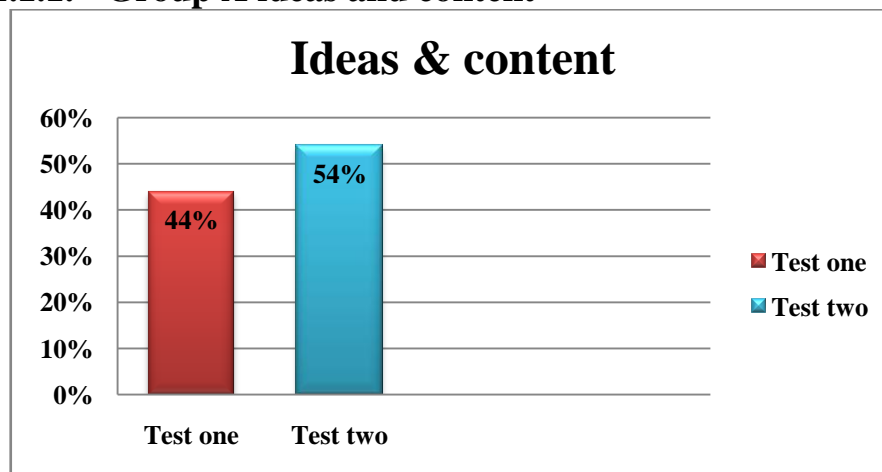
This empirical study consists of two tests. First, second-year students have learned how to move from writing a paragraph to writing an essay. Then, they have learned how to write the process essay. Further, the teacher has provided them with different topics and she has asked them to choose one topic to develop a process essay (see the description of the first test). Eventually, students' papers were collected and corrected using the grid of six traits criteria of writing. After the first test, students have learned how to write a descriptive essay. Particularly, they were required to write about a single topic (see the description of the second test). Finally, students' papers were collected and corrected using the criteria of the six traits. The following table shows group A results of the first and the second test.

	Group A														
	Ideas & Content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	percentage	Score	Mean	Percentage	Score	Mean	Percentage
Test 01	21	2.62	44%	20	2.50	42%	24	3.00	50%	25	3.12	52%	90	2.81	47%
Test 02	26	3.25	54%	19	2.37	40%	24	3.00	50%	17	2.12	35%	80	2.68	54%

Table 3.01: Group A results of the first and second test regarding the four criteria

The present table shows group A results of the first and second test. Students' essays were corrected via the six-writing criteria that were adapted from Regina public schools from Vicky Spandal creating writers (see appendix 01). The assessment stands on four criteria that are ideas and content, organization, word choice, and conventions. Each criterion entails six indicators that assess the learners' performance from exemplary to beginning (see the structure and content of the in-class tests, chapter two). It is referred to every indicator by numbers from **6** (exemplary) to **1** (beginning) to determine the learners' level of performance with regards to each criterion. Also, learners' results in each criterion were referred to by percentages which are the score students got in a particular criterion multiply by 100 and divided by the sum that is the best score (exemplary) multiply by the number of students. Also, means scores were calculated to make a comparison between students' performance in the first and second tests. Thus the following graph explains group A results regarding ideas and content in both tests.

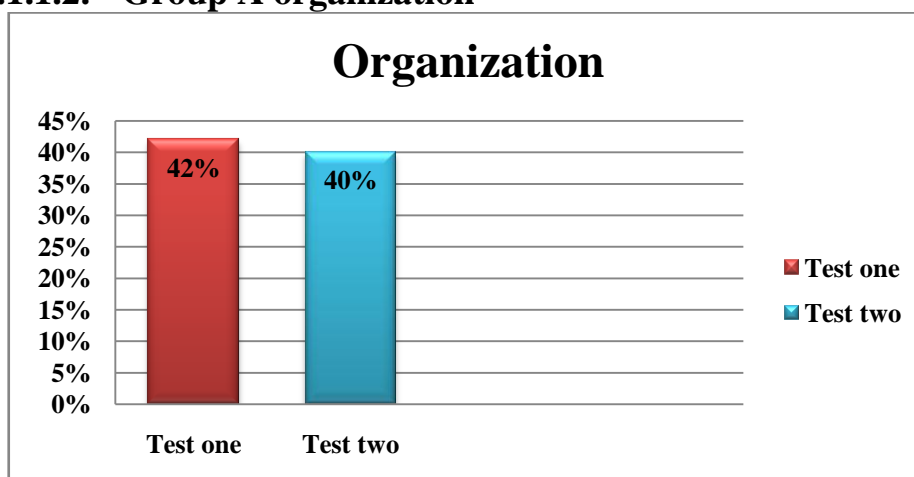
3.1.1.1. Group A ideas and content



Graph 3.01: Group A results of the first and second test regarding ideas and content.

The results of the above graph shows that group A scored **44%** in the first test. Whereas **54%** in the second test. This significant difference was clearly identified by mean scores as both tests scored (**1=2.6; 2=3.2**). This revealed that students' performance in the second test was better than the first one since they have provided clear ideas with numerous details that higher their marks that were around **3** to **4**.

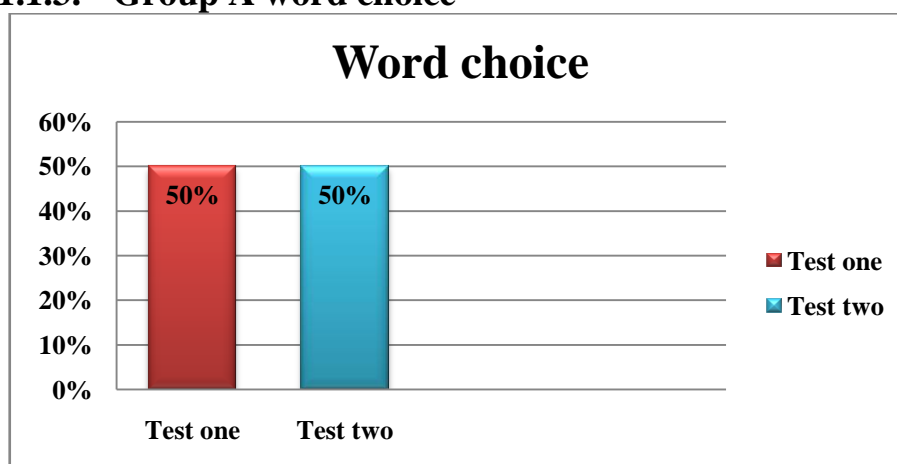
3.1.1.2. Group A organization



Graph 3.02: Group A results of the first and second test regarding organization

The above graph presents group A results regarding organization. There is almost similarity between students' performance in both tests as they scored **42%** in the first test, while **40%** in the second one. Also, these results were clearly identified through mean scores in both tests (**1=2.5; 2=2.3**). It has been noticed that learners failed to organize their works properly regarding the second test. Students face problems while using transition markers, some of them have placed them incorrectly. Others have stated their ideas without linking them together which miss the reader through the text.

3.1.1.3. Group A word choice

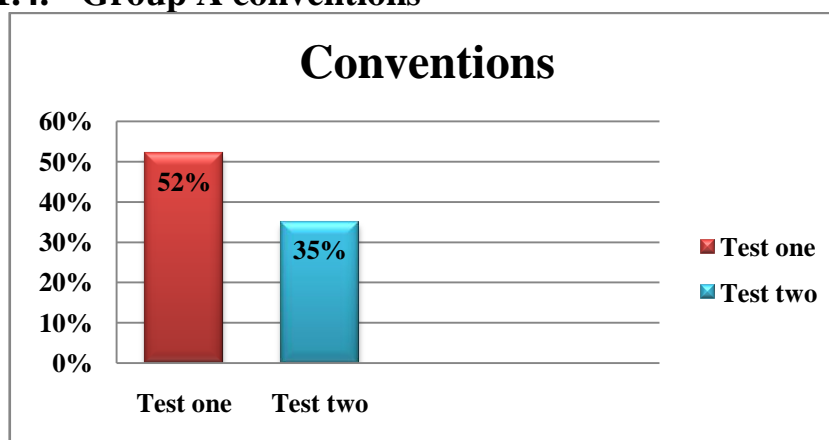


Graph 3.03: Group A results of the first and second test regarding word choice

From the results of the present graph, it can be noticed that group A scores concerning word choice resemble each other since both tests scored 50%, and the mean scores were (**1=3;2=3**). In this sense students have maintained their performance with regards to word choice as they did not show any progress compared to their first performance. Although students have failed to improve their level of vocabulary

knowledge, they got from developing to proficient level (around 3 to 4) and only few of them their marks ranged 1 to 2.

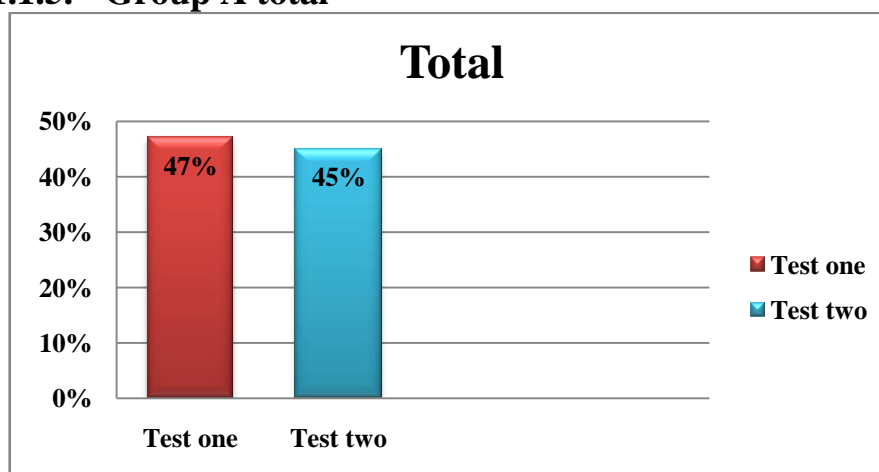
3.1.1.4. Group A conventions



Graph 3.04: Group A results of the first and second test regarding conventions

The above graph represents group A performance in the writing conventions. There is a significant difference between students' scores as in the first test (52%), whereas, the second one is 35%. This was obvious in the mean scores obtained for test one and two (1=3.1;2=2.1). Indeed, students were careless about their teachers' comments regarding the writing conventions in the first test. Additionally, most of them failed to make a difference between a long sentence and a paragraph, since they provided one sentence and considered it as a separate paragraph which affected the form of their essays. Also, they have suffered from punctuation and capitalization mistakes more than spelling and grammar.

3.1.1.5. Group A total



Graph 3.05: Group A total results of the first and the second test

Aslight difference can be noticed from the graph that represents group A total performance with regards to the four criteria as the first test scored 47%. However, the second one scored 45%. This difference was clearly identified through mean scores as

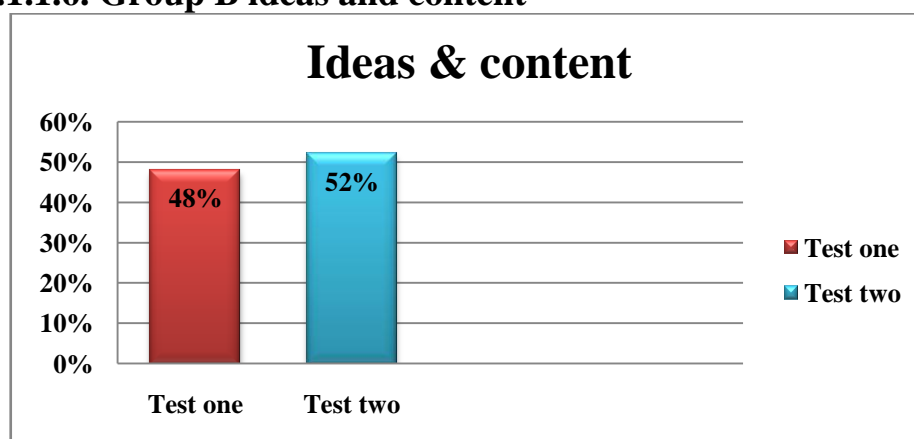
both tests (1=2.8; 2=2.6). Obviously, what impedes the total results of the second test was students' performance in the writing conventions. Although learners have experienced writing essays in the first test, they failed to achieve better results in the second one.

	Group B														
	Ideas & Content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentages	Score	Mean	percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentages
Test 01	23	2.87	48%	16	2.00	33%	19	2.37	40%	19	2.37	40%	77	2.40	40%
Test 02	25	3.12	52%	19	2.37	40%	19	2.37	40%	20	2.50	42%	83	2.59	43%

Table 3.02: Group B results of the first and second test regarding the four criteria.

This table represents group B results of the first and second test. Students' papers were collected and corrected using the four criteria that are ideas and content, organization, word choice, and conventions. Percentages and mean scores were calculated to compare between students' performance in the first and the second test. The following graph represents group B results regarding ideas and content.

3.1.1.6. Group B ideas and content

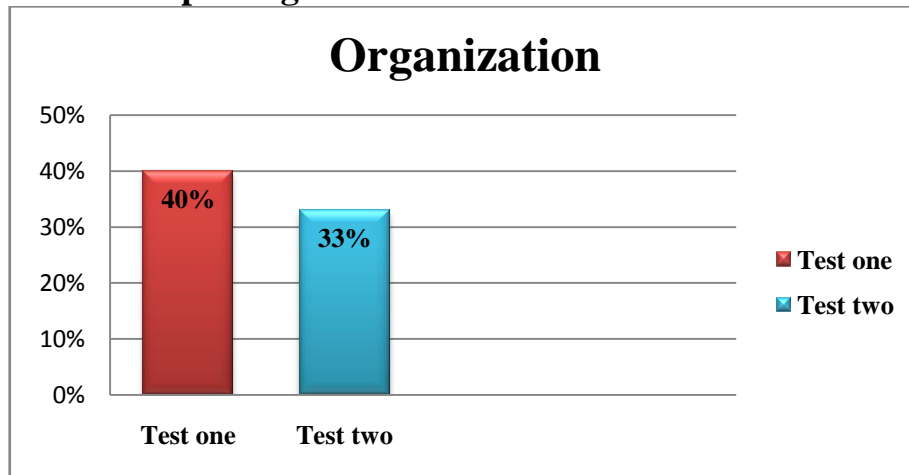


Graph 3.6: Group B results of the first and second test regarding ideas and content.

The present graph shows group B performance concerning ideas and content. The first test scored **48%**. While the second test scored **52%**. The results were clearly identified by mean scores yielded in both tests (1=2.8; 2=3.1). Although there is a slight

difference between students' scores regarding the first and the second test, it can be considered as a positive sign where students' ideas were developed a little bit compared to the first test. Also, it has been noticed that learners succeed in providing clear supporting details when it comes to describing something.

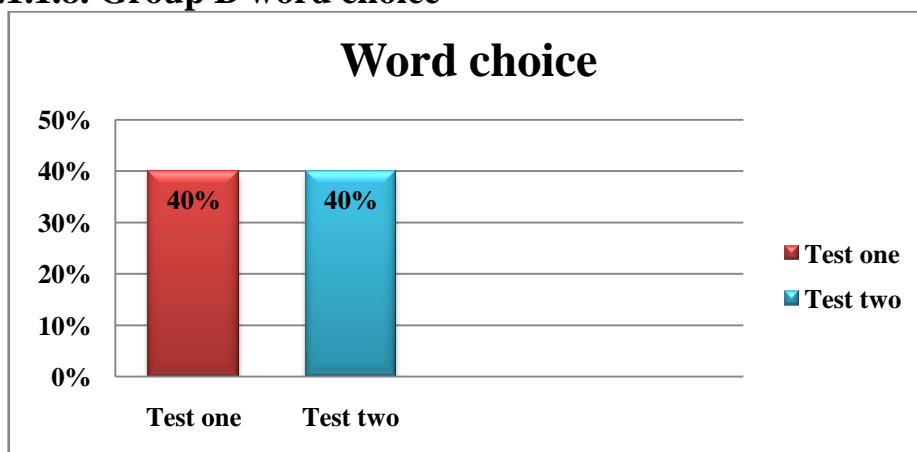
3.1.1.7. Group B organization



Graph 3.07: Group B results of the first and second test regarding organization.

The results of the above graph show group **B** performance with regards to organization. As they scored 33% in the first test, whereas, they scored 40% in the second one. These results appeared through mean scores in both tests ($1=2$; $2=2.3$). It can be noticed that students gain better results in the second test. Although they need to organize their works in a more logical and creative manner; they have succeeded in listing their ideas properly in the second test.

3.1.1.8. Group B word choice

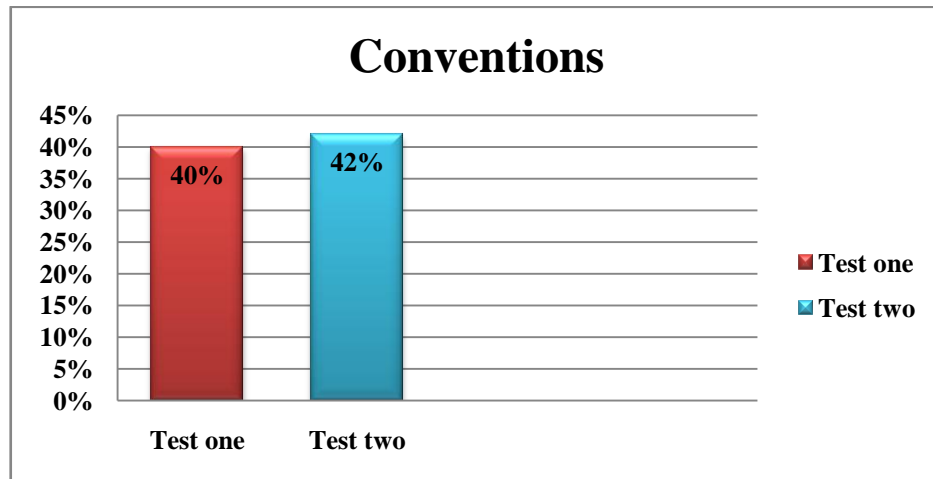


Graph 3.08: Group B results of the first and second test regarding word choice.

Similar to group **A**, the present graph shows that group **B** scores resemble each other. Both of the tests scored 40% regarding word choice. Also, it shows similarity in

mean scores (1=2.3; 2=2.3). Additionally, students do not show any progress which is considered as a negative sign since they scored only **40%** in both tests that is referred to as a weak performance.

