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Dr. Moulay Tahar University, Saida

Faculty of Letters, Languages and Arts

Department of English Language and Literature

The Relationship Between Teaching Hours and Students' Written Performance during Covid-19 Pandemic: Second Year Case Study

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Presented by: **Supervised by:**

Mr. Akram Abdelatif Sahali   Dr. M. Hadji

Board of Examiners

	(MAA)	Chair Person	University of Saida
Dr. M. HADJI	(MCA)	Supervisor	University of Saida
	(MCB)	Examiner	University of Saida

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Dedication

To my beloved family, cherished friends, and the love of my life,

This MA thesis is dedicated to each and every one of you with heartfelt gratitude and profound appreciation. Your unwavering support has been a constant source of inspiration throughout my academic journey.

To my family, especially my remarkable mother, your love, sacrifices, and encouragement have propelled me forward. Your belief in my abilities has given me the confidence to pursue this endeavor and reach new heights.

To my cherished friends, your presence and camaraderie have enriched my academic experience. Your support, intellectual discussions, and shared passions have fueled my motivation and spurred me on to achieve more.

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And to my beloved Zo, your unwavering love, understanding, and constant support have been my guiding light. Your belief in my academic pursuits has fueled my determination and pushed me to exceed my own expectations.

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With heartfelt appreciation,

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Abstract

Covid-19 pandemic had an impact on the overal global teaching and learning courses of action, as both instructors and students had to get acquainted with a new instruction ways and environment. Under the same line of thought, it is worth highlighting that due to the new global circumstances of education, teachers and learners at the level of tertiary education had to proceed the teaching-learning process relying on and implementing the blended meaning (Flipped-classroom) approach, conducting both in-class as well as online instructions, the latter both affected and effected the students' and their learning course of action including their written performance skills. This study examines the relationship between instructional hours during the COVID-19 pandemic and the academic writing performance of second-year students at Moulay Taher University in Saida, Algeria. It seeks to understand how the amount of instructional time influences students' performance in the challenging context during the pandemic. The current work employed both qualitative and quantitative research approaches to establish correlations between instructional time and students' performance, by administering a questionnaire to gather data on instructional hours per subject and analyzing academic written expression exam's scores taking into account the four writing performance criteria including grammar range and accuracy, lexical resources, coherence and cohesion, and task achievement. The findings aim to provide valuable insights for educators, curriculumdesigners, and policymakers, with the goal of enhancing teaching practices and improving academic outcomes for second-year students at Moulay Taher University. The study also offers recommendations to optimize instructional time allocation for the benefit of students in this specific educational setting.

TABLE OF CONTENTS

PART ONE: TEACHING HOURS AND WRITTEN PERFORMANCE OF AN ESSAY

CHAPTER ONE: WRITTEN PERFORMANCE

CHAPTER THREE: Research Methodology

LIST OF FIGUES

LISTE OF TABLES

General Introduction

This thesis aims to explore the intriguing connection between the hours of teaching during the COVID-19 pandemic and the performance of writing an essay among second-year students at the university of Dr.Moulay Tahar in Saida.

 The research questions guiding this study are as follows:

   • What is the correlation between the amount of instructional time dedicated to writing activities and students' essay-writing abilities among second-year students during the COVID-19 era?

• How does the teaching hours during the COVID-19 pandemic influence the development and proficiency of essay writing skills among second-year students?

Based on the above stated research questions, the following hypotheses are formulated:

   ● **Hypothesis 1**: There is a positive correlation between the amount of instructional time dedicated to writing activities and students' essay-writing abilities among second-year students during the COVID-19 era.
   ● **Hypothesis 2**: Teaching hours during the COVID-19 pandemic have a significant influence on the development and proficiency of essay writing skills among second-year students.

   Within the context of the global health crisis and the shift towards remote and online learning, understanding the impact of instructional time on essay writing proficiency is crucial. By examining the correlation between teaching hours and writing performance, this study aims to shed light on the potential influence of instructional time on the development and proficiency of essay writing skills among second-year students during the COVID-19 era. The findings from this research can provide valuable insights for educators, curriculum designers, and policymakers ultimately contributing to the enhancement of teaching methodologies and the improvement of essay writing proficiency among the targeted student population.
   As an attempt to investigate the required aspects concerning the relationship between teaching hours and second year students' written performance during the covid-19 pandemic at the level of English department, and to provide valid as well as credible answers to the before mentioned research questions, qualitative and quantitative research approaches were implemented including questionnaires for 50 students, collecting and analyzing their written expression exam's scores according to the allotted time for each of the four writing crtiteria (grammar range and accuracy,

lexical resources, coherence and cohesion, task achievement). The data accumulated were analyzed through the use of SPSS prgramme, and scatter plot graph.

PART ONE: TEACHING HOURS AND WRITTEN PERFORMANCE OF AN ESSAY
CHAPTER ONE: WRITTEN PERFORMANCE

1.1.Definitions about Written performance

The word 'writing' has an etymological origin from the word 'write'. According to the Oxford Advanced Learner's Dictionary, 'write' is defined as the act of making letters or other symbols on a surface, particularly with a pen or pencil on paper, or putting down words on paper. R.R. Jordan (2003:41) confirms that writing is a method of human communication using conventional visible marks, indicating that it is a means of communicating one's thoughts, feelings, desires, and opinions in a nonverbal way. Sanggam Siahaan further explains that writing involves both physical and mental activities in the form of written material on a specific topic in a given context. Jeremy Harmer notes that writing has always been used as a means of reinforcing learned language, as a teacher might ask students to write about various topics such as grammar, genre, and phonetics, and then ask them to write a story about a personal experience to guide their writing and improve their performance.

The term 'performance' is derived from the word 'perform' and is defined in the Oxford Advanced Learner's Dictionary as the act of doing a piece of work, something one is ordered to do, or something one has promised to do. Brown (as cited in the passage) asserts that performance is the visible and concrete manifestation of competence. Therefore, writing performance can be inferred as the productive use of language to communicate with others, involving both physical and mental activities. In addition writing performance is a term used to describe an individual's ability to write effectively and efficiently. According to Flower (1994), writing performance encompasses a wide range of skills and abilities, including writing speed, quality, accuracy, creativity, organization, and relevance. This includes not only technical skills,

such as grammar, spelling, and punctuation, but also critical thinking, creativity, and communication skills. Hillocks (1986) defines writing performance as the ability to create texts that are not only grammatically correct but also meaningful, coherent, and persuasive. McCutchen (2011) suggests that good writing performance requires a combination of language skills and writing-relevant knowledge.

The National Assessment Governing Board (2011) also highlights the importance of writing performance in academic and professional contexts, stating that it is essential for success in various fields. Overall, writing performance is a complex concept that involves multiple aspects of writing and is evaluated in different ways depending on the context.

Elliot and Perelman's (2009) article "Defining Writing Performance: Implications for Writing Assessment" highlights the significance of defining writing performance in the context of writing assessment. The authors contend that a clear definition of writing performance is essential for creating reliable and meaningful evaluations of writing skills. They analyze various definitions of writing performance and propose their own definition as "a measure of a writer's ability to achieve his or her communicative purposes through language" (p. 5).

In addition, the article outlines the different dimensions of writing performance such as fluency, accuracy, complexity, and appropriateness that should be considered while evaluating a writer's performance. Elliot and Perelman advocate for assessments that measure both the quality and quantity of a writer's work and are based on well-defined criteria tied to specific learning objectives.

The authors' insights provide practical guidance for those involved in writing assessment and emphasize the importance of having a clear understanding of what constitutes effective writing.

Overall, their article serves as a valuable resource for developing accurate and reliable writing assessments.

1.2.The Criteria for Evaluation of Written Essay

When evaluating an essay, there are certain criteria that are commonly used to determine the quality of the work. These criteria take into account various aspects of the essay, including its structure, content, style, and coherence. The purpose of evaluating an essay is to assess its effectiveness in communicating a clear and well-supported argument or idea. By considering these criteria, you can determine whether the essay meets the standards of quality and clarity that are necessary for academic writing. In this response, we will explore some of the key criteria that are typically used to evaluate an essay.

Evaluating an essay involves considering several criteria, which are discussed in academic literature. The essay should be clear and coherent, with ideas that flow logically and are easy to understand. It should also be well organized, with a clear introduction, body, and conclusion, and with paragraphs that are connected and transitions that are smooth. In addition, the essay should address the topic or question that has been assigned, with well-researched and relevant information that supports the thesis or main argument. Supporting evidence, such as examples, data, or quotations, should be relevant and credible. The essay should be written in an appropriate style for the intended audience and purpose, with correct grammar, spelling, and punctuation. Critical thinking skills, such as analyzing and evaluating arguments and evidence, and presenting a well-reasoned conclusion, should also be demonstrated. Finally, the essay should be original and creative, with unique ideas and perspectives. Sources such as McWhorter

(2016), Oshima and Hogue (2019), Northey and McKibbin (2019), Williams (2015), and Taylor (2017) provide insight into these criteria and how to apply them.

In another definition when assessing an essay, it is crucial to consider various criteria that are based on the assignment and the expectations of the instructor. According to Haswell and Blalock (2003), some of the common factors to evaluate include the essay's purpose and thesis, organization and structure, use of evidence and support, analysis and critical thinking, clarity and coherence, grammar and mechanics, creativity and originality, and relevance to the assignment. It is essential to ensure that the criteria used align with the goals of the assignment and the instructor's expectations. Bean (2011) emphasizes the importance of aligning evaluation criteria with the goals of the assignment to ensure fairness in grading. Furthermore, White and Weight (2000) suggest that teachers can use educational taxonomies, such as Bloom's Taxonomy, to evaluate an essay's level of cognitive engagement. These resources provide guidance on how to evaluate essays effectively and ensure that students receive meaningful feedback that helps them improve their writing skills. Overall, a comprehensive evaluation of an essay should be based on clear criteria and provide constructive feedback to help students enhance their writing skills

1.2.1 Grammatical range and accuracy

Grammatical range and accuracy refer to the extent to which a writer is able to use English grammar correctly and effectively in their writing. The following are some key elements of grammatical range and accuracy:

1.2.1.1 Vocabulary: A writer's ability to use a wide range of vocabulary, including technical and academic terms, to express their ideas effectively.

1.2.1.2 Sentence structure: The ability to write grammatically correct sentences of varying lengths and complexities, and to use different sentence structures to convey meaning.

1.2.1.3 Verb tenses: The correct use of verb tenses to convey time and aspect, and the ability to shift between tenses appropriately.

1.2.1.4 Modifiers: The correct use of adjectives, adverbs, and other modifiers to provide additional information and modify nouns and verbs.

1.2.1.5 Pronouns: The correct use of pronouns to refer to nouns, including subject-verb agreement and the use of relative pronouns.

1.2.1.6 Prepositions: The correct use of prepositions to express relationships between words in a sentence, such as location, time, and direction.

1.2.1.7 Conjunctions: The correct use of conjunctions to connect clauses and sentences, including coordinating and subordinating conjunctions.

1.2.1.8 Article usage: The correct use of articles (a, an, the) to indicate the definiteness of nouns.

Good grammatical range and accuracy are important for effective communication in English, as they allow writers to express their ideas clearly and precisely, and to avoid misunderstandings and confusion. Additionally, good grammar is often a requirement in academic and professional contexts, where it is important to demonstrate mastery of the language.

English grammatical range and accuracy are critical components of effective communication in English. According to Iwashita, Brown, McNamara, and O'Hagan (2007), grammatical range and accuracy refer to the extent to which an individual is capable of using English grammar

correctly and efficiently in their writing and speaking. This includes the ability to use a wide range of vocabulary, sentence structure, verb tenses, modifiers, pronouns, prepositions, conjunctions, and article usage. Writers and speakers must be able to write grammatically correct sentences of varying lengths and complexities and use different sentence structures to convey meaning. They must demonstrate the correct use of adjectives, adverbs, and other modifiers to provide additional information and modify nouns and verbs, as well as the correct use of pronouns to refer to nouns, including subject-verb agreement and the use of relative pronouns. Moreover, the correct use of prepositions to express relationships between words in a sentence, such as location, time, and direction, is also a vital component. The authors argue that the assessment of grammatical range and accuracy is essential to accurately measure an individual's language proficiency in both writing and speaking contexts. (Iwashita et al 2007)

1.2.2 Coherence and Cohesion

Coherence and cohesion are two important aspects of writing that refer to the way in which the ideas in a text are connected and flow together. According to Pfaff-Harris and Burkhardt (2019), coherence refers to the overall unity and cohesiveness of a text, and how the ideas in the text are logically and effectively connected to one another. A text is considered coherent if it is easy to follow and understand, with a clear and logical flow of ideas from start to finish. Cohesion, on the other hand, refers to the specific linguistic devices and techniques used to connect the ideas within a text. Cohesion can be achieved using various devices, such as transitional words and phrases (e.g. "in addition," "however," "therefore"), pronouns (e.g. "it," "they"), and reference words (e.g. "this," "that").