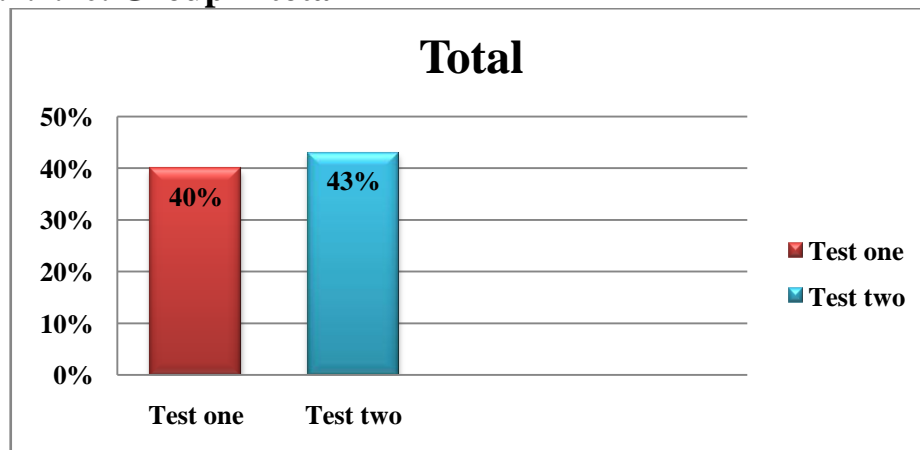
3.1.1.9. Group B conventions



Graph 3.09: Group B results of the first and second test regarding conventions.

The present graph shows group **B** performance regarding the writing conventions, the first test scored (**40%**), whereas, the second test scored **42%**. This slight difference has been noticed through mean scores as it is obvious in both tests (1=2.3; 2=2.5). This indicates that learners did not come up with great improvement since they enhance their level regarding punctuation. However, they still suffer from grammar and spelling mistakes as they clearly appeared in their essays.

3.1.1.10. Group B total



Graph 3.10: Group B total results of the first and second test.

The above graph shows the final outcomes of group **B** results as they scored **40%** in the first test and **43%** in the second test. The second test obtained slightly better results than the first one, this difference clearly appeared in the mean scores as both tests scored

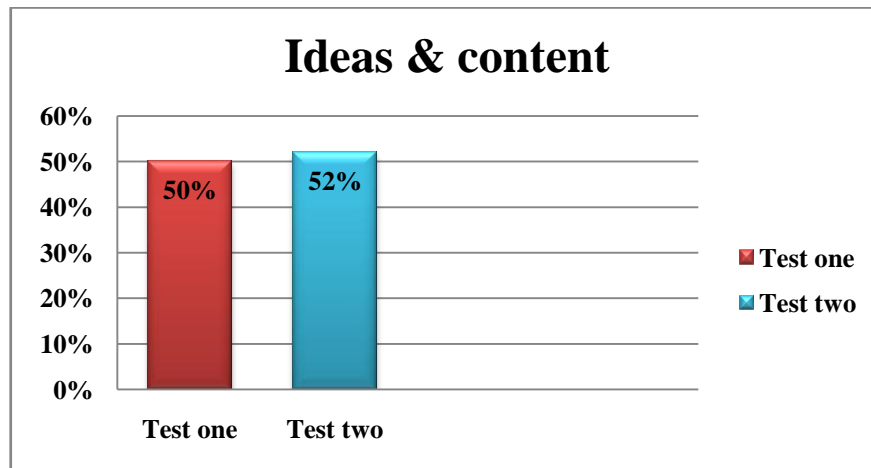
(1=2.4;2=2.5). In this sense, group B performance with regards to the four criteria was acceptable since they gained some improvement compared to group a total performance.

	Group C														
	Ideas & Content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentages	Score	Mean	Percentage	Score	Mean	Percentages	Score	Mean	Percentage	Score	Mean	Percentage
Test 01	24	3.00	50 %	23	2.87	48 %	21	2.62	44 %	18	2.25	37 %	86 %	2.68	45 %
Test 02	25	3.12	52 %	19	2.37	40 %	19	2.37	40 %	18	2.25	37 %	81 %	2.53	42 %

Table 3.03: Group C results of the first and second test regarding the four criteria.

This table represents group C results of the first and the second test. Actually, students' papers were collected and corrected using four criteria, namely ideas and content, organization, word choice, and conventions. Means, scores and percentages were calculated to compare between students' writing performance in the first and the second test. The results of group C performance concerning ideas and content are explained in the graph below.

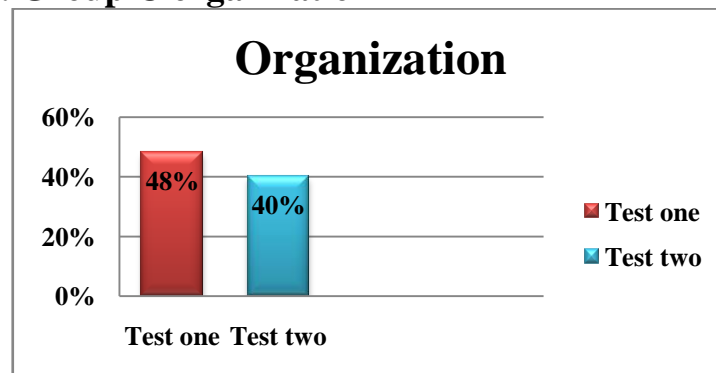
3.1.1.11. Group C ideas and content



Graph 3.11: Group C results of the first and second test regarding ideas and content.

The above graph shows group C results regarding ideas and content as the first test scored **50%**. While the second test scored **52%**. This slight difference was shown through mean scores as both tests scored (**1=3; 2=3.1**). Although these results showed slight development on students' performance in the second test, it can be considered as good performance since they present rich ideas and they develop some supporting details in an acceptable manner.

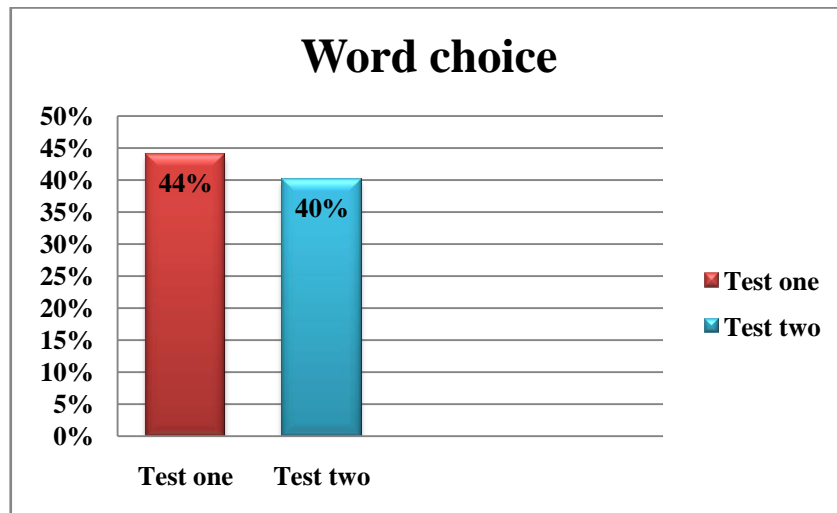
3.1.1.12. Group C organization



Graph 3.12: Group C results of the first and second test regarding organization.

The graph shows students' performance with regards to organization. Group C scored **48%** in the first test, whereas, they scored **40%** in the second one. These results were illustrated through mean scores as both tests (**1=2.8; 2=2.3**). Students' level of performance regarding organization has been decreased compared to their first performance. Also, in the first test students show some reasonable development which can be due to the topic they were writing about. However, in the second test students' essays lack coherence as the statements used were meaningless.

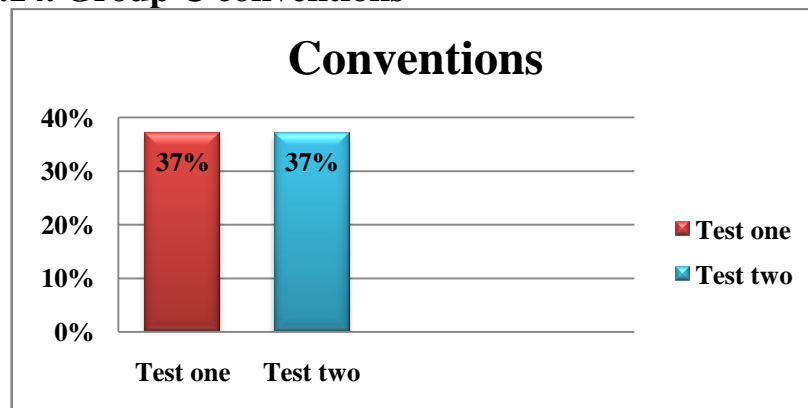
3.1.1.13. Group C word choice



Graph 3.13: Group C results of the first and second test regarding word choice.

The above graph shows the results of students' performance (**group C**) with regards to word choice as percentages in both tests are **44%** and **40%**. Also, these results are confirmed by mean scores yielded in both tests (**1=2.6; 2=2.3**). It can be noticed through the percentages that students' level decreased compared to their first performance. Since, in the second test they have repeated the same words used in the first test without looking for new items that may enhance their writing creativity and give their texts a sense of energy

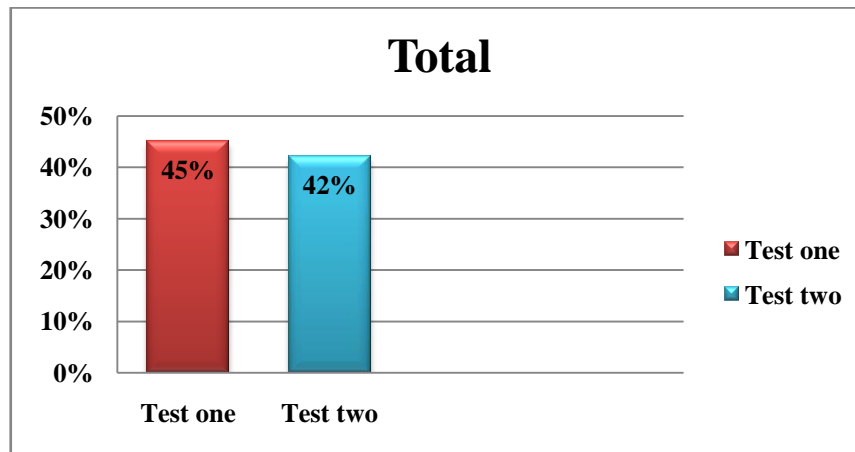
3.1.1.14. Group C conventions



Group 3.14: Group C results of the first and second test regarding conventions

The present graph shows similar performance in group C results of the writing conventions as they scored **37%** in both tests. These results were clearly identified through mean scores as both tests scored (**2.2**). This performance cannot be considered as positive results since they did not take their grammar, spelling and punctuation errors as a serious problem that affects their writing style.

3.1.1.15. Group C total



Graph 3.15: GroupC total results of the first and second test.

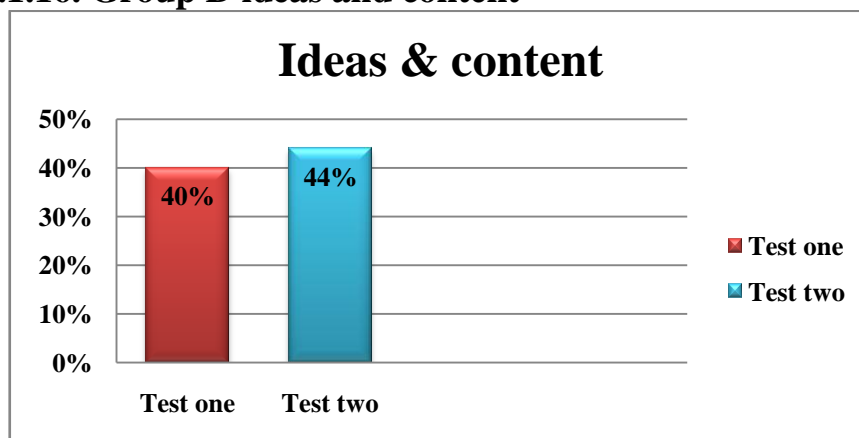
The above graph presents the final outcomes of group C performance concerning the four criteria as they scored **45%** in the first test, while they scored **42%** in the second one. These results were clearly presented through mean scores as both tests scored (**1=2.6; 2=2.5**). Certainly, what affects students' performance in the second test was their lower level of the writing conventions. Despite this slight difference, students fail to perform better in the second test, with taking into consideration that they have a significant experience in writing during the first test.

	Group D														
	Ideas & Content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage
Test 01	19	2.37	40 %	16	2.00	33%	16	2.00	33 %	17	2.12	35 %	68	2.12	35 %
Test 02	21	2.62	44 %	16	2.00	33%	17	2.12	35 %	16	2.00	33 %	70	2.18	36 %

Table 3.04: Group D results of the first and second test regarding the four criteria.

This table represents group **D** results of the first and the second tests. Usually, students' papers were collected and corrected using four criteria which are ideas and content, organization, word choice, and conventions. Scores, means, and percentages were calculated to compare between group **D** performance in the first and the second tests. The following graph presents group **D** results regarding ideas and content of the first and the second test.

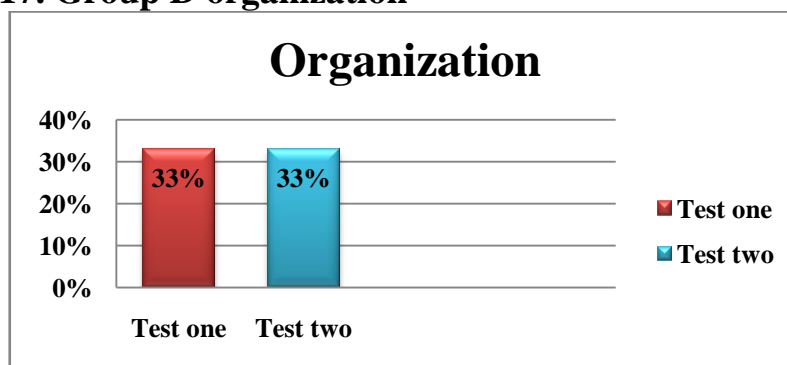
3.1.1.16. Group D ideas and content



Graph 3.16: Group D results of the first and second test regarding ideas and content.

The above graph shows group **D** performance concerning ideas and content as they scored 40% in the first test, while they scored **44%** in the second one. Also mean scores ($1=2.3; 2=2.6$). Slight progress can be highlighted from students' performance in the second test. However, it is still considered as a lower grade compared to the performance of the former groups (**A**, **B** and **C**). In this sense, students' weak performance has a relevant reason, since most of them got **1** in this criterion because they have plagiarized lots of ideas and expressions from the internet which is referred to as inability to express their thoughts in the target language.

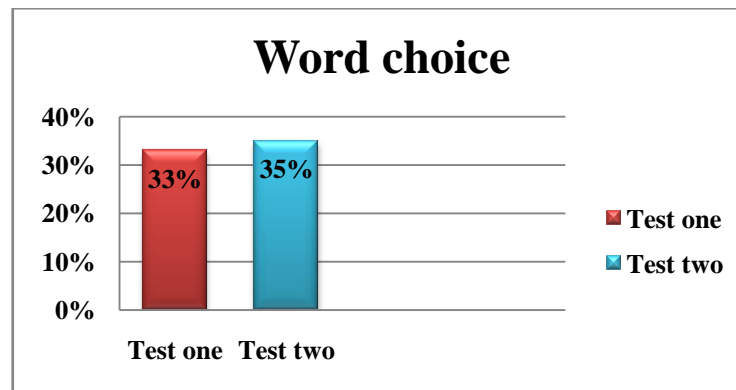
3.1.1.17. Group D organization



Graph 3.17: Group D results of the first and second test regarding organization.

The present graph shows group **D** results of the first and second tests performance with regards to organization as they scored in both tests **33%**. This similarity was obvious in the mean scores yielded in both tests (**2**). Learners failed to organize their ideas properly. So, the reader finds it difficult to follow the ideas stated in students' papers. For this reason, they did not achieve any progress as they scored a lower grade (**33%**) compared to the previous groups performance in this criterion (**A, B** and **C**).

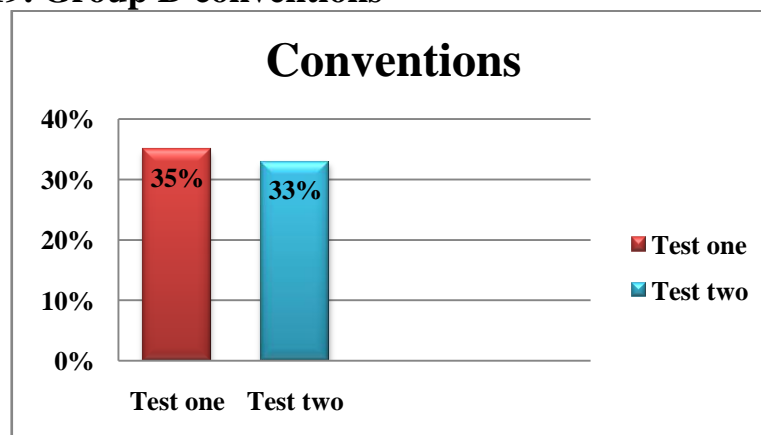
3.1.1.18. Group D word choice



Graph 3.18: Group D results of the first and second test regarding word choice.

The present graph shows group **D** results of the first and the second tests with regards to word choice as they scored **33%** in the first test. Whereas, **35%** in the second test. This slight difference was identified through mean scores yielded in both tests (**1=2; 2=2.1**). Although there was a slight progress on students' performance with regards to word choice, it cannot be considered as a positive outcome since they did not look for new words. Also, plagiarism has affected their performance since they have plagiarized the content that entails strong verbs and adjectives.

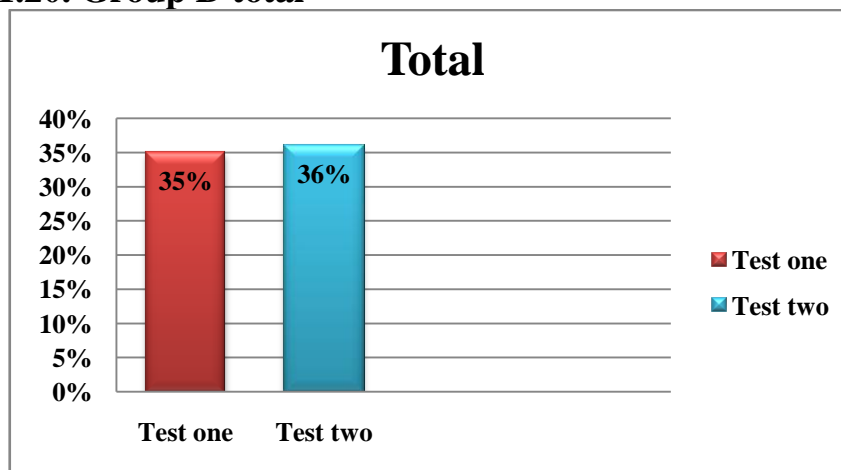
3.1.1.19. Group D conventions



Graph 3.19: Group D results of the first and second test regarding conventions

The above graph represents group **D** results with regards to the writing conventions. Students still suffer from grammar, spelling and punctuation problems. Their performance in the writing conventions was weak as they scored **35%** in the first test, while, **33%** in the second one. This clear deficiency was identified through mean scores (**1=2.1; 2=2**). It is clear from students' results that they didn't take their teachers' comments and instructions in the first test into account since they have repeated the same mistakes that their teacher has worried them about regarding the form.