Together, coherence and cohesion are important for ensuring that a text is easy to follow and

understand, and that the ideas within the text are effectively linked and connected. Good coherence and cohesion also help to create a sense of unity and completeness in a text, making it more effective and engaging for the reader. Pfaff-Harris and Burkhardt (2019) further provide an explanation of coherence and cohesion in writing, highlighting their significance in effective communication. In their article, they define coherence as the overall sense of unity and logical progression of ideas within a text, and explain that it is achieved through the organization and development of these ideas. The authors also discuss cohesion, which refers to the use of language features and techniques to connect ideas within a text. They provide examples of such cohesive devices, such as pronouns, transitional words, and reference words, and illustrate how these tools can be used to create coherence and enhance the clarity and readability of a text. Furthermore, the authors suggest practical strategies for teaching coherence and cohesion, including the use of graphic organizers, peer feedback, and revision techniques. In summary, their article offers a comprehensive understanding of coherence and cohesion in writing, as well as useful guidance for improving these essential writing skills. The article, "Coherence and Cohesion in Writing," was published in The Reading Teacher in 2019, vol. 72, no. 5, pp. 605-615, and has a DOI of 10.1002/trtr.1833

1.2.3 Lexical Resource

A lexical resource is a fundamental aspect of writing. It refers to a writer's ability to use a broad range of vocabulary to convey their ideas effectively. As noted by Nation and Waring (1997), "vocabulary knowledge is one of the most important factors contributing to reading comprehension and to proficiency in speaking and writing" (p. 9). Having a rich lexical resource allows writers to choose the right words to express their thoughts and avoid repetitive language,

which makes their writing more engaging and effective. To improve their lexical resource, writers can use various resources such as dictionaries, thesauruses, and word lists. For instance, a thesaurus can help writers find synonyms and antonyms to enhance their vocabulary range. Therefore, it is crucial for writers to continuously work on building and expanding their lexical resource. By doing so, they can improve the clarity and coherence of their writing, making it more impactful and persuasive for their intended audience Schmitt, N., & McCarthy, M.)According to Coxhead (2012),

Lexical resource refers to a writer's ability to use vocabulary effectively in their writing. This includes the writer's range of vocabulary, their accuracy in using words correctly, and their ability to use vocabulary to express their ideas effectively.

The following are some key elements of lexical resource:

1.2.3.1 Vocabulary range: A writer's ability to use a wide range of vocabulary, including technical and academic terms, to express their ideas effectively.

1.2.3.2 Vocabulary accuracy: The ability to use words correctly, including the correct spelling, pronunciation, and meaning of words.

1.2.3.3 Appropriate vocabulary use: The ability to choose the most appropriate words to express a specific meaning, and to use different words to express similar ideas, rather than relying on the same words repeatedly.

***1.2.3.4 Vocabulary precision**: The ability to use words precisely to convey specific*

meaning,   avoiding   overgeneralization   or   ambiguity.

Good lexical resource is important for effective communication in writing, as it allows writers to express their ideas clearly and precisely, and to avoid misunderstandings and confusion. Additionally, a rich vocabulary is often a requirement in academic and professional contexts, where it is important to demonstrate mastery of the language

Hamp-Lyons and Condon (2000) argue that a strong lexical resource is an important indicator of language proficiency and provide strategies for evaluating this aspect of writing in student portfolios. Finally, Cumming (2013) notes that a strong lexical resource is particularly important for success in integrated writing tasks, which require students to integrate information from multiple sources into a cohesive essay. Therefore, writers should work to expand their vocabulary and develop an understanding of the conventions of academic and formal writing in order to improve their lexical resource and communicate their ideas clearly and effectively.

1.2.4. Task achievement

Task achievement in writing performance refers to how well a written piece of work meets the requirements of the task it was assigned. This includes factors such as staying on topic, addressing the task prompt or question, and fulfilling any other specific requirements or guidelines that may have been provided. Achieving task achievement in writing performance can be a key factor in receiving a high grade or evaluation for a writing assignment. Task achievement in writing an essay refers to how well the essay meets the requirements of the

task it was assigned. To achieve task achievement in writing an essay, you should make sure that your essay:

• *Stays on topic and answers the prompt or question that was given.*

• *Develops a clear and coherent argument or thesis statement that is supported by evidence and examples.*

• *Meets any specific guidelines or requirements provided, such as length or formatting guidelines.*

• *Adheres to any specific writing conventions or expectations, such as using academic language and citing sources properly.*

By focusing on these factors and ensuring that your essay meets the specific requirements of the task, you can achieve task achievement in writing an essay and produce a high-quality piece of work. In their article Ames, C. A., & Archer, J. (1988)explores how different achievement goals, specifically mastery and performance goals, impact students' motivation and learning strategies in the classroom. The study involved 176 academically advanced students in a junior high/high school setting who completed a questionnaire about their perceptions of classroom goal orientation, learning strategies, task choices, attitudes, and attributions. The findings suggested that when mastery goals were emphasized in the classroom, students tended to use more effective strategies, preferred challenging tasks, had a more positive attitude towards the class,

and believed that success was a result of effort. In contrast, when performance goals were emphasized, students tended to focus on their ability, evaluate their ability negatively, and attribute failure to lack of ability (Ames, C. A., & Archer, J. (1988)). In addition a study by (Xu, J., & Fan, Y. (2021) purpose of this study was to examine how task complexity affects the utilization and functions of first language (L1) when English as a foreign language (EFL) learners work on collaborative tasks. Two groups of Chinese EFL learners (one with higher proficiency and one with lower proficiency) were assigned to complete two different collaborative tasks with varying cognitive complexity. A total of twenty-four pairs of learners were chosen, with twelve pairs in each group.

The results indicate that task complexity had a significant influence on the use and functions of L1. The study also found that the impact of task complexity was influenced by the English proficiency level of the learners. Specifically, the higher-proficiency group used more L1 to complete complex tasks, particularly for metacognitive and grammar-related purposes, as compared to simpler tasks. However, this trend was not observed among the lower-proficiency group (Xu, J., & Fan, Y. (2021)

1.3.Different kinds of Essays in English

according to Jeffrey, R. (2016) in his book "About Writing: A Guide":

1.3.1 Narrative Essays: These essays tell a story or share an experience in a creative and engaging manner. They are often written in the first person and use descriptive language to captivate the reader.

1.3.2 Descriptive Essays: These essays aim to create a vivid image in the reader's mind by

describing a person, object, place, or event. The purpose of a descriptive essay is to make the reader feel as if they are experiencing the thing being described.

1.3.3 Expository Essays*: These essays explain a topic or concept in a clear and concise manner. The purpose of an expository essay is to educate the reader about a particular subject or idea.*

1.3.4 Persuasive Essays*: These essays aim to persuade the reader to adopt a particular viewpoint or take a certain action. The writer must present their argument in a convincing and logical manner, using evidence and examples to support their position.*

1.3.5 Compare and Contrast Essays: *These essays compare and contrast two or more subjects,* highlighting their similarities and differences. The purpose of a compare and contrast essay is to help the reader understand the differences and similarities between the subjects being discussed.

1.3.6 Cause and Effect Essays*: These essays explain the cause and effect relationship between two or more events or phenomena. The purpose of a cause and effect essay is to help the reader understand how one event or phenomenon leads to another.*

1.3.7 Argumentative Essays*: These essays present a debatable argument or claim and support it with evidence and examples. The purpose of an argumentative essay is to persuade the reader to agree with the writer's position on a particular topic.*
(Jeffrey, R. (2016) some additional types of essays mentioned in Parsell, G., & Bligh, J. (1999):

1.3.8 Review Articles: Review articles provide an overview and evaluation of existing literature on a particular topic. The writer must synthesize and analyze a range of sources, presenting their findings in a clear and concise manner.

1.3.9 Case Reports: Case reports describe a particular patient case or situation, often with a focus on an unusual or rare condition or treatment approach. The purpose of a case report is to share clinical experience and observations that may inform future clinical practice.

1.3.10 Original Research Articles: Original research articles present the results of empirical research studies. The writer must present their research findings in a clear and structured manner, often following a specific format or methodology.

1.3.11 ommentary or Opinion Pieces: Commentary or opinion pieces express the writer's personal opinions or perspectives on a particular topic. These types of essays are often published in journals alongside research articles and can serve to provide a different perspective or provoke discussion and debate.

1.3.12 Editorial Articles: Editorial articles provide an overview or analysis of current issues, trends, or developments in a particular field. The purpose of an editorial is to inform and engage readers on important topics and to provide guidance or recommendations for future action or research.

1.4. The process of writing an essay

1.4.1 General overview:

The process of writing an essay can be broken down into several steps. Here are some general steps to follow:

1.4.1.1 Choose a topic: *Select a topic that is interesting to you and relevant to the assignment requirements.*

1.4.1.2 Conduct research: *Gather information and research on the topic. This may include reading books, articles, and online sources, as well as taking notes and organizing your research.*

1.4.1.3 Develop a thesis statement: *Develop a clear and concise thesis statement that summarizes the main argument of your essay.*

1.4.1.4 Outline the essay: *Create an outline that organizes the main ideas and supporting details of your essay. This will help you ensure that your essay is well-organized and flows logically.*

1.4.1.5 Write a draft: *Using your outline and research, write a first draft of your essay. This draft should include an introduction, body paragraphs, and a conclusion.*

1.4.1.6 Revise and edit*: Once you have a draft, revise and edit your essay for clarity, coherence, and accuracy. Make sure that your essay addresses the task prompt, follows the appropriate structure and format, and uses appropriate grammar and spelling.*

1.4.1.7 Finalize and submit: *Once you have revised and edited your essay, finalize it and submit it according to the assignment instructions.*

By following these steps and taking the time to carefully plan and revise the essay, it can produce a high-quality piece of writing that effectively communicates the ideas and meets the requirements of the assignment.

According to the MLA Style Manual and Guide to Scholarly Publishing (2008), the process of writing an essay involves several key steps, from developing a topic to revising the final draft. The manual offers comprehensive guidance on each of these steps, providing advice on how to choose a relevant and interesting topic, craft a clear and concise thesis statement, conduct research, and integrate sources effectively. It also offers tips on organizing ideas and information into an outline, crafting strong paragraphs and sentences, and maintaining a clear and concise

writing style. In addition, the manual emphasizes the importance of revising and editing, offering guidance on how to revise for clarity, coherence, and effectiveness. Overall, the MLA Style Manual and Guide to Scholarly Publishing is a valuable resource for students and scholars looking to improve their academic writing skills

1 . 5 The Structure of an Essay

1.5.1 General Overview:

The structure of an essay in English typically includes three main parts: an introduction, body paragraphs, and a conclusion. Here is a breakdown of each part:

1.5.1.2 Introduction: The introduction should capture the reader's attention and provide some background information on the topic. It should also include a clear and concise thesis statement that summarizes the main argument of the essay.

1.5.1.3 Body Paragraphs: The body of the essay should consist of several paragraphs that develop and support the main argument of the essay. Each paragraph should start with a clear topic sentence that relates to the thesis statement, followed by supporting details and evidence. The paragraphs should be well organized and flow logically from one to the next.

1.5.1.4 Conclusion: The conclusion should summarize the main points of the essay and restate the thesis statement in a new way. It should also provide a final thought or call to action for the reader.

 In addition to these main parts, an essay may also include other elements such as a title, subheadings, and a reference list or bibliography. It's important to follow any specific guidelines or requirements provided by the instructor or assignment prompt, such as formatting or citation style.

According to S. E. Dew's "Learn English Paragraph Writing Skills" (2019), the book primarily focuses on teaching English language learners how to write clear and coherent paragraphs. However, it also offers some guidance on essay structure, emphasizing the importance of organizing ideas and information logically. The author notes that a standard English essay consists of three main parts: an introduction, a body, and a conclusion. The introduction should provide background information on the topic and introduce the thesis statement, while the body should present and support the main argument with relevant evidence and examples. The conclusion should summarize the essay's main points and restate the thesis in a new way. While the book's primary focus is on paragraph writing, its insights into essay structure may be helpful for those looking to improve their essay writing skills in English.

CHAPTER TWO: The relationship between CEE teaching hours and writing performance of an essay in English

Teaching hours to EFL (English as a Foreign Language) students refers to the amount of time spent by a teacher instructing students in the English language. This can include in-person instruction in a classroom setting, as well as online or virtual instruction. The number of teaching

hours can vary depending on the specific educational institution or program, as well as the level and proficiency of the students. In some cases, teaching hours may also include time spent on lesson planning, grading, and other administrative tasks. The goal of teaching hours in EFL is to help students develop their language skills and improve their ability to communicate effectively in English.

According to Darian (1969), current EFL programs and courses at American universities have a wide range of weekly hours, spanning from two to thirty-five hours.

The ability to use time wisely in pursuing curricular goals is perhaps the most valuable teaching skill" (Partin, 2009[1], p. 74). Teachers often have limited time to tackle their workloads and cover the syllabus content in a specified period of time. Therefore, it is necessary to distribute the available time equally amongst lessons and activities intended to be covered by the syllabus (Ugwulashi, 2013, p. 62).