3.1.1.20. Group D total



Graph 3.20: Group D total results of the first and second test.

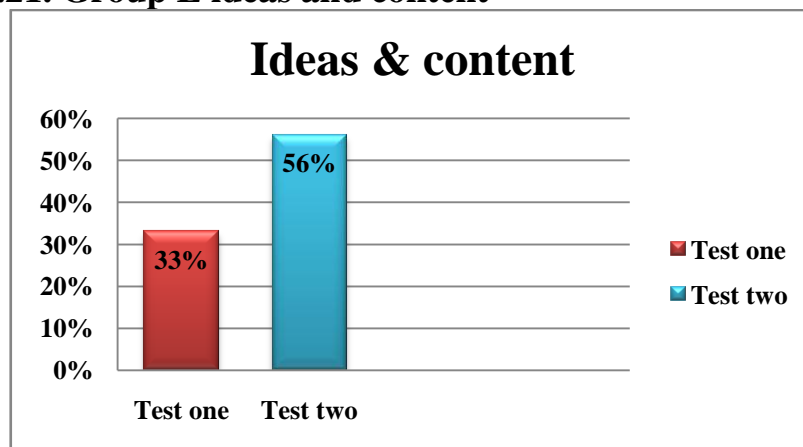
The above graph shows group **D** total performance regarding the four criteria as they scored **35%** in the first test, while, they scored **36%** in the second one. This was more apparent in mean scores yielded in both tests (**1=2.12; 2=2.18**). Till now, this is considered as the lower performance compared to the previous groups (**A, B and C**). The elements that affected students' final results were their inappropriate choice of words, their unstructured ideas, and their lots of mistakes regarding the form.

	Group E														
	Ideas & Content			Organization			Word Choice			Conventions				Total	
	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage
Test 01	16	2.00	33%	14	1.75	29%	18	2.25	37%	17	2.12	35%	65	2.03	34%
Test 02	27	3.37	56%	21	2.62	44%	23	2.87	48%	22	2.75	46%	93	2.90	48%

Table 3.05: Group E results of the first and second test regarding the four criteria.

This table presents group E results of the first and second tests. Usually, students' papers were collected and corrected using the four criteria that are ideas and content, organization, word choice, and conventions. Additionally, means, scores and percentages were calculated to compare between group E performances in both tests. The following graph shows group E performance regarding ideas and content of the first and second tests.

3.1.1.21. Group E ideas and content

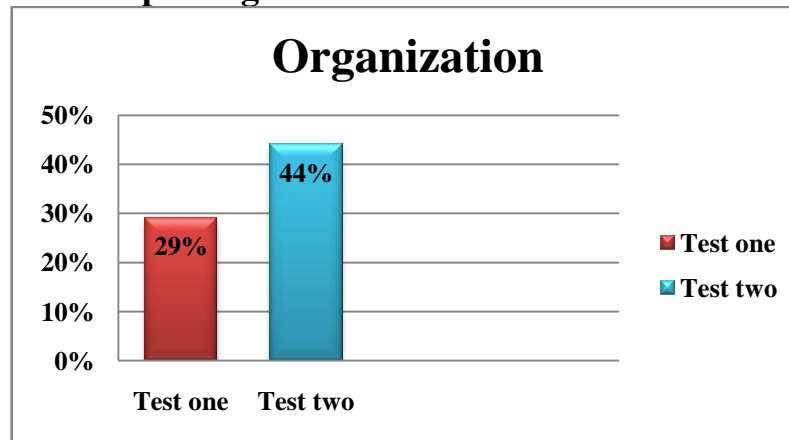


Graph 3.21: Group E results of the first and second test regarding ideas and content.

The present graph illustrates group E results regarding ideas and content, as they scored 33% in the first test, while 56% in the second one. This was highly confirmed by mean scores as both tests scored (1=2; 2=3.3). There is a significant progress in students'

performance since learners' ideas concerning the second test were expressed in a pretty clear manner compared to the first test. Also, their marks ranged between 3 to 4 in this test.

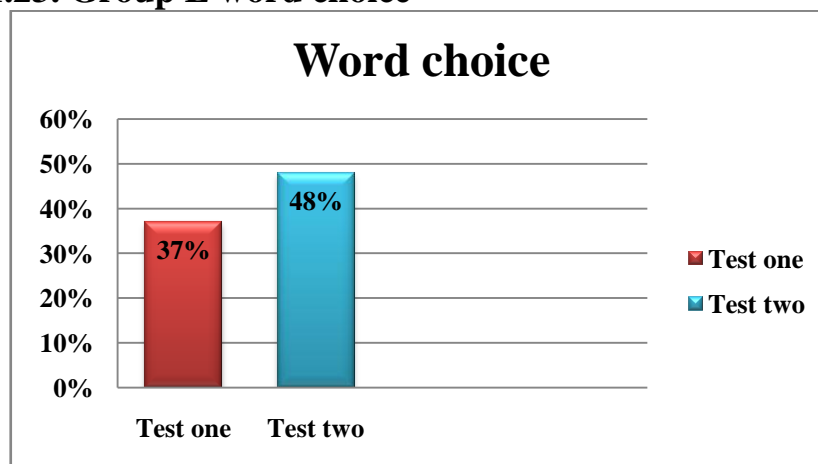
3.1.1.22. Group E organization



Graph 3.22: Group E results of the first and second test regarding organization.

The graph illustrates group E performance as far as organization is concerned; they scored 29% in the first test, whereas they scored 44% in the second one. This clear difference was identified through mean scores of both tests ($1=1.7$; $2=2.6$). This might be interpreted as an indicator of learners' progress compared to the first test. However, it cannot be considered as good performance since their marks ranged between 1 to 3. Additionally, students have tried to use some linking words. However, they fail to place them appropriately. Although the significant improvement; learners need to show a logical development of thoughts to reach a proficiency level regarding organization.

3.1.1.23. Group E word choice

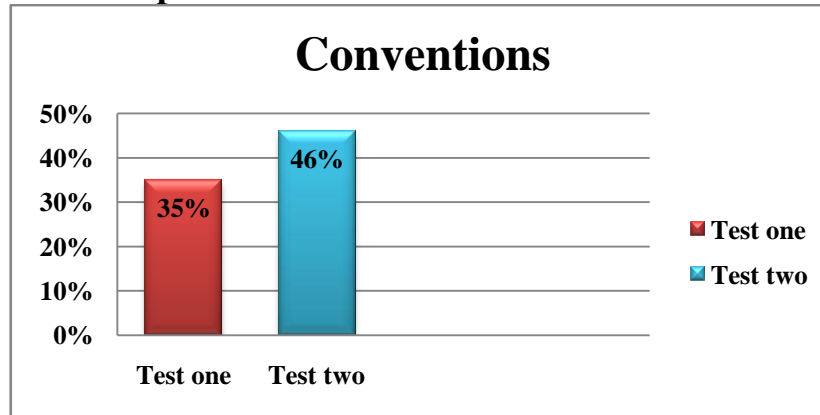


Graph 3.23: Group E results of the first and second test regarding word choice.

The above graph represents group E performance regarding word choice as they scored 37% in the first test, whereas, they scored 48% in the second test. Also, this significant difference was identified clearly by the mean scores yielded in both tests

(1=2.2; 2=2.8). Learners' results of the second test were better than their performance in the first one, which means that they have used appropriate words that empower the ideas they have expressed.

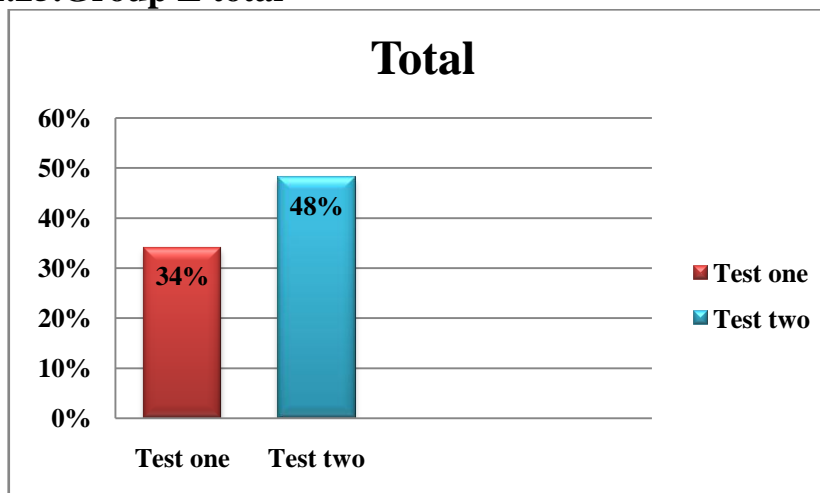
3.1.1.24. Group E conventions



Graph 3.24: Group E results of the first and second test regarding conventions.

The graph shows students' performance in the writing conventions as they scored **35%** in the first test. However, they scored **46%** in the second one. This significant progress appeared through mean scores in both tests (1=2.1; 2=2.7). Students' performance in the second test was improved compared to the first test regarding the writing conventions. Although their marks ranged between **2** to **3**, they have committed less mistakes compared to the first test.

3.1.1.25. Group E total



Graph 3.25: Group E total results of the first and second test.

From the present graph and compared to the previous groups' final results (**A**, **B**, **C** and **D**), group **E** shows great improvement with regards to all criteria as they scored **34%** in the first test, whereas, they scored **48%** in the second one. This clear enhancement

was identified through mean scores in both tests (1=2.03; 2=2.9). In this sense, students take their writing deficiency as a serious problem since they tried to perform better in the second test. They have provided clear ideas with appropriate details, they tried to organize these ideas properly, then, they have used strong words that convince the reader, and they take into granted their poor level in grammar, spelling, and punctuation since they have tried to commit fewer mistakes in the second test.

3.1.2. Analysis of the quasi-experiment

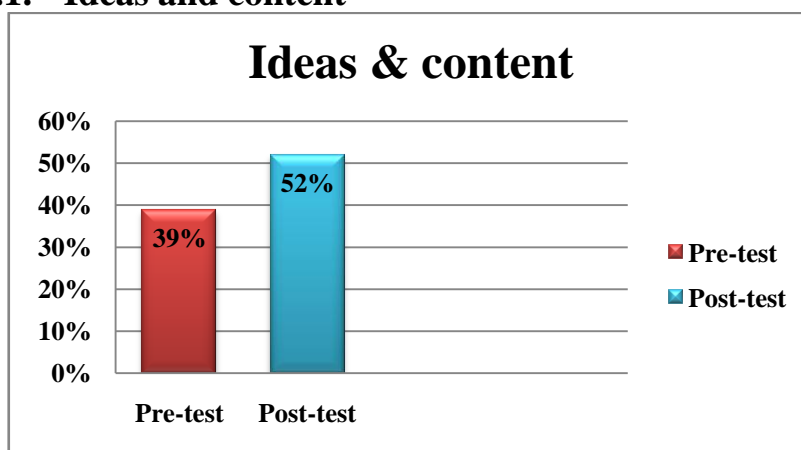
The following experiment stands on two main tests, the pre-test and the post-test. First, in the pre-test, learners were asked to write a small essay about Algeria, the different regional climates, and the main tourist attractions in each region. After the pre-test, the researcher has provided the participants with three authentic videos each week during six weeks. These videos tackle different subjects in three or four minutes. Then, in the post test, learners were asked to write a small essay about the internet and the impact of the internet on human's life. Further, fifteen papers from each test were collected; some of them were printed since some students sent their works via *Gmail*, while others via messenger. Students' essays were corrected using the criteria of the six traits; precisely, ideas and content, organization, word choice, and conventions. The following table shows group S results of the pre-test and the post-test

	Group S														
	Ideas & Content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage	Score	Mean	Percentage
Pre-test 01	35	2.33	39 %	26	1.73	29 %	27	1.80	30 %	26	1.73	29 %	141	2.35	39 %
Post-test 02	47	3.13	52 %	35	2.33	39 %	41	2.73	46 %	39	2.60	43 %	162	2.70	45 %

Table 3.06: Group S results of the pre-test and the post-test regarding the four criteria.

The present table shows group S results of the pre-test and the post-test. Students' essays were corrected using the six-writing criteria that were adapted from Regina public schools from Vicki Spandel book of "creating writers". The assessment stands on four criteria which are ideas and content, organization, word choice, and conventions. Additionally, each criterion includes six indicators that assess the learners' performance from exemplary to beginning. Furthermore, it is referred to every indicator by numbers from 6 "exemplary" to 1 "beginning" in order to determine learners' level of proficiency regarding each criterion. Also, learners' results were referred to by percentages and mean scores were calculated to make a comparison between learners' performance in both tests. Hence, the following graph will explain the results obtained from group S performance regarding ideas and content in the pretest and the post-test.

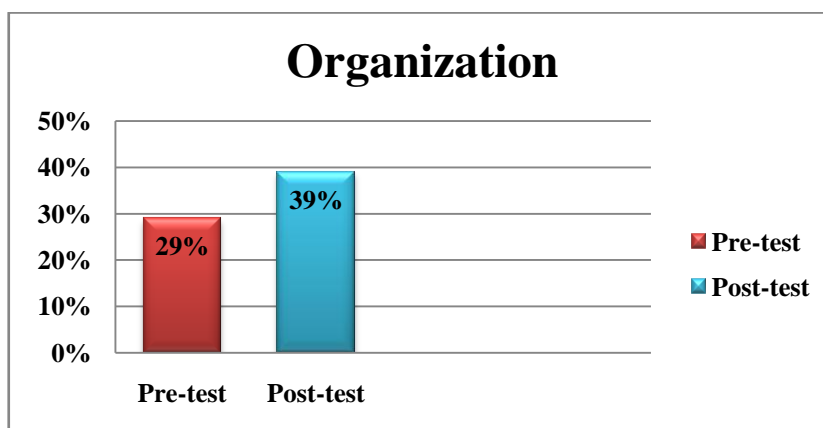
3.1.2.1. Ideas and content



Graph 3.26: Group S results of the pre-test and the post-test regarding ideas and content.

The above graph shows group S results regarding ideas and content as they scored 39% in the pre-test, whereas they scored 52% in the post-test. This significantly appeared through means scores as the pre-test learners scored ($M=2.33$), while in the post test they scored ($M=3.13$). Also, learners' marks in the pre-test ranged between 1 to 4. However, in the post test they got around 3 to 4. In this sense, learners gained a clear progress regarding ideas since they state pretty clear ideas with supporting details in the post-test. Additionally, a few students got 1 concerning ideas in the pre-test which was due to plagiarism.

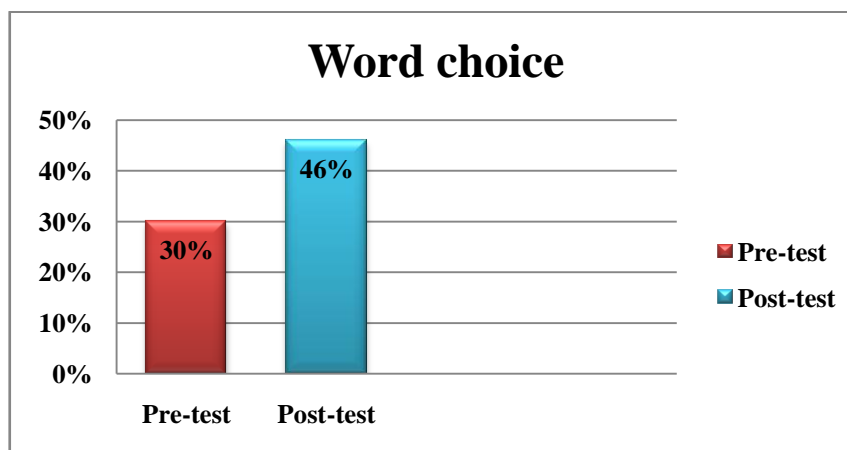
3.1.2.2. Organization



Graph 3.27: Group S results of the pre-test and the post-test regarding organization.

The present graph illustrates group S results regarding organization. As they scored 29% in the pre-test while they scored 39% in the post-test. This results were highly confirmed by means scores as they scored ($M=1.73$) in the pre-test. However they scored ($M= 2.33$) in the post test. Additionally, learners' marks ranged between 1 to 3 in the pre-test, whereas regarding the post-test they got around 2 to 3. From the results, it can be interpreted that learners showed some progress regarding organization since they ideas in the post-test are clear and connected properly. However, what really affected their performance in both tests ere their unclear conclusions. Most of the participants' conclusions were referred to by a single sentence which was considered as inappropriate and unidentifiable.

3.1.2.3. Word choice

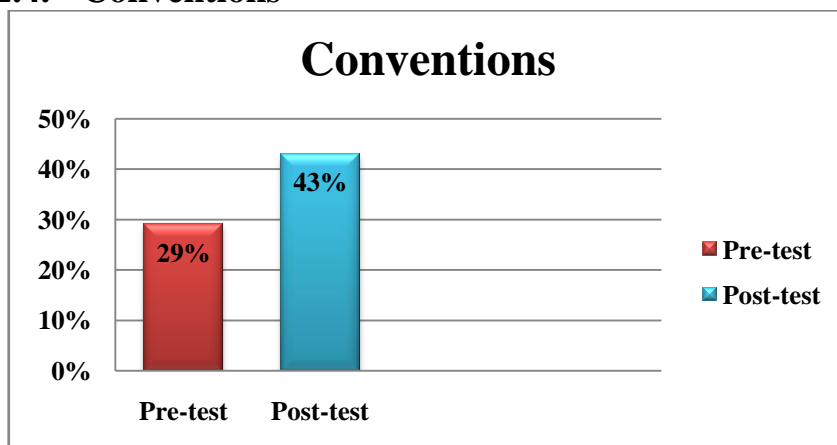


Graph 3.28: Group S results of the pre-test and the post-test regarding word choice

The above graph shows group S results concerning word choice as they scored 30% in the pre-test. However, they scored 46% in the post-test. Learners' results were confirmed by means scores yielded in both tests ($1=1.18$; $2=2.73$). Also, learners' marks

ranged between 2 to 3 in the pre-test, while they got around 2 to 4 in the post-test. Learners succeed in providing appropriate and purposeful items in the post-test. Whereas, in the pre-test, they used to repeat and choose words that poorly refer to the exact meaning meant by learners.