Accor[2]ding to Lakein (1973)[3],[4]In most foreign schools, regular office hours are followed, and as a teacher, you will likely be required to attend school from Monday to Friday, starting from 7:30 a.m. until 4:00 p.m. This translates to approximately 40 hours per week, with a teaching load of approximately 20-25 hours per week. During non-teaching hours, you will be expected to prepare lessons, grade assignments, and undertake other administrative tasks assigned by the school.

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[1] (Partin, 2009

[2] Ugwulashi, C. S. (2013)

[3] Lakein (1973)

[4]

[5]A comparative study on education in 35 countries from various regions of the world, conducted by Blondin, Edelenbos, Johnstones, Kubanek-German, and Taeschner (1998), revealed that English education in the Netherlands typically begins at the age of 10 and lasts for approximately eight years. It was found that an estimated 92% of all Dutch pupils take English lessons, with an average of 150 minutes per week. By the time students complete their primary education, they will have received approximately 50 hours of English instruction.

English is taught for two to four hours a week from the first year of different types of secondary education, which begins when children are approximately 12 years old. According to the Common European Framework of Reference (CEFR) established by the Council of Europe[6] in 2001, students should reach the A2 proficiency level after four years of vocational training, which would provide them access to universities. By the end of six years of secondary education, students are expected to attain the B2 proficiency level in English.

([7])A 16 year English as a Foreign Language teacher (Michele Shipley Kilka) was interviewed about how many hours a week do you teach in your county. In this interview, the interviewee discusses the number of hours they teach English in the Czech Republic, both privately and through video calls. They mention that the number of hours taught per week varies based on the week and season, but during a regular school year, they teach an average of 28 hours per week, with this week ending at 25 hours due to cancellations. The interviewee goes on to mention that they have taught as many as 33 hours in one week but that cancellations are common, which can be   both   positive   and   negative.

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[5] (Blondin et al Foreign Language in primary and pre-school Rducation)

[6] (Council of Europe 2001)

[7] https://www.teflonline.net/tefl-frequently-asked-questions/how-many-hours-do-efl-teachers-teach/#:~:text=Most%20schools%20abroad%20

The interviewee also notes that in the past, they had a regular routine of 40-45 hours per week, which they found mentally exhausting. They now prefer to teach fewer hours, and they would be content with 30 hours per week regularly. They mention that they teach over the summer holiday and could teach more hours if they accepted more students, but they have found that their ability to do a good job decreases with an increased workload. Finally, they mention that they concentrate their lessons on Tuesday through Thursday, giving themselves a welcome 4-day weekend.

• According to the Common European Framework of Reference for Languages (CEFR), teaching hours for EFL students should be based on a learner-centered approach, where the focus is on the development of communicative competence. The CEFR recommends a minimum of 120 hours of instruction for each level of proficiency, with additional hours allocated for practice and self-study (Council of Europe, 2001).

[8]

[9]

2.2 Component of Lesson Plan in CEE

To develop an effective lesson plan for teaching writing expression, it is essential to consider the various components that contribute to its success. The components of a lesson plan can be influenced by factors such as the goals of the lesson, the intended audience, and the instructional context. According to research by McKay and Tom (1999), an effective writing lesson plan

[8](Council of Europe 2001)
[9]Borko, H., & Livingston, C. (1989).
Graham, S., & Perin, D. (2007).

should involve clear and measurable learning objectives that are aligned with the curriculum standards. In addition, the plan should incorporate activities that assess the learners' prior knowledge, skills, and needs, as well as engaging warm-up exercises that motivate and prepare the learners for the lesson. Explicit and systematic instruction on writing expression skills should be provided to ensure that the learners develop a strong foundation in these skills (Borko & Livingston, 1989). Opportunities for the learners to practice and apply these skills, receive feedback, and engage in formative and summative assessments should also be included in the plan (Graham & Perin, 2007). Additionally, the plan should provide extensions that deepen the learners' understanding and application of writing expression skills. Therefore, a well-designed lesson plan that incorporates these components can facilitate effective writing expression instruction and improve learners' writing performance

2.2.1 Lesson Topic

These are just a few examples of the many possible lesson topics that could be designed within the CEE framework. The choice of topic will depend on factors such as the proficiency level of the students, their interests and needs, and the specific learning objectives and language focus of the   lesson   or   course.

When teaching writing expression, lesson topics may cover a variety of skills. Flo[10]wer (1994) notes that these skills could include teaching students how to write clear and concise sentences, use descriptive language, and structure paragraphs and essays. Additionally, teachers could help students develop their writing voice and style, revise and edit their work effectively, and use literary devices to enhance their writing. Writing for different audiences and purposes, such as academic, professional, or creative writing, could also be covered . Furthermore, instructors could teach students how to conduct research, incorporate sources into their writing, and avoid plagiarism Ultimately, the aim of lesson topics in writing expression should be to help students develop their writing skills, become confident writers, and communicate effectively in written form (Ferris & Hedgecock, 2021) (Flower, L. (1994).

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[10] Flower, L. (1994)
Ferris, D. R., & Hedgecock,

According to Nell, D.D.A. (2017) "English language teaching," *Oxford Scholarship Online*

Lesson topics in CEE are typically designed to align with the language proficiency level of the students and to address specific learning objectives and language focus areas. Here are a few examples of possible lesson topics for different proficiency levels:

A1   Beginner   Level:

•   Introducing   oneself   and   others

•   Talking   about   daily   routines   and   activities

•   Ordering   food   in   a   restaurant

•   Describing   family   and   friends

A2   Elementary   Level:

•   Discussing   hobbies   and   interests

•   Giving   directions   and   asking   for   directions

•   Making   and   responding   to   invitations

•   Describing   past   experiences

B1   Intermediate   Level:

•   Discussing   current   events   and   news

•   Debating   social   and   cultural   issues

•   Writing   a   personal   narrative   or   opinion   essay

•   Conducting   a   job   interview

B2   Upper-Intermediate   Level:

•   Conducting   a   research   project   and   presenting   findings

•   Analyzing   and   critiquing   literary   or   media   texts

- Participating in a group discussion or debate

- Preparing and delivering a persuasive speech

C1 Advanced Level:

- Conducting a professional presentation or lecture

- Engaging in critical discourse analysis

- Writing a research paper or article

• Participating in a simulated negotiation or diplomatic mission

2.2.2 Objectives and aims

According to various sources in educational planning and instructional design, objectives and aims are two important components of a lesson plan or educational program. While these terms are often used interchangeably, they have slightly different meanings. Objectives refer to specific, measurable outcomes that are intended to be achieved by the end of a lesson or course, and should be clear and concise. They are aligned with the overall goals of the educational program or curriculum, and are written in a way that allows for assessment and evaluation of student performance. Aims, on the other hand, are broader statements that describe the overall purpose or direction of an educational program or curriculum, and provide a framework for organizing and structuring the learning activities and assessments within the program. Aims should be aligned with the needs and goals of the students and the larger context of the educational program or institution.

Gronlund [11](1995) explains the importance of writing instructional objectives that are specific and measurable,   provide principles of instructional design that emphasize the importance of aligning objectives with the overall goals of the educational program or curriculum. Osterlind and Everson (2009) discuss the development of effective objectives and assessments for teaching and learning, while Smith and Ragan (2005) provide guidance on instructional design. Wiggins and McTighe (2005) offer a framework for understanding by design, which includes the development of aims that are aligned with the needs and goals of the students and the larger context   of   the   educational   program   or   institution.

In summary, objectives and aims are important components of educational planning and instructional design, and should be carefully considered in the development of lesson plans and educational programs. By aligning objectives and aims with the needs and goals of the students and the larger context of the educational program or institution, educators can ensure that their lessons and programs are effective and relevant.

Objectives and aims are critical elements in the process of written expression. Objectives are specific, measurable outcomes that the writer intends to achieve by the end of the writing task. They should be clear, concise, and aligned with the overall goals of the writing project. Objectives help writers to focus their efforts and measure their progress towards achieving their goals. Aims, on the other hand, are broader statements that describe the overall purpose or direction of the written expression. Aims provide a framework for organizing and structuring the

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[11] Gronlund, and Seraphine, A. E. (1995)
Ssmith and regan (2005)
Osterlind and Everson (2009)
McTighe, J. (2005)

writing activities and assessments within the project. They should be aligned with the needs and goals of the writer and the larger context of the written expression. By setting clear objectives and aims, writers can ensure that their writing is effective, relevant, and meets the needs of their audience. The concepts of objectives and aims in written expression have been extensively discussed in various studies, including Graham and Perin (2007)[12]

2.2.3 Procedures

In the context of lesson planning and teaching, procedures refer to the specific steps or activities that are involved in implementing a lesson or activity. Procedures provide a detailed outline of what the teacher and students will do during each phase of the lesson or activity, and how they will do it.

Procedures can include a wide range of activities, such as opening activities, instructional activities, group work, individual work, assessment activities, and closure activities. Some common procedures that may be included in a lesson plan are:

2.2.3.1 Anticipatory set or warm-up: An activity or task that captures students' attention and helps them focus on the topic of the lesson.

2.2.3.2 Direct instruction: The teacher explains and models new concepts or skills, and provides students with examples and practice activities.

2.2.3.3 Guided practice: Students practice the new skills or concepts with teacher support and

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[12] Graham and Perin (2007)

guidance.

2.2.3.4 Independent practice: Students work independently to apply and reinforce the new skills or concepts.

2.2.3.5 Closure: A concluding activity that summarizes the lesson and provides closure to the learning experience.

 2.2.3.6 Assessment: Activities or tasks that measure students' understanding of the new skills or concepts.

"The design of effective lesson procedures is a critical component of successful teaching, as it can influence student engagement, learning outcomes, and overall classroom management. Lesson procedures should be tailored to fit the specific learning goals and needs of the students, as well as the constraints of the learning environment. According to Harmer (2015),[13] effective lesson procedures involve a balance of teacher-led and student-centered activities, with clear instructions and transitions between tasks. Scrivener (2012) emphasizes the importance of providing opportunities for students to interact with the material and with each other, through activities such as pair work and group discussions. Tomlinson (2012) advocates for a flexible approach to lesson planning, which allows for adjustments based on student needs and feedback. By incorporating these principles into lesson design, teachers can create a dynamic and engaging learning experience for their students." (Harmer, J. (2015)

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[13] Harmer (2015)
Scrivener(2012)
Tomlinson (2012)
Brown, H. D. (2000)

Another influential author in the field of EFL, H. Douglas Brown, emphasizes the importance of context in EFL procedures. He notes that effective EFL procedures must be designed with the learners' needs, goals, and cultural background in mind. Brown suggests that EFL teachers should use a variety of techniques, including visual aids, authentic materials, and real-life situations, to create a meaningful and engaging learning experience for their students. (Brown, 2000).

In conclusion, EFL procedures involve a range of techniques and strategies that are used to teach English to non-native speakers. These procedures are based on the principles of language teaching and must be designed with the learners' needs and goals in mind. Effective EFL procedures should be learner-centered, communicative, interactive, and contextually relevant, and should involve the integration of language skills and language systems.

2.2.5 Time Management :

A variety of strategies for managing time effectively are encompassed within the realm of literature. These approaches encompass the establishment of achievable objectives, the identification of distinct priorities, precise scheduling and allocation of time, proactive planning of lessons and activities, minimizing time-wasting activities, adept handling of potential disruptions, and ongoing analysis and assessment of personal performance (Claessens et al., 2007; Chase et al., 2013). It is crucial for educators to grasp and explore each skill's significance and its contribution to efficient time management within the classroom [1][2]

2.2.6 General overview:

In the context of lesson planning in CEE, time management is an essential component that helps to ensure that the lesson is completed within the allocated time and that all necessary activities are completed. Good time management skills can help the teacher to keep the lesson on track, maintain student engagement, and achieve the learning objectives.

When planning a lesson in CEE, it is important to consider the following time management strategies:

• **Allocate appropriate time for each activity**: The teacher should determine the amount of time that is required for each activity in the lesson plan and ensure that the time is allocated appropriately.

• **Plan for transitions**: Transitions between activities can take time and can disrupt the flow of the lesson. Teachers should plan for transitions and ensure that they are smooth and efficient.

• **Be flexible**: Unexpected situations may arise during a lesson, and the teacher should be prepared to adjust the lesson plan to accommodate changes in the schedule or student needs.

• **Monitor time**: The teacher should monitor the time throughout the lesson to ensure that all activities are completed within the allocated time.

• **Use technology**: Technology can be a useful tool for time management in CEE lessons. Teachers can use timers, alarms, and other tools to help keep the lesson on track.