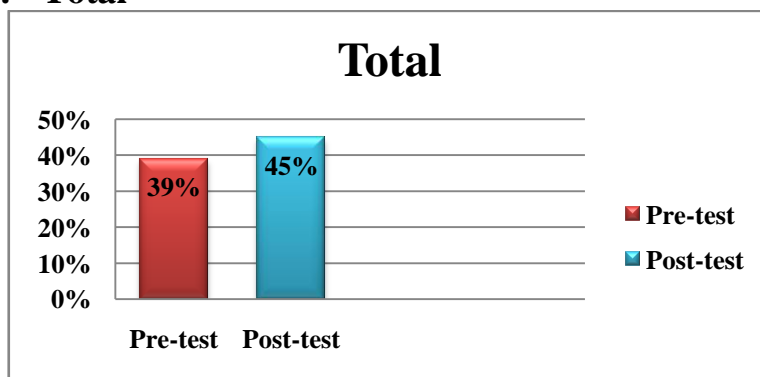
3.1.2.4. Conventions



Graph 3.29: Group S results of the pre-test and post-test regarding conventions.

The present graph shows group S performance regarding the writing conventions. They scored 29% in the pre-test, while they scored 43% in the post-test. This significant improvement clearly appeared through means scores of both tests ($1=1.73$; $2=2.60$). Actually, learners' marks ranged between 1 to 3 in the pre-test which was due to their punctuation, capitalization, and spelling mistakes. However, they committed few grammar mistakes compared to spelling and mechanics. On the other hand, learners' marks ranged between 1 to 4 in the post-test; only a few participants got 1 and a great majority of them obtained 3. In this sense, learners show clear progress compared to their first results since they did not commit lots of grammar and spelling mistakes which means that those who had weak performance were due to their punctuation and capitalization errors.

3.1.2.5. Total



Graph 3.30: Group S total results of the pre-test and the post-test.

The present graph highlights group **S** total performance regarding the four criteria as they scored **39%** in the pre-test, while they scored **45%** in the post-test. These results were clear through means scores yielded by both tests (**1=2.35; 2=2.70**). Despite the slight progress, learners show acceptable scores regarding all the criteria in the post-test. Finally, it can be interpreted from the final outcomes that learners have enhanced their level of writing proficiency via the videos they were exposed to during the while-test.

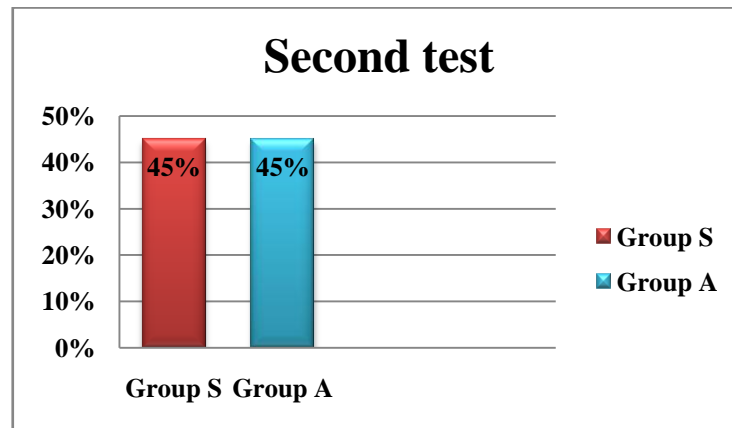
3.1.3. Comparing group S results with the in-class tests groups

	Total		
	Score	Mean	Percentage %
Group A	86	2.68	45%
Group B	83	2.59	43%
Group C	81	2.53	42%
Group D	70	2.18	36%
Group E	93	2.90	48%
Group S	162	2.70	45%

Table 3.07: Comparisons between A, B, C, D, and E total results compared to group S results of the second test.

In this part the researcher will make a comparison between group **S** total performance regarding the post-test with the five previous groups (**A, B, C and D**) performance in the second test. This comparison will help the researcher to determine which treatment was effective for the experimental group (listening skills) or the syllabus of the written expression module (lessons, practice, and teacher's instructions). Also, it helps to see which treatment helps learners to perform better in the writing tasks and prevent their writing weaknesses.

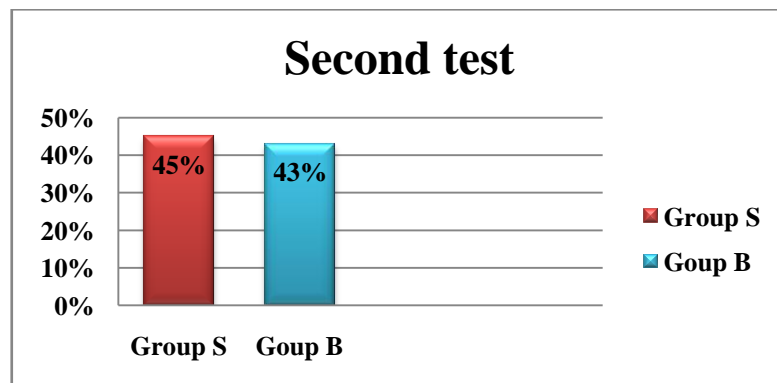
3.1.3.1. Group S and group A



Graph 3.31: Comparison between group A and group S total results of the second test.

The present graph illustrates the results of the second test concerning group S and group A total performance in the four criteria as both groups scored **45%**. This similarity was obvious through the slight difference shown by means scores as both groups scored ($s=2.70$; $A=2.68$). There is almost no difference between the two groups' results since group A performs better than group S regarding ideas, organization and word choice. However what obviously affected group A results was their performance concerning the writing conventions which was clear in the means scores that group S performed slightly better than group A due to their acceptable score regarding conventions.

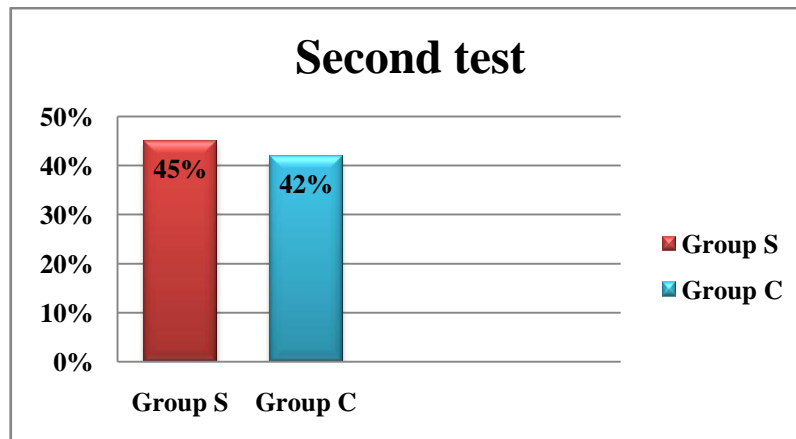
3.1.3.2. Group S and group B



Graph 3.32: Comparison between group B and group S total results of the second test.

The above graph shows group S and group B total performance in the second test as group S scored **45%**. While group B scored 43%. The mean scores showed a slight difference between groups scores as both groups scored ($S=2.70$; $B=2.59$). Although the slight difference, group S performed better than group B regarding word choice and conventions while the concerning other criterions scores were similar.

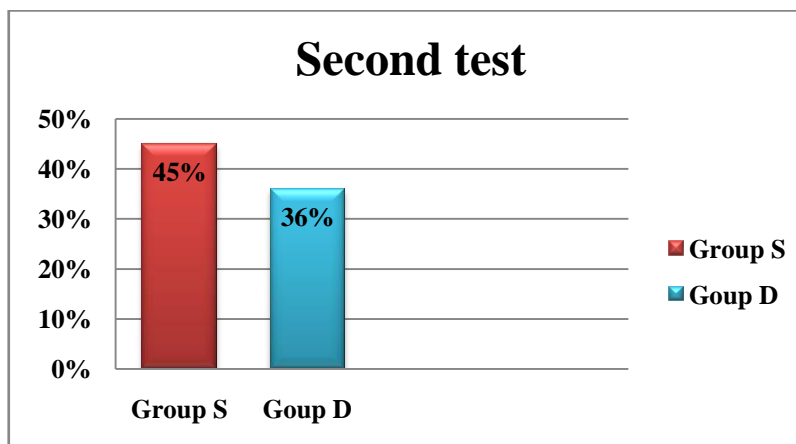
3.1.3.3. Group S and group C



Graph 3.33: Comparison between group C and group S total results of the second test.

The present graph shows group S and group C total performance with regards to the second test as both tests scored ($S=45\%$; $C=42\%$). This difference appeared through means scores yielded by both groups ($S=2.70$; $C=2.53$). In this sense, group S performed better than group C. Also, what has affected group C's total results was their weak performance in the writing conventions and word choice.

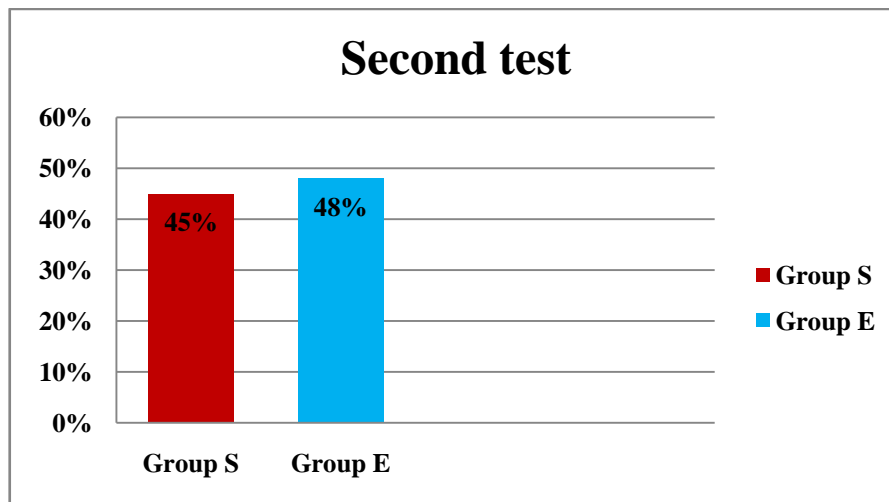
3.1.3.4. Group S and group D



Graph 3.34: Comparison between group D and group S total results of the second test.

The present graph shows group S and group D total performance regarding the second test as group S scored 45%, whereas, group D scored 36%. This significant difference was clearly evident through mean scores yielded by both groups ($S=2.70$; $D=2.18$). What affected group D performance was plagiarism, and group S performed better than group D in all criterions.

3.1.3.5. Group S and group E



Graph 3.35: Comparison between group E and group S total results of the second test.

The above graph shows group S and group E total results of the second test as group S scored **45%**. While group E scored **48%**. These results clearly appeared through means scores yielded both groups (**S=2.70; E=2.90**). Unlike previous groups' performance, group E performed slightly better than group S in all the four criteria.

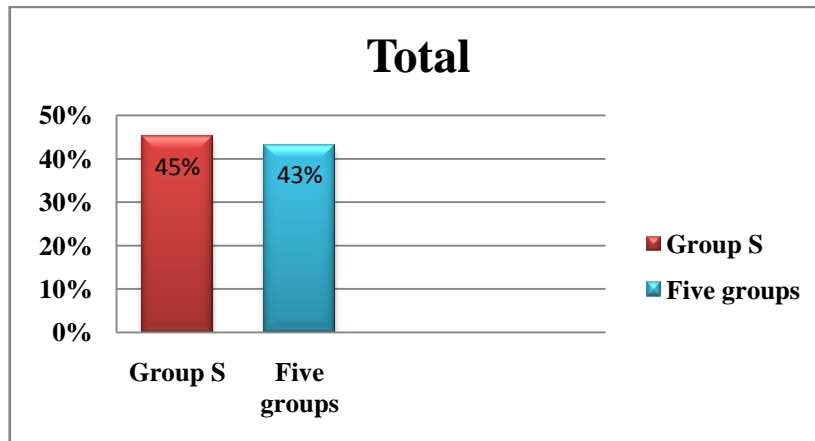
The total five groups results and group S results

	Score	Mean	Percentage %
The Five groups	413	2.70	45%
Group S	162	1.72	43%

Table 3.08: Five groups and group S total results of the second test.

The present table shows the total performance of the five groups compared to the total performance of group S results. The researcher has calculated the average score, mean score and percentage of the total performance of five groups. This facilitates the work for the researcher to compare between the five groups results and group S.

3.1.3.6. Group S and the five groups total results



Graph 3.36: Comparison between five groups total results and group S of the second test.

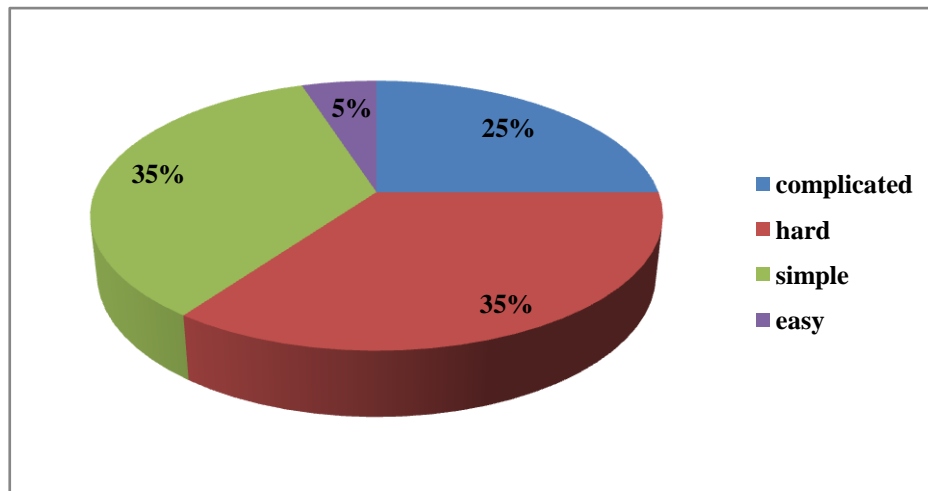
The above graph shows the total results of group S and the five groups' performance as group S performed better than the five groups (45%; 43%). This slight improvement clearly appeared through mean scores yielded by both groups ($M= 2.70$; $M= 1.72$). Although group S shows better performance compared to the groups' total results, some groups have performed better than group S in some criterions.

3.1.4. Analysis of Students' questionnaire

Question 01

Learners of English as a foreign language see learning English at the university level somehow challenging, others believe that it is easy. For this reason, students' were asked to give their own view concerning learning English at university. The present table shows the results of students' answers.

Options	Response	Percentage
Challenging	13	32.5%
Tough	02	5%
Easy	02	5%
Normal	23	57.5%
Average	40	100%

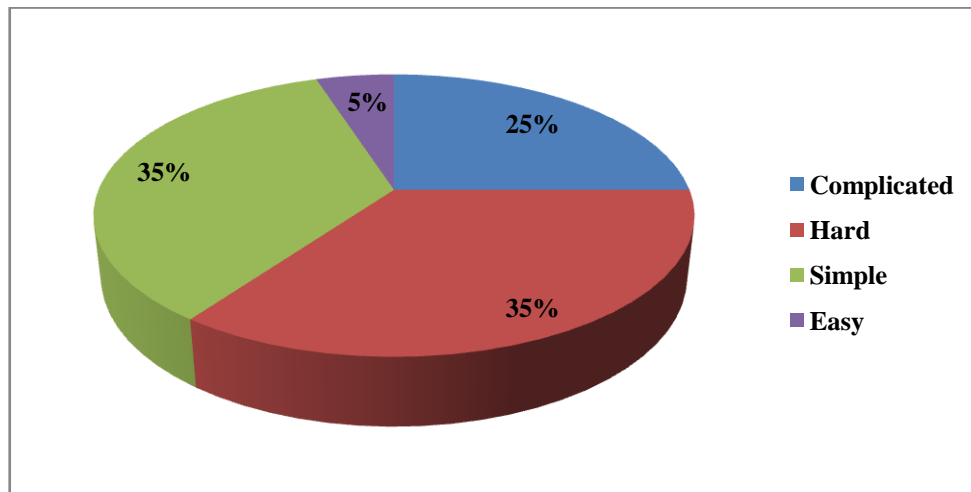
Table 3.08: Students' attitudes towards learning English at university**Graph 3.37:** students' attitudes towards learning English at university.

The present chart shows the results of the first question, **57.5%** of the students stated that they find learning English normal. While **32.5%** of the students said it is challenging. Whereas, **5%** see that it is tough and the rest 5% stated that it is easy. In this sense, the majority of learners find learning English at university an ordinary practice.

Question 02

Generally, writing is a hard and a complex skill that EFL learners need to master. The most challenging part in writing tasks is writing essays. Learners are asked to declare to what extent writing essays seems difficult for them. And, the table presents students' answers.

Options	Response	Percentage
Complicated	10	25%
Hard	14	35%
Simple	14	35%
Easy	02	5%
Average	40	100%



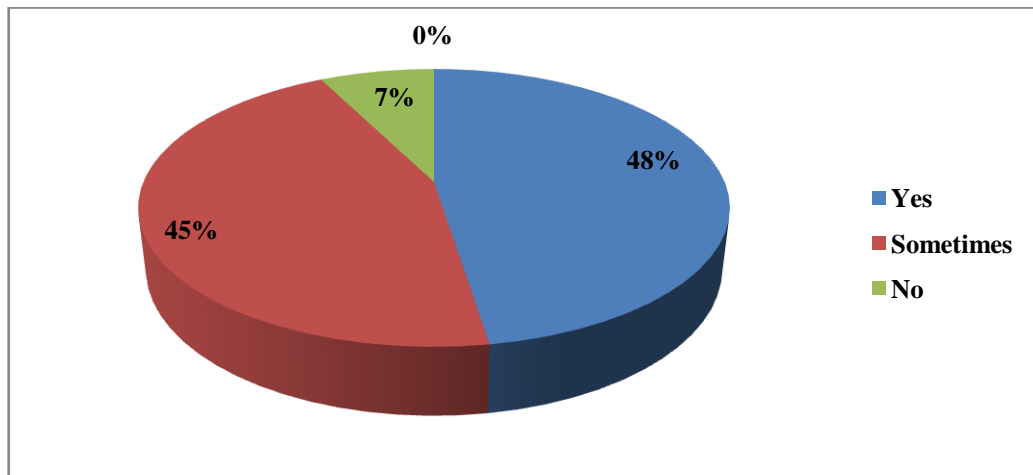
Graph 3.38: Student' attitudes towards writing essays.

From the present chart it has been noticed that **35%** of the students stated that writing essays is simple. **Whereas, 35%** stated that it is hard. However **25%** find it complicated. And, only **5%** stated that it is easy. This means that almost **60%** of the informants find writing essays hard and complicated.

Question 03

In order to facilitate writing essays for EFL learners they need to pass through some fundamental stages of the process approach. One of the common stages is drafting. Students are asked to state whether they used to draft before writing their final works or not.

Options	Response	Percentage
Yes	19	47.5%
Sometimes	18	45%
No	03	7.5%
Average	40	100%



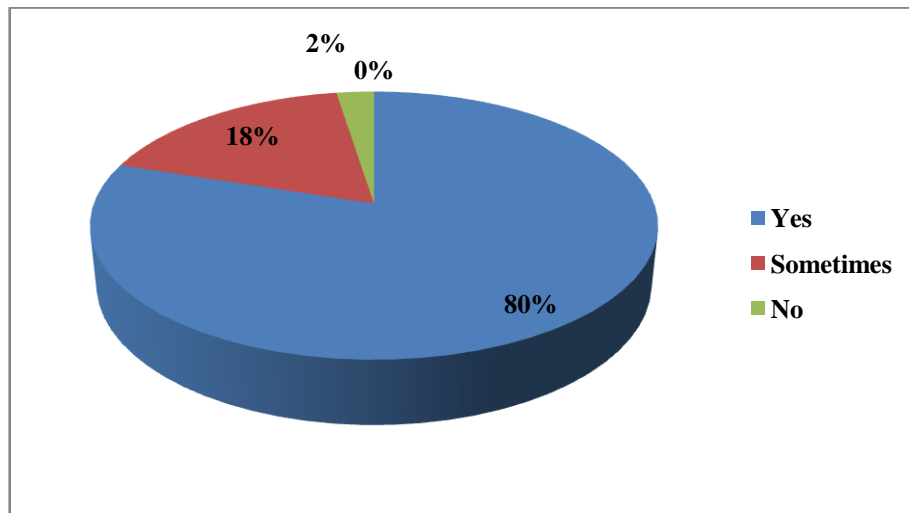
Graph 3.39: students' perception towards drafting.

The analysis of the third question results shows that **47.5%** stated that drafting is practical to organize a well-planned written work. However **45%** of students said that drafting is sometimes useful. And only **7.5%** stated that they do not use drafts. This means that not all of the students are aware of the importance of drafting since almost half of them use drafts only sometimes.

Question 04

Another important stage in the writing process is proofreading. However, this step needs to be placed at the end of the writing task. Learners are asked to declare whether they read their works for the sake of detecting grammar, spelling, and punctuation errors or not.

Options	Response	Percentage
Yes	32	80%
Sometimes	07	17.5%
No	01	2.5%
Average	40	100%

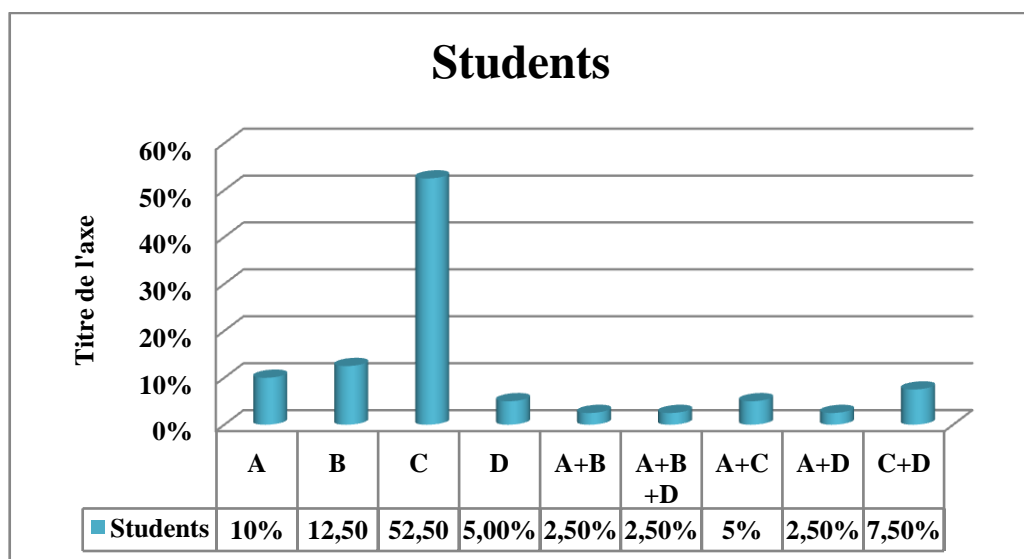


Graph 3.40: students' perception towards proofreading.

The chart shows that the majority of the students **80%** stated that proofreading is important. While **17.5%** declare that sometimes they proofread others they do not. Whereas, only **2.5%** stated that it is not a feasible step after finishing your written work. In this sense, a great number of students used to pass through this fundamental step.

Question 05

Most of the students find it difficult to organize their work properly. For this reason, the researcher tries to ask a question which has to do with coherence and cohesion in writing. It has been asked to figure out the difficulties students encounter while organizing their essays. The aim of this question is to explore students' weaknesses in terms of essay structure. In this question students were required to choose more than one option.

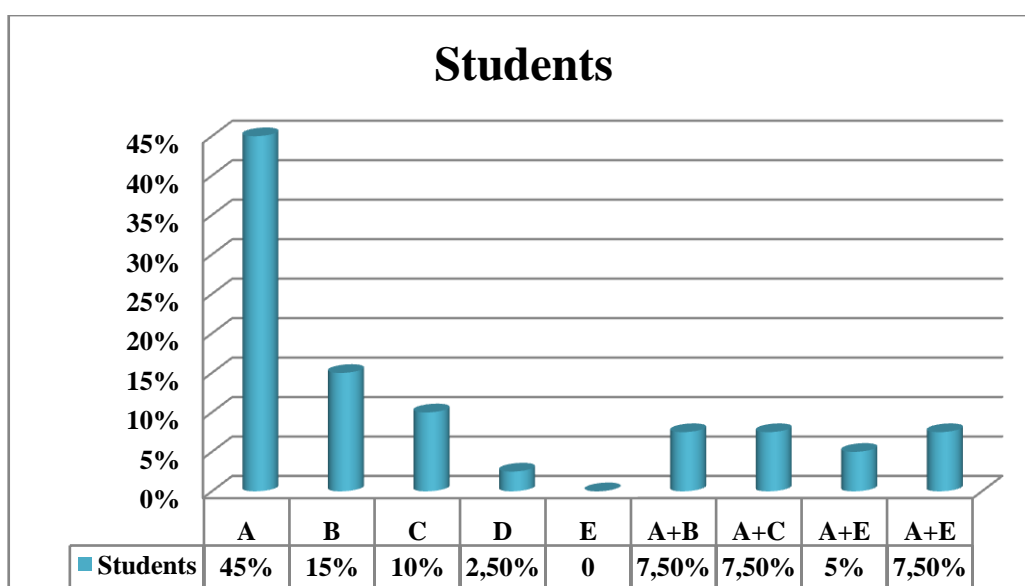


Graph 3.41 students' writing weaknesses

The graph shows that **52.5%** stated that they suffer when they are required to express their ideas clearly. However **12.5%** said that they are unfamiliar with linking words (furthermore, thus...). While **10%** stated that they misconnect sentences and paragraphs. And only **5%** stated that they list information in a disorganized order. Since it was a multiple choice question, one student has chosen **(a+b)**. Another one has been chosen **(a+b+d)**. Another one has chosen **(a+d)**. Others selected **(a+c; 2times)**. Others selected **(c+d; 3 times)**. From the results it has been noticed that the majority of the students have problems in expressing ideas clearly and declare that they are not familiar with linking words. So they suffer from the lack of coherence, and cohesion in writing.

Question 06

There are several reasons behind students' lack of writing competence. This question has been asked to determine the most common problems that EFL learners face while writing essays. The following graph explains learners' answers concerning this issue.



Graph 3.42: students' perception towards their major writing problems.

The analysis reveals that **45%** of students declare that they have poor vocabulary knowledge of the foreign language. Whereas, **15%** of the participants said that their major problem is grammar mistakes. However, **10%** stated that they lack ideas. And, only **2.5%** stated that they are unfamiliar with writing conventions (spelling, punctuation...). And, no one had a problem with the essay's overall structure. Since it was a multiple choice question, students had the opportunity to choose more than one option. Students have

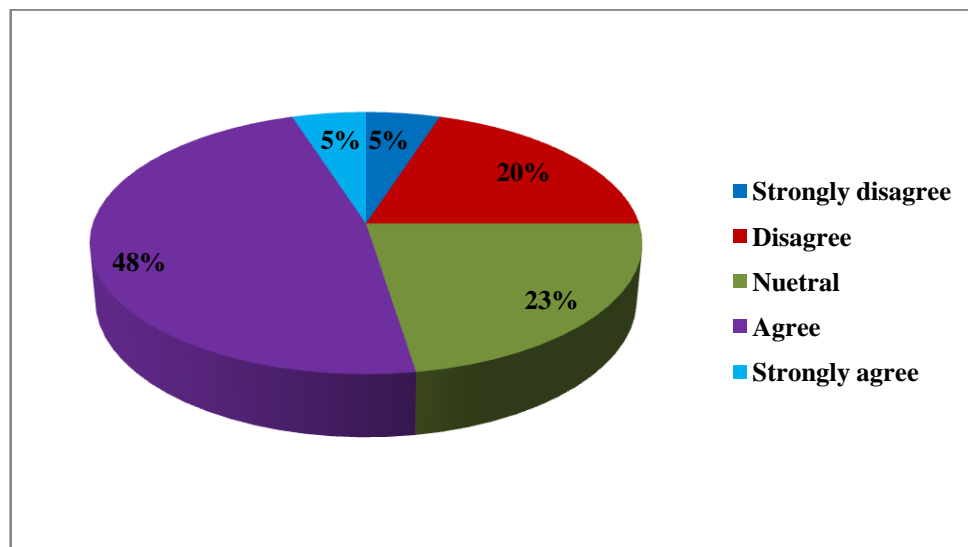
chosen (a+b; 3times). Others have chosen (a+c; 3 times). Other students have been selected (a+e; 2 times). Others chose (c+e; 3 times). This means that the majority of EFL learners lack vocabulary, and commit lots of grammar mistakes.

Question 07

Mother tongue interference has been considered as one of the factors that cause redundant and awkward style. Students used to translate thoughts from Arabic to English while writing which caused grammar and word choice mistakes. This question has been asked to see whether learners believe in this fact or not.

Options	Response	Percentage
Strongly disagree	02	5%
Disagree	08	20%
Neutral	09	22.5%
Agree	19	47.5%
Strongly agree	02	5%
Average	40	100%

Table 3.12: Students view concerning mother tongue interference.



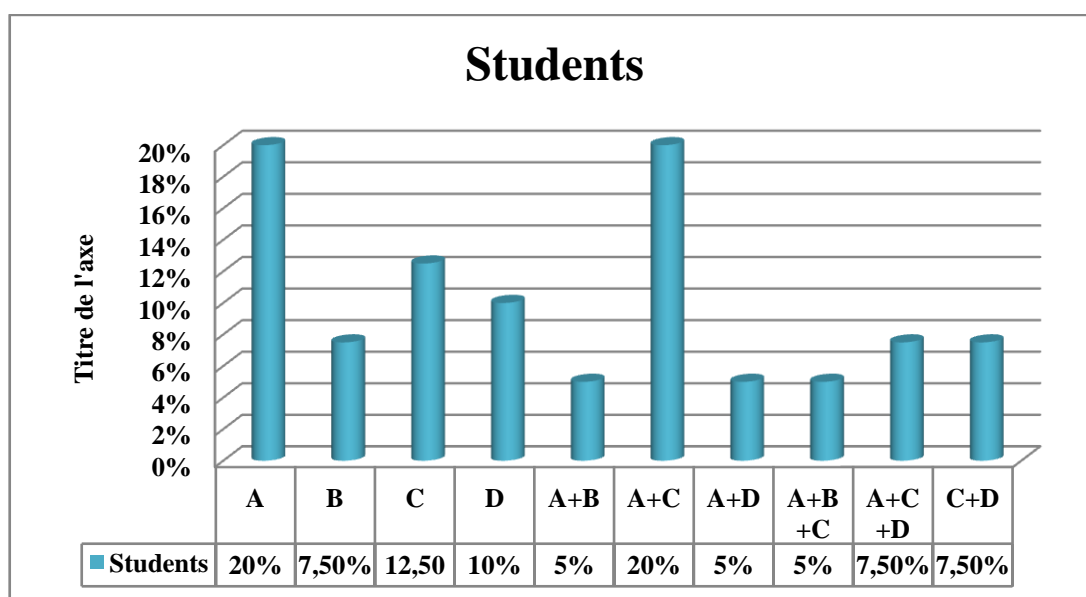
Graph 3.43: students' view towards the impact of mother tongue while writing in English.

From the chart **47.5%** agree on the fact that translating ideas while writing something leads to awkward style. While **22.5%** stated that they are neutral. However, **20%** of students disagree. Others **5%** stated that they strongly agree. And the rest **5%**

stated that they strongly disagree. In this sense, a great number of the participants agree on the idea that translating ideas from the first language to the second language impacts students' writing styles.

Question 08

There are several solutions that help learners to write properly. This question has been asked to figure out students' perspectives towards the strategies that may help them to produce good written work.



Graph 3.44: students' views concerning the strategies that help in enhancing learners writing skill.

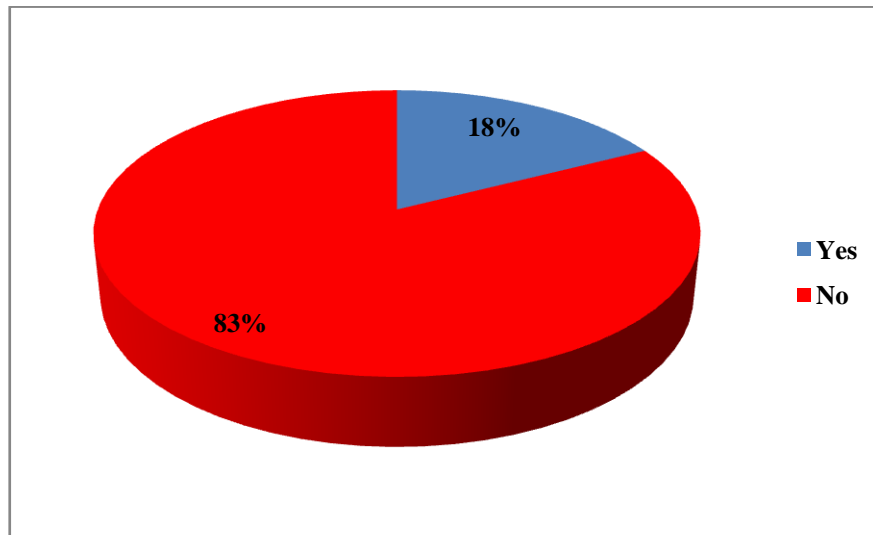
The graph shows that **20%** of students stated that reading books enhance their writing performance. Whereas, others **12.5%** see that practicing at home is more feasible. On one hand, 10% of students stated that chatting with friends in English is useful. And only a few **7.5%** see listening to authentic videos practical. Since it was a multiple choice question, students chose **(a+b; 2times)**. Others chose **(a+c; 8 times)**. Others chose **(a+d; 2times)**. Others chose **(a+b+c; 2times)**. And, others chose **(a+c+d; 3 times)**. While the rest chose **(c+d; 3 times)**. The results revealed that most of the learners see reading books and practicing at home are more helpful to gain good writing performance.

Question 09

Anxiety is one of the factors that affect learners' performance in all language skills. This question has been asked to see whether learners feel anxious while facing a writing task or writing is a relaxing activity.

Options	Response	Percentage
Yes	07	17.5%
No	33	82.5%
Average	40	100%

Table 3.13:students' attitudes towards anxiety in writing.



Graph 3.45: Students' attitudes towards anxiety in writing.

The preset chart illustrates students' answers as **82.5%** of them stated that they do not feel anxious when they face a writing task. Whereas, **17.5%** said yes they do feel anxious. This means that most of them find writing a relaxing activity. Students were asked to justify if they do feel afraid, what are the reasons?

Justifications

- ✓ It is due to the lack of vocabulary.
- ✓ Sometimes the task is difficult.
- ✓ There are limited ideas about the topic provided.

3.2. Part two: Discussion of the results

3.2.1. Discussion of the paired-samples t-tests

In this study, second-year university students' performance in both tests was compared. Before the first test, students learned how to write paragraphs and structure essays. Additionally, their teacher has taught them the steps to develop a process essay. However, after the first test, students have learned the descriptive essay where they were asked to describe something in the second test. This empirical study was based on learners'

experience through the instructions and the practice that they have received before the second test to determine their progress as far as writing competence is concerned.

First, the analysis obtained from group **A** results regarding ideas and content showed that students' performance in the second test was better than the first one. Because, they have stated a great number of clear and purposeful ideas compared to their first performance. This can be due to the type of topic they have elaborated on in the second test. Since it was a descriptive essay, students tried to provide as many details as possible. Moreover, concerning organization, students have performed in the first test slightly better than the second one. Since they have provided a great number of ideas with numerous details, yet they failed to organize them properly. Also, this can be attributed to their limited use of transition markers. Students have already assumed that they are not familiar with linking words (see the discussion of students' questionnaire). Concerning word choice, students showed no progress in their performance as their results were similar in both tests. They have maintained their vocabulary knowledge as they did not look for new terms that may empower their work. Whereas, this is considered as positive outcomes since they got an acceptable score (50%). Furthermore, with regards to the writing conventions, the results showed that students' performance decreased significantly compared to their first performance. Learners have committed lots of punctuation and capitalization mistakes that affected their score. Certainly, these unsatisfying results may have several reasons. Whenever students provide lots of ideas and details they are more likely to commit mistakes. Eventually, their teacher has provided them with various comments regarding grammar, spelling, punctuation and the form that they did not take into consideration while writing the second test.

According to the analysis obtained from group **B** results, learners showed slight progress on their performance with regards to ideas and content since they scored (48%) in the first test and (52%) in the second one. Both test results are acceptable as learners' ideas were clear and understandable, and the content was somehow purposeful. However, they failed to organize these ideas properly as they scored (33%) in the first test and (40%) in the second one. Although there is a clear improvement compared to the first test results regarding organization, learners' essays lack coherence as the ideas lack clarity. These results were also due to their unawareness about how to write a paragraph appropriately, although they have tackled this lesson before the first test. Learners wrote one single and

long sentence and considered it as a paragraph sometimes as a conclusion which was unidentifiable; they still do not make a difference between long sentences and paragraphs, since the paragraph need to include more than two sentences in order to be well-structured. These affect the form of students' essays and also they affect their scores in the organization criterion. Furthermore, learners' results in word choice resembled those of group **A** results. However, group **A** results were better than group **B** (50% and 40% respectively). This was considered as weak performances as learners' lack creativity because they have repeated words and items used in their first test, besides repetition, some words were misplaced. Eventually, learners' performance with regards to the writing conventions was weak, the results have shown slight improvement compared to the first test results (40%; 42%). Whereas it is still considered as a weak performance, most learners suffer from grammar, spelling, punctuation, and capitalization mistakes. These numerous mistakes make learners' ideas a bit hard to follow. These results can be due to their limited use of drafting. Learners do not pass through the sequential stages of the writing process that may reduce learners' writing mistakes and help them to organize their works in a clearer manner. This idea has been emphasized before by many scholars, learners need to plan, draft, proofread and edit before writing the final version of their works which help them to correct grammar, spelling, and punctuation. Nunan (2003) confirmed that writing is not only about producing a written work but rather a series of skills that need to be mastered to reach the desired product. Lyons and Heasley (1987) also see that proofreading and editing help learners to correct their grammar, spelling and punctuation errors since learners will not notice these mistakes unless they read in order to reflect and edit where it is needed.