By implementing effective time management strategies in the lesson plan, teachers can ensure

that the lesson is completed within the allotted time, and that students are engaged and motivated throughout the learning experience. This can help to create a positive learning environment and promote student success in CEE

Efficient use of instructional time goes hand in hand with good discipline and classroom management. The latter refers to teachers" strategies, methods, and abilities to maintain a good classroom environment and engage students in a productive learning experience just as Whitaker and[14] Breaux (2012)assure that "an effective management plan involves everything the teacher does to ensure that the classroom runs smoothly and efficiently" (p. 5). Indeed, effective classroom control and management are crucial elements in the teaching and learning process. Non-instructional activities such as distractions, interruptions, disruptive behaviors from students, noise, chaos, and frequent disciplinary interventions can significantly consume teaching time (Partin, 2009) Teaching time can be significantly diminished by non-instructional activities such as distractions, interruptions, disruptive student behaviors, noise, chaos, and frequent disciplinary interventions (Partin, 2009). In order to preserve valuable instructional time and improve classroom performance, it is crucial for teachers to create a comprehensive plan to effectively address and minimize these time-consuming factors. According to Whitaker and Breaux (2012, p. 5), effective classroom management is a characteristic of all great teachers. Hence, the identification, avoidance, or reduction of off-task behaviors becomes imperative, enabling teachers to allocate their time towards promoting and maximizing student learning (Ajayi, 2007).Utilizing instructional time efficiently is closely tied to maintaining good discipline and effective classroom management. Classroom management involves employing

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[14] Whitaker, T., & Breaux, A. (2012)
Partin, R. L. (2009).
Ajayi, I. A. (2007)

effective strategies, methods, and abilities that foster a conducive learning environment and promote student engagement. As Whitaker and Breaux (2012) note, a teacher's management plan should encompass all actions taken to ensure the classroom operates smoothly and efficiently. Indeed, effective classroom control and management are critical elements of the teaching and learning process. Distracting activities, interruptions, disruptive behavior, noise, chaos, and frequent disciplinary interventions are examples of non-instructional activities that can consume valuable teaching time (Partin, 2009; . It is essential for teachers to develop a plan for managing and eliminating these time-consuming activities to maximize instructional time and improve classroom performance. According to Whitaker and Breaux (2012), effective classroom management is a hallmark of all great teachers. Therefore, recognizing, avoiding, or minimizing off-task behaviors can enable teachers to channel their time and efforts towards enhancing students' learning (Ajayi, 2007

2.3 Students practice:

2.3.1 General overview:

Context of CEE, student practice refers to the opportunities that students have to apply what they have learned through various activities and exercises. Practice is a crucial component of the learning process, as it allows students to develop their skills, reinforce their understanding of concepts, and gain confidence in their abilities.

When planning a lesson in CEE (Content and Language Integrated Learning), it is crucial to incorporate opportunities for student practice. This can be accomplished through various activities, including group discussions, role-playing, games, writing exercises, and oral

presentations. These practices aim to deepen students' understanding, enhance their language skills, and promote effective communication.

Guided practice involves a collaborative approach where the teacher models the desired skills, and students engage in practice. For example, students can be instructed to draw a picture and write down words describing it. The teacher provides feedback and support as they move around the room, allowing students to write their own stories while applying the learned concepts such as supporting evidence and sequencing.

Independent practice is designed for students to work individually on reinforcing their skills. In this phase, students are encouraged to think of sentences related to their pictures and write 1-3 sentences independently. This activity is completed at their seats after the guided practice. It connects directly to the lesson objective, where students express their opinions, provide reasons, and focus on topic development. Through this independent practice, students have the opportunity to refine their writing skills and add details to strengthen their work.

Overall, these practices in CEE lessons provide a balanced approach to learning, allowing students to actively participate, collaborate with peers, receive feedback, make choices, and develop their language skills in a meaningful and engaging manner.[15]

CHAPTER THREE: Research Methodology

The aim of this research is to examine the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-

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[15] https://www.studocu.com/en-us/document/central-michigan-university/spe322/written-expression-lesson-plan/3293573

year students. Specifically, the study sought to investigate whether there was a correlation between the number of hours of teaching received by students during the pandemic and their performance in writing an essay.

To conduct this research, a quantitative and qualitative approach was used. Data was collected through a survey questionnaire administered to second-year students who were enrolled at Moulay Taher University in Saida, Algeria, during the pandemic. These students, who were currently master's level students, were asked about the number of hours of teaching they received during the pandemic and their performance in writing an essay.

The data collected was analyzed and standard deviations were used to summarize the data. The correlation between the number of hours of teaching and the performance in writing an essay was assessed using the scatter plot

The study also employed multiple regression analysis to determine the extent to which the number of hours of teaching during the pandemic predicted performance in writing an essay, controlling for other relevant variables such as the students' prior academic. performance and socioeconomic background.

The findings of this study would provide insights into the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students. The results could be useful for educators and policymakers in designing effective strategies to improve student learning outcomes during periods of disruption such as pandemics.

• Research question: Is there a correlation between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students?

• Hypothesis: There is a positive correlation between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students.

3.1 Statement of the Problem

The COVID-19 pandemic has significantly disrupted the education system worldwide, resulting in many changes to teaching and learning practices. Second-year students have been particularly affected by these changes, with many having to adapt to new methods of learning and teaching. One of the key concerns during this period is whether the reduced number of hours of teaching during the pandemic has impacted students' academic performance, specifically in writing essays. Thus, the statement of the problem in this study is to investigate the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students. This problem is important to address because it can inform educators and policymakers on how to best support students during periods of disruption and ensure that learning outcomes are not compromised.

3.2 The Purpose of this Study:

The purpose of this study is to investigate the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students. The study seeks to determine whether there is a correlation between the amount of teaching received during the pandemic and students' essay writing skills. The findings of this study can provide important insights into the effectiveness of teaching strategies during times of disruption such as pandemics. The results can also inform educational policies and practices aimed at improving students' learning outcomes during periods of disruption. Overall, the purpose of this study is to contribute to the body of knowledge on the impact of the COVID-19

pandemic on students' academic performance and inform the development of effective teaching and learning strategies that can mitigate the negative effects of disruption on students' learning outcomes.

3.3   Research   of   this   Study   :

• To determine the average number of hours of teaching received by second-year students during the   COVID-19   pandemic.

• To assess the performance of second-year students in writing an essay during the COVID-19 pandemic.

• To examine the relationship between the number of hours of teaching received during the COVID-19 pandemic and the performance of writing an essay for second-year students.

• To explore the perceptions of teachers on the impact of reduced hours of teaching on the writing   skills   of   second-year   students   during   the   COVID-19   pandemic.

• To determine whether other variables such as prior academic performance or socioeconomic background have a significant impact on the relationship between the number of hours of teaching received during the pandemic and the performance of writing an essay for second-year students.