Group **C** performance regarding ideas and content in the second test was slightly better than their performance in the first test. However, both tests scored acceptable outcomes (50%; 52%). This good performance in the first test can be due to their opportunity to choose one of the three topics provided by their teacher. Most group **C** learners have chosen the second topic (how to prepare a particular dish) where learners were free to write about the dish they prefer. Scholars who support the free writing approach and the writers' workshop approach (Namouchi, 2014. Anderson, 1992, Dorn, 2001) focus on the fact that learners write better when they are free to choose topics that they prefer to talk about (Namouchi, 2014). Similar to the idea of Dorn (2001) who said that free topics choice is a fundamental step called independent writing in the writers'

workshop. Learners showed good performances in the first test regarding organization as well as demonstrating reasonable development of ideas that were combined in an acceptable manner, unlike their second performance, where they were asked to write about a single topic provided by their teacher. This restriction has reduced learners' ability to perform well in the organization criterion. Similarly, the learner's performance in the first test concerning word choice was better than their performance in the second one. It has been noticed from the results that learners do not use strategies that help them to provide a variety of strong words that makes their written production energetic such as the use of a dictionary. Ultimately, student's results in the writing conventions were the same in both tests as they scored 37%. In this vein, learner's papers were full of grammar, spelling, punctuation, and capitalization mistakes due to their low scores. It can be noticed that learners do not proofread their works after finishing writing it because there are some mistakes that learners unconsciously did not pay attention to such as forgetting to capitalize after a full stop. Adding "s" where it is not needed. They forgot to add a comma after some transition markers. These lots of mistakes affect learners' scores however if they have read their works they might edit and correct some obvious mistakes they have committed.

Group **D** performance regarding ideas and content show a slight progress in the second test compared to their first performance as they scored (40%) in the first test and 44% in the second one. Learner's weak performance in the second test was due to plagiarism. Some learners got 1 in this criterion since they plagiarized most of the ideas entailed in their essays. This attitude shows that learners do not have sufficient knowledge of the foreign language which leads them to plagiarize ideas from other sources. Also, some of students did not provide clear ideas and they fail to organize these ideas appropriately it can be due to the lack of revision which is an important stage in the writing process revising did not help learners to overcome conventions mistakes however it help learners to elaborate more in the development of their ideas in line to the perspective of harmer (2001).

Group **E** performance in the second test was significantly better than the first test. Their progress appeared through the scores obtained from test two results (56%). Learners provide rich and clear ideas with great supporting details in the second test which was due to the type of essay they were elaborating (descriptive) as their weak production in the first test 33% foster learners ability to produce something better in the second test. Regarding

organization, learners succeed to perform better in the second test where they scored 44% compared to their first performance 29%. Although 44% is considered as weak results, they have succeeded to achieve better results in the second test which was based on what they have received before writing the second test. Moreover, concerning word choice learners succeed in providing some strong and purposeful words compared to their first results. What higher learners scored in the second test was the adjectives used in the descriptive essays that empower that work. Learners commit fewer mistakes compared to their first performance. Additionally, their scores were better than all previous groups' scores. Students might take their teacher's comments into consideration which help them to reduce some convention mistakes. Also, learners write the second test (homework) at home where they do have enough time to draft, revise, read, and edit before submitting their works.

Undoubtedly, learners do not have the same level; this was clear through the variation of group's performances. For instance, group C learners have performed in the first test better than the second one. The three topics provided by the teacher that allow them to choose what they prefer suit them compared to what they have elaborated in the second test (single topic). This enhances their performance regarding ideas and content. Other category of students learn from practice as they perform in the second test better than the first one also their teacher's written comments help them to reduce mistakes such as group E. There are different learner's styles that are provided by harmer (2007) and group E are visual learners since the written instructions of their teacher affect their outcomes. All in all, the reasons behind student's lack of writing competence that can be drawn from the results of the previous analysis are first, learners are not exposed enough to the target language since they lack ideas and they fail to choose appropriate words for their piece of writing. Second, they suffer from organization problems since their essays lack coherence, besides their unstructured paragraphs. Also, their limited use of transition markers and linking words connect ideas and words that lead to the lack of cohesion. Moreover, they have weak performance regarding mechanics such as punctuation and capitalization mistakes. Learners do not pass through the stages of the writing process that may reduce their grammar, spelling, and punctuation errors. Furthermore, they lack the necessary vocabulary items to express their ideas in a creative manner. Eventually, learners do not use a dictionary for a variety of choices of strong, energetic, and purposeful words.

3.2.2. Discussion of the quasi-experiment

In this empirical study students were exposed to a number of authentic videos that were considered as a treatment in the while-test to see whether listening helps students writing competence. Additionally, the results obtained from group S's post-test have been compared to the results of the five groups second test in order to see whether authentic videos that were provided by the researcher in the quasi-experiment are helpful in developing learners writing competence, or the lessons of the first semester that were followed by two tasks provided by their teacher (the first and the second tests). From the analysis of the results of group S regarding ideas and content, a clear improvement has been observed in the post-test scores (52%). In this sense, learners have provided more attractive and purposeful ideas compared to their first performance (39%). This can be due to the videos they were exposed to, since one of the videos has tackled the subject of new technologies which has a relation to the topic they have developed in the post-test, the fact that help learners provide richer content. Moreover, with regards to organization, learners performed better in the post-test (39%). Although the results were not really satisfying, students still suffered from organization problems such as their limited use of transition markers. Also most of students' essays were not well-structured in terms of introduction, body, and conclusion. Although they have introduced the topic, and drawn a conclusion at the end, they did not separate paragraphs which were considered as a mistake and affected learners' scores in the organization criterion. Furthermore, concerning word choice learners' results in the post-test were better than their results in the pre-test as they scored 46% in the second test and 30% in the first one. This clear improvement was considered as acceptable results. Some students succeed in providing some purposeful vocabulary items though others maintained their performance concerning word choice as they did not provide any new words which means that words were repetitious. Eventually, regarding the writing conventions, learners' performance in the post-test was clearly better than their first performance. These good results were due to several reasons. Most of students sent their works via the group discussion and the phone keyboard tends to correct some grammar and spelling mistakes. Also, learners may grasp some grammar forms from the language used in the videos. From the analysis of the comparison between the experimental group total results (group S) and the five groups' total performance, group S showed better performance than group B, C and D. however, group E has performed better than group S. and with regards to group A the results were similar to group S performance.

Based on these outcomes, the researcher tried to calculate the average results of the five groups' performances, mean scores, and percentages in order to see whether group **S** performance was better than the five groups' performances. The results obtained from the analysis showed that all groups' results were (43%) which is slightly a weak performance compared to group **S** results 45%. Additionally, some groups performed better than group **S** regarding ideas and content such as group **A** and **E**. in this sense, both authentic videos and practice helped learners to perform better in the writing tasks, despite the fact that listening helped learners more to improve their writing proficiency, since group **S** performed better than the five groups with regards to word choice and the writing conventions. However, regarding ideas and organization their performances were slightly similar. These findings are in line with the findings of Hanley, Heron, and Cole (1995) which focus on improving writing through videos. Also, Thamajaro (2002) said that authentic videos have a great effect on students' motivation to improve their knowledge of the English language. With regards to practice, Nalliveetil (2017) confirmed EFL students regular participation in the writing activities is considered as a language input to enhance their level of writing proficiency.

3.2.3. Discussion of students' questionnaire

The analysis of students' questionnaire revealed that most of the participants are females (73%) who are also more interested in learning foreign languages than males (27%). Moreover, almost half of the participants (58%) consider learning English at university as an ordinary practice. They do not see learning English at that level difficult, they may have a prior knowledge of the foreign language through reading and listening for pleasure, or since they are second-year university students, they have already experienced learning English at university last year. Indeed, writing is one of the hardest skills for EL learners. (60%) of the participants see that writing essays is a hard and a complicated task, since they struggle to produce a correct work in terms of the content and the form. Potentially, students do not have sufficient knowledge about the topics provided in the exams which reduces their ability to provide rich content. Also, as reflected from the analysis results (48%) of the informants used to draft before writing the final version of their works for the sake of detecting grammar, spelling, and punctuation mistakes. On one hand (52%) of the students encounter difficulties while expressing their ideas clearly, which can be due to their unawareness about coherence in writing that helps learners to write in more logical and clear manner. On the other hand, (12.5%) declared that they are not

familiar with linking words that leads to the lack of cohesion, since cohesive devices entails different conjunctions that connect words and sentences in a sequential order to provide a well-organized written piece. Additionally, students (45%) believe that their writing problems are due to their lack of vocabulary, since they are not exposed largely to the foreign language by reading or listening because they are the skills that help learners to receive new vocabulary items of the English language. This idea has been mentioned by Nunan (2003) when he emphasized learning vocabulary through meaning-focused input. Another reason is the lack of using the dictionary in line with the findings of Nalliveetil (2017) that said through dictionary skills instruction students can overcome their vocabulary problems. Also, (15%) pointed out that they suffer from grammar mistakes which affect the quality of their writing. This was in line with the findings of Al-khasawneh (2010) when he found that students face difficulties in grammar which is extremely important when trying to convey a message accurately. Learners' grammar mistakes can be due to the lack of practice since they can practice grammar rules through productive skills, in other words, learning grammar through meaning-focused output Nation (2007). The analysis deduced that (48%) of the participants believe that there is a great impact of the L₁ while writing in L₂. The grammar and vocabulary of the TL (target language) is totally different from students' mother tongue. They used to think in L₁ and translate to the TL which leads to inappropriate choice of words that they place them wrongly; this is in line with the finding of Nalliveetil and Mahasneh (2017) who argued that mother tongue interference seems to be a major factor in learning English that remains challenging and needs to be addressed, he adds the variation of the syntactic rules in Arabic and English can make translation redundant and ungrammatical. From another angle, (20%) of the informants believe that reading books is a feasible habit to gain rich vocabulary. In this case, Grabe (1991) argued that EL learners enhance their vocabulary knowledge through reading ability (fluency) and reading comprehension. Besides, (12.5%) see that practicing at home helped them to write better, since during practices students learn from their mistakes, according to Al-khasawneh (2010) practice makes learners good writers. Ultimately, (82.5%) of the informants consider writing as a relaxing activity, they do not feel anxious while dealing with writing tasks. Harmer (2001) proved this idea when he claimed that writing gives students enough time to think unlike a spontaneous conversation, which means that they feel more comfortable when they write. (17.5%) noted that they feel anxious while writing and they have justified their answers. They have

stated that it is because of their lack of vocabulary, and to what extent the topic is difficult where they do not have a sufficient knowledge about the topics provided.

3.3. Part three: Recommendations and general implications

After reading about previous studies, selecting tools, and analyzing data through the multiple research methods used. The researcher tried to provide a number of recommendations that were addressed to policy makers, teachers, and students for the sake of providing solutions to overcome students' writing deficiency.

3.3.1. For policy makers

- ❖ Adequate time should be given to the written expression module.
- ❖ They need to create special classes for listening skills in the foreign language departments where teachers will provide learners with listening materials such as audio short stories and authentic videos that entail different subjects which help learners to gain enough knowledge of the foreign language.
- ❖ They should avoid overcrowded classes and minimize the number of students in each group by providing enough rooms and teachers which help each written expression teacher to provide learners with lots of activities and make the mission of correcting their works easy.

3.3.2. For teachers

- ❖ Teachers need to raise learners awareness about the importance of reading in improving their writing performance by suggesting some short stories and articles or reading websites like the Free-eBooks that they will find enjoyable and motivate them to read outside the classroom.
- ❖ Teachers need to raise learners' awareness about the stages of effective writing by adapting the process approach in EFL classrooms.
- ❖ Teachers need to create a foreign classroom environment where learners are going to write frequently and provide them with home-works from time to time in order to get familiar with the writing tasks.
- ❖ Teachers can adapt the writers' workshop approach which will change the ordinary methods of teaching writing and make it different and enjoyable for students.

- ❖ Teachers can specify particular time when they ask students to use the dictionary in the writing tasks that help them in using a variety of English vocabulary terms and reduce spelling mistakes.
- ❖ Teachers need to change the traditional methods of teaching grammar and provide learners with enough input that help them to write accurately.
- ❖ Teachers need to adapt the free writing approach where learners have the chance to write about topics they prefer.
- ❖ Teachers need to ask students to orally present their written works to their peers after each task, they will notice that they have an objective after writing which is writing for the audience, and motivates them to perform better.
- ❖ Teachers are invited to correct learners' papers using the criteria of the six traits in order to grade them fairly.
- ❖ Teachers need to motivate their learners' by raising their awareness about the importance of writing in learning English.
- ❖ Teachers may detect learners' writing problems by testing them and asking them questions about the difficulties they encounter while writing in English which will facilitate the mission of overcoming their weaknesses.
- ❖ Teachers can clarify for students the functions of coherence and cohesion in writing and shed light on the importance of both of them in producing a well-organized piece of writing.

3.3.3. For students

- ❖ Students should read and listen for pleasure outside the classroom to get exposed to the target language that will enhance their vocabulary knowledge of the English language, help them grasp some grammar forms, improve their writing style through organization, and reduce conventions mistakes.
- ❖ Students should practice writing frequently at home by writing about topics they like or they are interested about such as writing summaries for stories, rewriting lessons using their own styles, or keeping a diary to make writing as a habit.
- ❖ Students need to stop relying only on the teacher and the syllabus provided by the administration. There are several sources like websites that entail writing instructions and steps which help them to overcome their writing problems such as the Daily writing tips that helps in learning writing basics like vocabulary knowledge, English expressions, grammar instructions...etc, in addition to

Grammar girl which is a website that entails articles about writing, provide ten minutes for reading and practice, and the most helpful one for students is the Purdue writing lab which suits them since it helps in academic writing, it helps to reduce conventions mistakes, provide clear expressions...etc.

- ❖ Students should ask teachers or proficient writers about the strategies that they help them to write competently.

3. Conclusion

The aim of this chapter was to analyze data to determine the reasons behind students' lack of writing competence and find solutions that may overcome this issue. Three tools were designed, paired-samples t-tests, aquasi-experiment, and a questionnaire. Each tool has a particular objective. The results show that the reasons behind students' lack of writing competence are organization problems, poor vocabulary, and conventions mistakes. These findings confirm some of the pre-stated hypotheses. Additionally, the researcher found that listening skills and practice help learners to gain proficiency in the writing skills which confirm the rest of the hypothesis. The final results lead the researcher to provide the pre-suggested recommendations for syllabus designers, teachers, and students.

General Conclusion

General conclusion

Numerous studies have investigated the lack of EFL and ESL students' writing competence. However, most of them have related the improvement of this skill to reading they have insisted on the contribution of reading in the development of writing skill. However, few studies were made to shed light on the importance of integrating listening materials to improve EFL students' writing performance (Hanley, Herron and Cole, 1995). In the light of previous studies, this research investigated the reasons behind students' writing deficiency; then, contributed listening materials and practice while collecting data to see its effectiveness in enhancing students' writing performance, and whether they help them in producing rich and structured content, in order to either confirm or disconfirm the hypotheses.

The present work consisted of three chapters. The first chapter dealt with the literature review. This chapter highlighted the theoretical background of this study as it defined the most important elements of writing skill, and presented an overview about grammar and vocabulary; besides the methods that help in teaching and learning both of them. While the second chapter was devoted to the research methodology, it attempted at highlighting the research design of this work. Also, it described the research tools and identified the population investigated. Ultimately, the third chapter was devoted to the analysis of the data gathered from the research tools, with their interpretations and discussions. The findings led to the suggestion of some recommendations and pedagogical implications.

The current work is based on two main research questions that aimed at 1) investigating the reasons behind EFL students' writing deficiency, 2) finding solutions that overcome EFL learners' writing problems. Additionally, through the proposed research questions, the researcher hypothesized that; 1) grammar mistakes are one of the common problems that affect students' writing style; 2) poor vocabulary knowledge may impede learners from providing rich ideas while writing; 3) learners may improve their writing skill through listening materials; and, 4) practicing in the classroom and at home may help learners to perform better in the writing tasks

In order to answer the research questions and test the validity of the research hypotheses, the researcher has selected a mixed-methods research approach. First, a quasi-experiment has been designed for a group of fifteen students from second year university level. Moreover, it includes two main tests (a pretest and a post-test) where learners were asked to write two essays, one in the pretest and the second in the post-test after the treatment

General conclusion

provided by the researcher (authentic videos). The aim of the quasi-experiment was to determine learners' progress after watching eighteen videos during six weeks. Second, samples of students' papers of the in-class tests were gathered in the first semester of second-year university level. Additionally, they were a sample of eight papers in each group and second-year students were five groups which means that the total number of papers were forty in each test. Third, a questionnaire was designed for students to explore their views concerning writing, the difficulties they faced while writing, and the strategies they need to follow to solve their writing problems

Through the analysis of the data gathered from the research tools, it is revealed that the reasons behind students' lack of writing competence are poor vocabulary knowledge of English language, grammar mistakes, spelling errors, lack of coherence and cohesion in writing, non-mastery of mechanics (punctuation, and capitalization), insufficient knowledge of the English language which is due to their limited exposure to the target language. The majority of students' essays either in the pre-test of the quasi-experiment or the first test of the in-class tasks lack organization, the ideas presented lack of clarity and logic, some of them seemed to be translated from their mother tongue which caused redundancy. Also, their essays were unstructured, since they were referring to paragraphs by single sentences, students wrote one single long sentence and consider it as a paragraph which affected the form of their essays. Besides, their inappropriate choice of words with lots of conventional mistakes makes it hard for the reader to follow the ideas presented by learners. Furthermore, when students receive the authentic videos; their performance has been improved; especially in terms of ideas and word choice as they show a significant improvement compared to their first results. Regarding the in-class tests, some groups showed better performance in the second test, although they still need more practice and extra instructions and strategies that should enhance their level of writing proficiency. The most important method is to provide EFL learners with enough input that helps them produce good pieces of writing, and also they need to learn the stages of the writing process which should help them reduce conventions errors, elaborate more ideas, and organize their works properly.

Since writing was and still is one of the most significant language skills, future studies are invited to carry on investigating EFL and ESL students' writing difficulties; for this reason, the following topics are suggested for future research in the same field. 1) The significance of videos with subtitles in overcoming students' problems in the writing

General conclusion

conventions. 2) The importance of frequent practice of the writing tasks in enhancing students' writing performance. 3) The role of the writers' workshop approach in creating proficient writers. .

Reference List

Reference list

- Acid, D. & Taib, N. (2017). *Testing grammar in context*. [Master thesis in the department of Tizi-Ouzou University]. Dspace University. <https://dl.ummto.dz/handle/ummto/5591>
- Alsamadani, H. A. (2010). The Relationship between Saudi EFL Students' Writing Competence, L1 writing proficiency and self-regulation. *European Journal of Social Sciences*, 16(1), pp. 53-36.
- Al-Khasawnah, F. M. S. (2010). Writing for academic purposes: problems faced by arabs postgraduate students. *ESP world*, 9(2), 20-23. <http://www.esp-world.info>
- Bordag, D., Kirschenbaum, A., Rogahn, M., & Tschirner, E. (2016). The role of orthotactic probability in incidental and intentional vocabulary acquisition L1 and L2. *Second Language Research*, 33(2), 147–178. <https://doi.org/10.1177/0267658316665879>
- Brown, H. D. (2003). *Language Assessment-principles and classroom practices*. Pearson ESL.
- Brown, H. D. (2021). *Principles of Language Learning & Teaching*. Cambridge University Press.
- Cambridge international dictionary of English*. (1995). Cambridge: Cambridge University Press. <https://dictionary.cambridge.org>
- Connor, U. (1984). A study of cohesion and coherence in English as a second language students' writing. *Paper in Linguistics*, 17(3), 301–316. <https://doi.org/10.1080/08351818409389208>
- Cumming, A. (1995). Fostering Writing Expertise in ESL Composition Instruction: Modeling and Evaluation. In Belcher, D & Braine, G (Eds). *Academic Writing in A Second Language: Essay on Research Pedagogy*, pp. 375-379.
- Daller, H., Milton, J., & Treffers-Daller, J. (2007). *Modelling and Assessing Vocabulary Knowledge* (1st ed.). Cambridge University Press.

Reference list

- Dorn, L. J. (2001). *Scaffolding Young Writers : A Writer's Workshop Approach*. Stenhouse Publishers.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4), 365. <https://doi.org/10.2307/356600>
- Guemide, B. (2008). A New Way of Developing Coherence in Writing. *The Quarterly Journal of David's English Teaching World*. S. 22-23.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Routledge.
- Hamp-Lyons, L., & Heasley, B. (2007). *Study Writing: A Course in Written English for Academic Purposes* (Updated ed.). Cambridge University Press.
- Hanley, J. E. B., Herron, C. A., & Cole, S. P. (1995). Using Video as an Advance Organizer to a Written Passage in the FLES Classroom. *The Modern Language Journal*, 79(1), 57–66. <https://doi.org/10.1111/j.1540-4781.1995.tb05416.x>
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman ELT.
- Harmer, J. (2004). *How to Teach Writing*. Pearson Education ESL.
- Harmer, J. (2007). *How to Teach English* (1st ed.). Pearson.
- Hatch, E., & Brown, C. (2001). *Vocabulary, Semantics and Language Education*. Cambridge University Press.
- Hiebert, E., & Kamil, M. (2005). *Teaching and learning vocabulary*. Mahwah, N.J.: L. Erlbaum Associates.
- Huckin, T., & Coady, J. (1999). Incidental Vocabulary Acquisition in a Second Language. *Studies in Second Language Acquisition*, 21(2), 181–193. <https://doi.org/10.1017/s0272263199002028>
- Hughes, A. (2003). *Testing for Language Teachers* (2nd ed.). Cambridge University Press.

Reference list

- Koay, J. (2017). Book review: David Peplow, *Talk about Books: A Study of Reading Groups*. *Discourse Studies*, 19(4), 490–492.
<https://doi.org/10.1177/1461445617706770f>
- Lang, Y., Grabe, W., & Kaplan, R. (1999). Theory and Practice of Writing: An Applied Linguistic Perspective. *TESOL Quarterly*, 33(2), 302.
<https://doi.org/10.2307/3587728>
- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammar* (1st ed.). Heinle ELT.
- Lee, I. (2002). Teaching coherence to ESL students: a classroom inquiry. *Journal of Second Language Writing*, 11(2), 135–159. [https://doi.org/10.1016/s1060-3743\(02\)00065-6](https://doi.org/10.1016/s1060-3743(02)00065-6)
- Mathew Nalliveetil, G., & Mahasneh, A. (2017). Developing Competence in Basic Writing Skills: Perceptions of EFL Undergraduates. *International Journal of Applied Linguistics and English Literature*, 6(7), 323.
<https://doi.org/10.7575/aiac.ijalel.v.6n.7p.332>
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. Multilingual Matters.
- Musumeci, D. (1996). *The Role of Grammar in Communicative Language Teaching: A Historical Perspective*. A Doctor at the University of Illinois.
- Namouchi, A. (2014). Approaches to Teaching Writing. *Journal of arts, letters and foreign languages*. 14, pp. 31-48. <http://fil.univ-biskra.dz/images/pdf-revue/revue15-15>
- Nation, L. S. P. (2000). *Learning Vocabulary in Another Language*. Cambridge University Press.

Reference list

- Nation, L. S. P. (2007). The Four Strands. *Innovation in Language Learning and Teaching*, 1(1), 2–13. <https://doi.org/10.2167/illt039.0>
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill Education.
- Nunez, P. T. (2012). Writing Competence as An Outcome in Language Bachelor Degree programs: A Comparative Analysis in Five Latin American Countries, 23(2), pp. 317-329, http://dx.doi.org/10.5209/rev_RCED.2012.v23.n2.400031
- Oshima, A. & Hogue, A. (2007). *Introduction to academic writing*. Pearson Education.
- Peha, S. (2010). *Assessing Writers, Assessing Writing: Learning about Writers through Rubrics and Reflection*. US: Teaching.
- Quintero, L. M. (2011). Blogging: A way to foster EFL writing. *Colombian Applied Linguistics Journal*, 10, 7. <https://doi.org/10.14483/22487085.96>
- Sarnecka, B. W. (2019). *The Writing Workshop: Write More, Write Better, Be Happier in Academia* (Illustrated ed.). Barbara W. Sarnecka.
- Sjolie, D. (2006). Phrase and Clause Grammar Tactics for the ESL/ELL Writing Classroom. *English Journal*, 95(5), 35. <https://doi.org/10.2307/30046586>
- Spandel, V., & C. (2005). *Creating Writers: Through 6-Trait Writing Assessment and Instruction* (4th ed.). Allyn & Bacon.
- Spandel, V., & Stiggins, R. J. (1989). *Creating Writers: Linking Assessment and Writing Instruction*. Longman Pub Group.
- Steele, V. (2004). Product and Process Writing.
<http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process>
- Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education ESL.
- Thornbury, S. (2002). *How to Teach Grammar*. Pearson Education Limited.

Reference list

Webster's American Dictionary of the English Language. (1828). Ed. By P.B. Gove.

Meriam-Webster, Springfield: Massachusetts. <https://www.merriam-webster.com>

Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford University Press.

Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Hodder & Stoughton Educational.

Appendices

Appendices

Appendix 01: six traits writing rubric



Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content ✎ <i>main theme</i> ✎ <i>supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail 	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent
Organization ✎ <i>structure</i> ✎ <i>introduction</i> ✎ <i>conclusion</i>	<ul style="list-style-type: none"> Effectively organized in logical and creative manner Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> Strong order and structure Inviting intro and satisfying closure 	<ul style="list-style-type: none"> Organization is appropriate, but conventional Attempt at introduction and conclusion 	<ul style="list-style-type: none"> Attempts at organization; may be a "list" of events Beginning and ending not developed 	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion 	<ul style="list-style-type: none"> Lack of coherence; confusing No identifiable introduction or conclusion
Voice ✎ <i>personality</i> ✎ <i>sense of audience</i>	<ul style="list-style-type: none"> Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life 	<ul style="list-style-type: none"> Appropriate to audience and purpose Writer behind the words comes through 	<ul style="list-style-type: none"> Evident commitment to topic Inconsistent or dull personality 	<ul style="list-style-type: none"> Voice may be inappropriate or non-existent Writing may seem mechanical 	<ul style="list-style-type: none"> Writing tends to be flat or stiff Little or no hint of writer behind words 	<ul style="list-style-type: none"> Writing is lifeless No hint of the writer
Word Choice ✎ <i>precision</i> ✎ <i>effectiveness</i> ✎ <i>imagery</i>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing 	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused
Sentence Fluency ✎ <i>rhythm, flow</i> ✎ <i>variety</i>	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings 	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions ✎ <i>age appropriate, spelling, caps, punctuation, grammar</i>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read

Adapted for Regina Public Schools from Vicki Spandel, *Creating Writers*.
Regina, SK Canada

Appendices

Appendix 02:Group A first test results

Number	Learners	Ideas & Content						Organization						Word Choice						Convention						Total	Overall mean		
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T							
01	A			4				4			3			3			4				4		15	3.7					
02	B						1	1				2		2					1	1			06	1.5					
03	C						1	1				2		2						2			08	2.0					
04	D			4				4			2		2	2			4			4			13	3.2					
05	E					2		2			3			3					2	2			10	2.5					
06	F						1	1					1	1						2			06	1.5					
07	G			4				4			3			3			4						15	3.7					
08	H			4				4		4				4	5			3					16	4.0					
Total								21						20							24			25	89	2.76			
Frequency		0	0	4	0	1	3	2.62	0	0	1	3	3	1	2.5	0	1	3	0	3	1	3.0	0	0	2	4	2	0	3.12
Means								2.62						2.5							3.0						3.12		2.81

Appendices

Appendix 03:Group B first test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T		
01	A				3			3				2		2						2		2					2		2	09	2.25
02	B					2		2					1	1							1		1				1		1	05	1.25
03	C			4				4			3			3			4				1		4			3			3	14	3.5
04	D				3			3				3		3		3			3				2			2		2	11	2.75	
05	E					2		2				1		1					2		2		2			3		3	08	2.0	
06	F				3			3				2		2					2		2		2			2		2	09	2.25	
07	G				3			3			3			3									3		4			4	13	3.25	
08	H				3			3				1		1					2				2			2		2	08	2.0	
Total								23						16								19						19	77	2.40	
Frequency		0	0	1	5	2	0	2.87	0	0	0	3	2	2	2.00	0	0	1	3	3	1	2.37	0	0	1	3	2	2	2.37		
Means								2.87						2.00								2.37						2.37		2.4025	

Appendices

Appendix 04:Group C first test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean				
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T						
01	A				3			3				3			3				2		2				3			3	11	2.75					
02	B					2		2				2	2		2				2	2							1	1	07	1.75					
03	C			4				4				2			2			3				3			3			3	12	3.00					
04	D			4				4		4					4			4				4					1	1	13	3.25					
05	E						1	1				2			2				2		2				2			2	07	1.75					
06	F		5					5			4				4			3			3				3			3	15	3.75					
07	G					2		2			3	3			3			3				3				2		2	10	2.5					
08	H				3			3			3				3			2			2			3				3	11	2.75					
Total									24								23								21								18	86	2.68
Frequency		0	1	2	2	2	1	3.0	0	0	2	3	3	0	2.87	0	0	1	3	4	0	2.62	0	0	0	4	2	2		2.25					
Means								3.0							2.87						2.62								2.25		2.685				

Appendices

Appendix 05: Group D first test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T		
01	A					2		2					1	1							1	1					1	1	05	1.25	
02	B				3							2		2					3							2		2	10	2.5	
03	C		5					5		4				4			4			3					4		4	17	4.25		
04	D					2		2				2		2							1	1				2		2	07	1.75	
05	E				3			3				2		2							1	1				3		3	09	2.25	
06	F					2		2				2		2						2		2			2		2	08	2.00		
07	G						1	1					1	1							2	2			2		2	06	1.5		
08	H						1	1				2		2						2		2				1	1	06	1.5		
Total		19							16							16							17							68	2.12
Frequency		0	1	0	2	3	2	2.37	0	0	1	0	5	2	2.00	0	0	1	1	3	3	2.00	0	0	1	1	4	2	2.12		
Means							2.37							2.00	2.00						2.00							2.12		2.122	

Appendices

Appendix 06:Group E first test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T		
01	A				3			3					2		2				3			3				3			3	11	2.75
02	B			4				4				3			3				2			2				2			2	11	2.75
03	C			4				4				3			3				3			3				3			3	13	3.25
04	D				3			3				2			2			3			3			2			2		2	10	2.5
05	E				3			3				3			3				2			2				3			3	11	2.75
06	F				3			3				2			2			3			3			2			2		2	10	2.5
07	G			4				4				3			3		4					4			3			3	14	3.5	
08	H				3			3				3			3			3				3		4			4		4	13	3.25
Total								27							21							23						22	93	2.90	
Frequency		0	0	3	5	0	0	3.37	0	0	0	5	3	0	2.62	0	0	1	5	2	0	2.87	0	0	1	4	3	0	2.75		
Means								3.37							2.62							2.87						2.75		2.9025	

Appendices

Appendix 07:Group A second test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T		
01	A				3			3				2		2				3			3						1	1	09	2.25	
02	B					3		3			3			3				2		2					3			3	11	2.75	
03	C						2	2				2		2				3			3					2		2	09	2.25	
04	D							3				2		2					2		2					2		2	09	2.25	
05	E			4				4			4			4			4				4				3			3	15	3.75	
06	F				3			3				2		2				3			3					1	1	09	2.25		
07	G			4				4					1	1				3			3					2	2	10	2.5		
08	H			4				4			3			3			4				4			3			3	14	3.5		
Total		26							19							24							17							86	2.68
Frequency		0	0	3	4	1	0	3.25	0	0	1	2	4	1	2.37	0	0	2	4	2	0	3.0	0	0	0	3	2	3	2.12		
Means								3.25						2.37							3.0							2.12		2.685	

Appendices

Appendix 08:Group B second test results

Number	Learners	Ideas & Content						Organization						Word Choice						Convention						Total	Overall mean				
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4			3	2	1	S/T
01	A				3			3					2		2				2			2					1	1	08	2.0	
02	B				3			3					1		1				2			2				2		2	08	2.0	
03	C				3			3				2		2		2			2			2			2		2	2	09	2.25	
04	D				3			3				2		2		2			2			2			3		3	3	10	2.5	
05	E			4				4			4			4		3			3			3			4		4	4	15	2.75	
06	F					2		2					1		1			2			2			2		2		2	07	1.75	
07	G				3			3			3			3		3			3			3			3		3	3	12	3.0	
08	H			4				4			4			4		3			3			3			3		3	3	14	3.5	
Total								25						19								19					20	83	2.46		
Frequency		0	0	2	5	1	0	2.12	0	0	2	1	3	2	2.37	0	0	0	3	5	0	2.37	0	0	1	3	3	1	2.5		
Means								2.12						2.37								2.37					2.5		2.34		

Appendices

Appendix 09:Group C second test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T		
01	A				3			3				3			3			3								2		2	12	3.0	
02	B			4				4				3			3				3						3			13	3.25		
03	C				3			3				2			2				2						2			09	2.25		
04	D					2		2				2			2			3							3			10	2.5		
05	E			4				4				3			3			4										14	3.5		
06	F				3			3				2			2				1					2			08	2.0			
07	G				3			3				2			2				2						1			08	2.0		
08	H				3			3				2			2				2						1			08	2.0		
Total								25							19													18	81	2.56	
Frequency		0	0	2	5	1	0	3.12	0	0	0	3	5	0	2.37	0	0	0	4	3	1	2.37	0	0	1	2	3	2	2.25		
Means								3.12							2.37							2.37						2.25		2.5275	

Appendices

Appendix 10:Group D second test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T		
01	A			4				4				3			3				4			4				3			3	14	3.5
02	B				3			3				2			2				3			3				3			3	11	2.75
03	C			4				4				3			3				2			2				2			2	11	2.75
04	D				3			3				2			2				2			2				2			2	09	2.25
05	E			4				4				3			3				3			3				3			3	13	3.25
06	F							1	1					1	1				1	1		1				1	1		1	04	1.0
07	G							1	1					1	1				1	1		1				1	1		1	04	1.0
08	H							1	1					1	1				1	1		1				1	1		1	04	1.0
Total		21							16							17							16							70	2.18
Frequency		0	0	3	2	0	3	2.62	0	0	0	3	2	3	2.0	0	0	1	2	2	3	2.12	0	0	0	3	2	3	2.0		
Means								2.62							2.0							2.12							2.0		2.185

Appendices

Appendix 11:Group E second test results

Number	Learners	Ideas & Content							Organization							Word Choice							Convention							Total	Overall mean		
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T				
01	A							4						3						4										3	14	3.5	
02	B								3					2					3											3	11	2.75	
03	C							4						3					3											2	11	2.75	
04	D								3					2					2											2	09	2.25	
05	E							4						3					3											3	13	3.25	
06	F																													1	1	04	1.0
07	G																													1	1	04	1.0
08	H																													1	1	04	1.0
Total									21											16											16	70	2.18
Frequency		0	0	3	2	0	3	2.62	0	0	0	3	2	3	2.0	0	0	1	2	2	3	2.12	0	0	0	3	2	3	2.0				
Means								2.62						2.0						2.0										2.0			2.185

Appendices

Appendix 12:Group S pretest results

Number	Learners	Ideas & Content						Organization						Word Choice						Convention						Total	Overall mean		
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T							
01	A			4				4					2		2				3			3			3	12	3.0		
02	B					2		2						1	1			2				1	1		06	1.5			
03	C						2	2						1	1					1	1		1		05	1.25			
04	D								1	1			2		2				1	1		1	1		05	1.25			
05	E							3		3				1	1					1	1		2		07	1.75			
06	F								1	1				1	1			2			2		1	1	05	1.25			
07	G									1	1		2		2					1	1			1	05	1.25			
08	H								3		3				1	1					1	1		2	07	1.75			
09	I										1	1		2	2					1	1			1	05	1.25			
10	J						2	2		2		2	2		2			1	1		1	1		06	1.5				
11	K						2	2		2		2			2			3	3		3			2	09	2.25			
12	L			4				4				3			3			3			3		1	1	11	2.75			
13	M						2	2		2				1	1				1	1			2	06	1.5				
14	N				3			3			2				2			3			3		4	12	3.0				
15	O			4				4			3				3			3			3		3	13	3.25				
Total								35							26						27				26	141	1.9		
Frequency		0	0	3	3	5	4	2.33	0	0	0	2	7	6	1.73	0	0	0	5	2	8	1.80	0	0	1	2	4	8	1.73
Means								2.33							1.73						1.80							1.73	
																												1.8975	

Appendices

Appendix 13:Group S post-test results

Number	Learners	Ideas & Content					Organization					Word Choice					Convention					Total	Overall mean		
		6	5	4	3	2	1	S/T	6	5	4	3	2	1	S/T	6	5	4	3	2	1			S/T	
01	A			4				4			3			3			4					4	14	3.5	
02	B				3			3		2			2			3					1	1	09	2.25	
03	C					2		2			1		1			1					1	1	05	1.25	
04	D						2	2				1	1			2				2		2	07	1.75	
05	E				3			3			3		3			3			3			3	12	3.0	
06	F				3			3		3		3			2				2			2	10	2.5	
07	G			4				4			3		3			3		3				3	13	3.25	
08	H				3			3		2		2			3				2			2	10	2.5	
09	I				3			3			3		3			4			3			3	13	3.25	
10	J			4				4				3		3			3		3			3	13	3.25	
11	K				3			3				2	2			3		3				3	11	2.75	
12	L					2		2				2	2			2		3				3	09	2.25	
13	M				3			3				2	2			3			2			2	11	2.75	
14	N			4				4				2	2			3		3				3	12	3.0	
15	O			4				4			3		3			3		4				4	14	3.5	
Total								47					35			41						39	162	2.7	
Frequency		0	0	5	7	3	0	3.1	0	0	0	7	6	2	2.3	0	0	1	1	4	1	2.7	3	39	2.6
Means								3.1						2.3								2.7		2.6	2.6975

Appendix 14: Sample of group A first test

How To Bake A cake

A cake is often associated with celebration. While birthdays, wedding, graduation celebrations, and other similar events are marked with the a variety of foods and drinks. Cakes remain a key component in such events. In fact, an event in which a cake is not cut is often deemed incomplete. But how is it prepared?

To bake a chocolate cake, we need the following ingredients: three eggs, a cup of sugar, one half butter with half teaspoon baking powder, a cup of unsweetened cocoa powder, and an equal amount of room temperature unsalted butter, a quarter teaspoon salt, and three quarters cup of cup flour. It is necessary for these ingredients to be gathered and measured to exact sizes.

First, preheat the oven to temperature of 360° . Next, the standard pan has to be greased well with cooking spray. Next, the dry ingredients including flour, baking powder, cocoa powder and salt are mixed in different bowl. Stir the mixture slowly until the ingredients are fully mixed. By now, the baking process is half way through. Once this is done, the next step is to place the pan in the oven and allow it to bake for between 30 and 35 minutes. The second last step involves decoration. in letters

Alternatively, it can be iced. To prepare the icing, one needs to measure both the cream and chocolate over a pan of hot water.

By now, you will have become an expert in baking a chocolate block. Is it a conclusion

Appendices

Appendix 15: Sample of group A second test

My Dream House

Simplicity is beauty, everything is simple, is elegant and attractive. It is a space which name and angles are only known to the simple ones. The simple enough is convinced of himself. Nothing will tempt him except for someone simpler than him. **Meaningless thesis statement**

My dream house would be situated in a place that has beautiful view overlooking the sea, and at the top of a hill far from the noise and chaos of the city, because I love quiet areas where you feel safe and secure. I like to have a small garden behind the house in which I plant all kinds of flowers and roses. I like that the place around me is tidy and calm.

My dream house will be a 2-story house with a huge garden. On the first floor, I love dark colors like black and gray; so the walls will be light gray. There will be a large living room containing black sofas, white pillows and gray curtains, a small table with a simple vase above it and big TV in a wall with heater in the other wall. The kitchen will be in a light brown color, it will be elegant and modern, containing all the kitchen appliances such as a large white refrigerator and a small and elegant oven with a dining table. On the other side, it will be a big bathroom and a little garage for my car, of course.

On the second floor, it will have a huge bed room because I can't sleep in a small room, and I will bought a big bed and acute closet. I will decorate it with a huge bears and tiny toys because I like this things and the wall it will be black and white. Also there will be a room for the guests it will be cute and simple without any decorations.

My dream house is simple yet it is It remains my only refuge and a place of my secrets and my hiding place from the world and it problems. **You are required to write a paragraph not a sentence**

Commentaire [S1]: for

Commentaire [S2]: who himself???

Commentaire [S3]: Who him here???

Commentaire [S4]: No is here

Commentaire [S5]: bedroom

Commentaire [S6]: will buy

Commentaire [S7]: with huge bears ; no a because bears are plural

Commentaire [S8]: these

Commentaire [S9]: no it here

Commentaire [S10]: that will be cute...

Appendices

Appendix 16: Sample of group B first test

Children most of times make unjustified actions. It can be a danger ^{to} themselves or their environment! The way adults deal with these behaviours is different from between the past and present. ~~It is that of many~~ The way of dealing with these situations is what decides the children's future ~~manner~~ manners and ~~its~~ behavior. Which is why I found ~~it~~ as an important subject to speak about.

08

These actions can be so sudden, and you must know to deal with it! For example a kid starts using swear words and inappropriate words. There are several ways to avoid it or reduce it. So what those can be? If you're wondering about violence than no it won't work for sure. The first step to ~~take~~ stop using such words or doing such behaviors in front of them. ~~Second~~ Secondly, try to use gestures or show them that this action is not allowed and it's a bad thing to do! If he or she keeps doing it and repeating the same thing start punishing them, As an example take away their favourite items such as toys. if ~~neither~~ none of these work you can start using violence but only by slightly slapping their hands! or as our parents did to us hit them ~~in on their~~ below their backs. I hope these steps will work for you.

Appendices

Appendix 17: Sample of group B second test

My dream house

(Indent) Since I was a little boy, I was dreaming about having my own house. I was attracted by old traditional ones, specially stylish simple houses. It should be perfect in the way that makes me feel better when I was in, welcoming when my visitors come to see me, and large to fit my family's needs. Everyone of us has a different vision of his kind of house that he needs to own it, when he grows up or have a big or small family. Do you want to know my dream house how does it looklike?

Commentaire [S1]: No 's here

Commentaire [S2]: see

Commentaire [S3]: needs

Commentaire [S4]: grows

Commentaire [S5]: has

(Indent) My dream house should be a perfect that proves my personal lovely simple two colours; the white and black. It should be elegant; the walls should be white all of them, stylish; the home furniture should be almost black specially my bedroom. and the home must be large; It should be a one of the old building with four or five bedrooms all fitted with elegant beds. In each bedroom, I would like to have a big television set for my family and guests. I love the books specially old ones about magical stories, that is why I really need a small library in my place. Also some technology for my guest like internet service. About the kitchen and the saloon I really don't care about it; I will let my wife organize it and put her own style if I get married.

Commentaire [S6]: no a here

Commentaire [S7]: her

(Indent) About the situation and the area and the surrounding, and because I really love the natural views; I want my house to be situated in an enclosed area covered with all types of trees. Environment filled with trees will ensure I have clean air, with huge areas to practice some sports and get peace and happiness by listening to the birds sing is what I love as that gives me joy and leaves me refreshed and encouraged. It must be surrounded by flowers of different kinds to give it to my wife when she would be angry to forgive me, should compliment my compound. Having a small garden like a farm. Also the house should be near from an small town to get our daily needs.

Commentaire [S8]: you put was here, why the past

(Indent) A deference design is what I need for my house. The design should Heritage combines with modernity. It should have a traditional look with rare stones and good quality materials. It should be bright and colorful as that will bring light to anyone who

Commentaire [S9]: different

Appendices

Appendix 18: Sample of group C first test

The Process of Producing Bread.

Bread is a staple food. we found it in our tables ~~for~~^{at} breakfast, lunch, dinner. So it is one of the most important and consumed food in the world and there are many different types of bread: Arabic bread, Italian, French and others. The Bread making process isn't complicated and there is a lot of methods to make bread, so I choose the easiest one.

First, I collect the ingredients. one kg of flour, two tablespoon of yeast, a tablespoon of sugar and a small pinch of salt and a warm water. In second, I mix the ingredients I put the flour and yeast and sugar and salt in large bowl, then I add the water little by little using my hands. After that I got a dough then I cover it and I waited for two hours to get the dough for next step.

Furthermore, I cut the dough into parts then I put them into the oven and I waited for five ~~minute~~^{minutes}. After that, I took the bread out from the oven and finally I have made my first bread and it was very delicious and it was nice try because not most of the ~~people~~^{people} success in the first try.

In conclusion, my experience in cooking bread was successful and little bit hard because it was my first time, but I enjoyed it. So my advice is try to learn cooking because it is very important and maybe it become your passion.

Appendices

Appendix 19: Sample of group C second test

My dream house

There are some given expressions that are replaced by yours; you should respect what is given.

After a full stop, you capitalize.

Indent Simplicity is the ultimate sophistication and it always ends with beauty. home is the place that makes us feel safe and comfortable. Everyone has that picture of his dream house. Since I was a child a had been dreaming of an ideal house with simple decoration.

Commentaire [S1]: Home

Commentaire [S2]: I had been...

Indent My dream house would be situated in a place that has the sea view from the front and the forest view from the back. The outside walls coloured with cyan, with two big visible windows made only with glass. One of them in the upper right side and the other in the down left side.

Indent My dream house will be 2-story house with a huge garden. On the first floor, to the left of the entrance there is a big room accompanied with a shower. Five meters on the right there is a big kitchen with modern style and electric machines. At the end of the corridor there is a big living room with a small couch in the middle, in front of the couch will be a heater to give the fire view. On the the left, there is a library with the size of the wall full of books. Next to the library, there is the door that separates between the house and the huge garden with the big pool.

Indent On the second floor, there will be three big rooms well decorated and each room is accompanied with a shower. A small White coach and beautiful grey carpet with gold table will give a nice touch in the corridor. The inside walls going to be colourful to make the house special.

Indent My dream house is simple yet it is beautiful with the best view and attractive engineering, the inside is based on the comfortability. you are required to write a paragraph, not a sentence

Appendices

Appendix 20: Sample of group D first test

How to prepare An Arabic Coffee

For centuries, Coffee has played a far more important role in the world than most people realize. The served hot or iced drinks has become a great source of energy and dopamine which helps people to be more productive and active. Making a perfect cup of ^{Arabic} coffee to me is an art that requires an artistic skills to reach the satisfying result.

Before you start, you will need some rich ingredients. They include: coffee beans, water, sugar, galangal's powder, and cardamom beans. ~~crushed~~ and you will also need some kitchen supplies such as the grinder, a mortar and pestle, coffee pot, stove, spoons and small handed cups. To make the best Arabic coffee you should follow certain specific steps that are necessary in this process.

The first thing you should do is to roast the coffee beans or you can buy a dark roasted coffee beans and it will save your time and effort. Secondly, grind the coffee using the grinder, then using the mortar and pestle crush the cardamom beans. Moreover, when you're done crushing add the cardamom grains to the coffee in the grinder and continue grinding until it will turn to a fine powder.

In Addition to that, heat ^{three} (the) cups of water in the Arabic Coffee pot until they boil. Besides

Wengu

Appendix 21: Sample of group D second test

Descriptive essay “my dream house. ”

(Indent here)Simplicity is beauty, that is what most of people agree with. I pay attention to every detail and that includes every aspect in my dream house. I always felt a sense of belonging towards simple houses in nature. Where I feel safe and peaceful and have that detached with the city and it is crowded places and suffocating noise.[www.postbulletin.com>life>lifestyles>your-style-afi-jane>article](http://www.postbulletin.com/life/lifestyles/your-style-afi-jane/article)check the given link

(Indent here)My dream house would be situated in a place that has a flawless wooden window overlooking green forest. In its center a pond where I sit and enjoy the scenery of the sunset in the company with the beloved ones. Upon sitting in its border you will see my white dream house over the hill. In its rooftop an exquisite flock of birds and various details like plants in brightly colored molding on the balcony. As well as huge class windows surround with trees.**This is not you own description**

(Indent here)My dream house will be two story house with a huge Garden on the first floor you will find an open space. In its center a wooden spiral stair with white engraving. The floor is building with the wooden Brown tiles and a white oriental rug. Also, an vintage sofas mixed between white and beige. In the wall we have book shelves. Classical styled kitchen where I spend most of my time cooking. The bathroom will be bright with cute decoration and candles with white bath rope. Not your language, but it is taken from the net.

(Indent here)my house is simple yet it is my source of stability, happiness and peace of mind. the most General factor is protecting my family and witnessing the setback and the joys that my family life goes through over the years.ysimple Dream House revives the spirit of living where I will spend most of my life with my loved ones .

Appendices

Appendix 22: Sample of group E first test

~~How we can define a perfect child?~~ Views differ from one to another. Parents have a great responsibility in raising their children because it is difficult especially in the world we live in today to raise a perfect ~~that~~ ^{child} means providing for ~~their~~ ^{his} basic needs.

First, for our muslim community we must raise our children on the good manners; such as love, honesty and having a great sense of humor, without forgetting the most important thing is self-confidence. Also we can educate ~~them~~ to build relationships and become happy about himself.

Second, Create routines for different times of the day; for instance, each morning you might have your child brush teeth, and eat dinner together. In addition, teaching them good manners like shaking people.

To conclude, raise a perfect child ~~it's~~ might be hard sometimes, but just remember that every day is a new chance to get things right. ^{one sentence}

907

Appendix 23: Sample of group E second test

My Dream House

Simplicity is beauty, my dream home is a place of beauty, simplicity and inspiration.

It is a huge house with wide and large windows to illuminate the house. Also with a miduim

Commentaire [S1]: Medium

garden, and a table there so that in sunny days my family sit outside and have a beautiful

moments together. All the walls of my dream house are painted white, every badroom attached

Commentaire [S2]: together

with bathrooms, my kitchen is also huge so that I can cook whatever I want to.

Every room and piece in it is designed to be simple, positive and ceative.

Commentaire [S3]: creative

My dream house would be situated in a place that has a lot of green spaces beside it, in a downtown. I love to live in downtown where everything is next to me, so that I can go wherever I want so easily, cafes, stores.....

My dream house will be a 2-story house with a huge garden. On the first floor, there are two big bedrooms and each one have a bathroom in it, a huge open kitchen with it is attached with the dinner room, and a living room.

Commentaire [S4]: has

A garage to put my car there, a huge swimming pool outside and a playground.

On the second floor, it will have a huge six bedrooms and every room has a balcony so that all of them overlooks to the garden, also 3 dressing rooms so that you can put all your clothes without clutter. A TV room, the special room in all my house just for watching, so that you can watch tv or movies anytime you want.

Commentaire [S5]: in letters

My dream house is simple yet it is a big house looks like a glass house like a modern houses that we used to see in cartoons when we were kids. Everything looks perfect, it's a house that gives hope and shines in the eyes of anyone who sees it.

Appendices

Appendix 24: Sample of group S pretest

Algeria is the largest country in Africa, and it is one of the most beautiful Arab countries known as the country of one million and half martyrs. Algeria is a vast country and it has a variety of land forms and climates which make an ideal tourist destination throughout the year. The Mediterranean climate prevails north of Algeria where winter is relatively mild and rainy while the rainfall in the regions of the plateaus are less than in the north and winter is very cold and may reach less than zero. This ~~season~~ season attracts tourists especially when the mountains dress by snow like "Chetia". While the summer is dry and hot, and a different climate prevails in southern regions of the country where the temperature in summer over 40 degrees. Algeria has many mountain ranges such as the Djurdjura, Aures... These mountains can enable the development of many activities including skiing to make it fun for tourists. Also Algeria has a wealth of monuments and historical sites ranging from the Phoenician period to the French colonization (Tipaza, Timgad) etc. These places are just unique and wonderful to visit. Equally worth mentioning are the Algiers beaches such as (Sidi Fredj, Zet Zetabla...) all of them is within close proximity to Algiers and provide endless options for the visitor to indulge in a variety of activities, which is exceptional charming and pleasant setting.

respect capitalization.

indent / where is the conclusion.

Appendices

Appendix 25: Sample of group S post-test

① Internet is the most useful tool nowadays, no one can settle down without connection to social networks. Hence it can help people in many fields but in some cases it can be dangerous for human abilities. Therefore, some people see that the internet has negative influence on human behaviour, and some others believe that the internet has positive influence for the human ^{people} community. ~~For that~~ in my opinion internet is more important ^{than} every thing else.

② First, ^{indent} people who are arguing that internet has negative impact on human behaviours, see that people are influenced by using social networks in bad way, that because many people use the internet in illegal business such as selling drugs, violence acts, vandalism, crimes, suicide. and so on. ^{indent} / this is not a paragraph?

③ Second, Besides, this elite define that many factors of delinquency of children caused by the bad use of the internet. However, a child becomes addicted to video games that shows violence and becomes more aggressive. ^{on} In the other hand, adults also can be affected by this dilemma which caused depression for them and many mental illnesses. By contrast, some people see that the internet has positive influence when ^{when} individual know how to use it, we can use it ^{Appropriately} in many good ways in many different domains such as, learning and self-improvement, reading, And so on.

Appendices

Appendix 26: Students' questionnaire

Questionnaire

The following questionnaire aims at investigating the reasons behind Second-Year university students' writing deficiency, and shed light on their views regarding the solutions that may overcome their lack of writing competence. This questionnaire will take ten minutes of your precious times, and your help and contribution are much appreciated.

Presented by:

Souad BOUKHAL

Supervised by:

Dr. Miloud BOUCHEFRA

2020-2021

Appendices

Section one: General information.

Gender:

- a. Male ☐
- b. Female ☐

Age:

How did you find learning English at university?

- a. Challenging ☐
- b. Tough ☐
- c. Easy ☐
- d. Normal ☐

How do you find writing essays?

- a. Complicated ☐
- b. Hard ☐
- c. Simple ☐
- d. Easy ☐

Section two: essay organization problems

In writing tasks, do you use drafts in order to plan for an organized written work?

- b. Yes ☐
- c. Sometimes ☐
- d. No ☐

Do you think that proofreading is an important step after finishing your writing task?

- a. Yes ☐
- b. Sometimes ☐
- c. No ☐

What are the difficulties that face you while structuring your essay?

- a. Misconnecting sentences and paragraphs ☐
- b. Unfamiliarity with linking words ☐
- c. Miss-expressing ideas clearly ☐

Appendices

- d. Listing the pieces of information in a disorganized order ☐
- e. Others
-
-
-

Section three: students' writing weaknesses and anxiety

If you have a poor writing style, what are the reasons behind this lack?

- a. Lack of vocabulary ☐
- b. Grammar mistakes ☐
- c. Lack of ideas ☐
- d. Unfamiliarity with writing conventions (spelling, punctuation...) ☐
- e. Unfamiliarity with essay overall structure ☐

Do you agree on the fact that translating ideas from learners' mother tongue lead to awkward style?

- a. Strongly disagree ☐
- b. Disagree ☐
- c. Neutral ☐
- d. Agree ☐
- e. Strongly agree ☐

How did students who have rich vocabulary and good writing style improve their writing competence?

- a. Reading books ☐
- b. Listening to authentic videos ☐
- c. Practicing at home ☐
- d. Chatting with friends in English ☐

Do you feel anxious when you face a writing task? If yes justify?

- a. Yes ☐
- b. Sometimes ☐
- c. No ☐

.....

.....

.....