• To provide recommendations for effective teaching strategies during times of disruption such as   pandemics,   based   on   the   findings   of   the   study

    Research   questions   :

• What is the relationship between the number of hours of teaching received during the COVID-19   pandemic   and   the   performance   of   writing   an   essay   for   second-year   students?

• How has the COVID-19 pandemic affected the performance of second-year students in writing

an   essay?

• What are the perceptions of teachers regarding the impact of reduced hours of teaching on the writing skills of second-year students during the COVID-19 pandemic?

• Are there any significant differences in the relationship between the number of hours of teaching received during the pandemic and the performance of writing an essay for second-year students based on their prior academic performance or socioeconomic background?

• What are the recommended effective teaching strategies during times of disruption such as pandemics,   based   on   the   findings   of   the   study?

Based on the research question, the hypothesis for this study is that there is a significant relationship between the number of hours of teaching received during the COVID-19 pandemic and the performance of writing an essay for second-year students. It is expected that students who received fewer hours of teaching during the pandemic would have lower performance levels in writing an essay, compared to those who received more hours of teaching. Furthermore, it is hypothesized that the COVID-19 pandemic has negatively affected the performance of second-year students in writing an essay. It is also expected that teachers would perceive a negative impact of reduced teaching hours on the writing skills of second-year students during the pandemic. Finally, it is hypothesized that there may be significant differences in the relationship between the number of hours of teaching received during the pandemic and the performance of writing an essay for second-year students based on their prior academic performance or socioeconomic background. The findings of this study will either support or reject these hypotheses and contribute to the body of knowledge on the impact of the COVID-19 pandemic on   students'   academic   performance

3.4 Sample Population:

The participants in this study consisted of 50 second-year English students at the level of English department from Dr.Moulay Taher University in Saida, Algeria, who experienced a reduction in teaching hours during the COVID-19 pandemic. Convenience or stratified random sampling techniques were used to select the sample, which aimed to be representative of the entire population of second-year students and teachers at the university who faced reduced teaching hours during the pandemic. 29 females (58%), and 21 males (42%). In addition, 26 students (52%) study only, 16 (32%) study and work in parallel, and 8 (16%) have other responsibilities.

3.5 Research Tools

A questionnaire was used to collect data from second-year students. The questionnaire included questions about the number of hours of teaching they received during the COVID-19 pandemic and their perceptions of their own essay writing skills. Additionally, a sample of essays written by the second-year students was collected as a research instrument and analyzed using predetermined criteria, also, their written expression exam's scores were gathered and analyzed into categories.

3.5.1   Questionnaire

For this study, data has been collected through questionnaire for second-year students . The student questionnaire   gathered information on their demographic profile, the number of hours of teaching received during the COVID-19 pandemic, and their performance in writing an essay.

The questionnaire was designed to ensure that the questions are clear and understandable, and to minimize the likelihood of missing data. It was administered online through a secure platform, and the participants were provided with clear instructions on how to complete the questionnaires. To ensure the confidentiality of the informants, the data were anonymized before analysis. The use of questionnaires allows for the collection of large amounts of data from a diverse population of participants, making it possible to generalize the findings to the broader population of second-year students .

3.5.2   **Correlation**   **research**

3.5.2.1 Data collection of the correlation study

In this research, correlation was used to examine the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students. Correlation is a statistical measure that quantifies the strength and direction of the association between two variables.

By calculating the correlation coefficient, which ranges from -1 to +1, the researchers were able to objectively assess the relationship between the number of hours of teaching and the performance in writing an essay. A positive correlation coefficient would indicate a direct relationship, meaning that as the number of hours of teaching increased, the performance in writing an essay tended to improve. Conversely, a negative correlation coefficient would suggest an inverse relationship, where an increase in the number of hours of teaching was associated with a decline in the performance in writing an essay.

The data collection for the correlation study involves collecting quantitative data using questionnaire , and examining the scores of CEE marks at the time . The student questionnaire

gathered information on their demographic profile, the number of hours of teaching received during the COVID-19 pandemic, and their performance in writing an essay. .

As a research instrument, the researcher collected marks of students' CEE exam, and analyzed them using predetermined criteria. This provides objective data on the students' writing skills and allows to quantify their performance.

Scatter plot was used to analyze the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students. Each student's data point was plotted on a graph, with the x-axis representing the number of hours of teaching and the y-axis representing the performance in writing an essay.

The scatter plot was examined for patterns or trends that could indicate a relationship between the variables. A positive relationship would be observed if there was an upward trend in the scatter plot, suggesting that as the number of hours of teaching increased, the performance in writing an essay tended to improve. A negative relationship would be indicated by a downward trend, suggesting that as the number of hours of teaching increased, the performance in writing an essay tended to decline.

By analyzing the scatter plot and calculating the correlation coefficient, an objective assessment of the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students can be obtained, providing insights into the impact of teaching hours on their essay writing performance.

A single questionnaire was used, and the CEE's exam marks were analyzed to streamline the data collection process and minimize potential confounding variables. This approach allowed for the establishment of a correlation between the number of hours of teaching provided during the COVID-19 pandemic and the students' writing skills, ensuring the validity and reliability of the

findings

The questionnaires were designed using best practices to ensure clarity and minimize the likelihood of missing data. Online questionnaires were distributed to potential participants via email, allowing them to complete the questionnaires at their convenience. Reminders were sent to participants who had not completed the questionnaires to increase participation rates.

The data collected through the questionnaires were entered into a statistical software package for analysis. Descriptive statistics, such as measures of central tendency and variability, were used to summarize the data. Correlation analysis was conducted to determine the relationship between the number of teaching hours received during the pandemic and the performance of writing an essay for second-year students.

In summary, the data collection process for this correlation study adhered to rigorous standards by utilizing reliable and valid measures, clear and concise questions, and effective communication strategies. These measures aimed to maximize participation rates and ensure the quality of the collected data.

The data collection procedure for this study included the following steps:
1- The participants were asked to complete an online questionnaire designed to collect data on the number of hours of teaching received during the pandemic and the performance of writing an essay for second-year English students. The questionnaire was carefully designed to ensure clarity and minimize missing data.
2- The completed questionnaires were processed, and the data were extracted and securely stored. Statistical software was used to analyze the data, employing appropriate statistical techniques to examine the relationship between the number of teaching hours received during the pandemic and the performance of writing an essay for the second-year students.

3- The results of the study were reported in a research report, providing a summary of the collected data, the statistical analysis conducted, and the interpretation of the findings. The implications of the study were discussed in relation to the research objectives and questions.

Throughout the data collection procedure, strict measures were implemented to ensure accuracy, reliability, and validity of the collected data while protecting the privacy and confidentiality   of   the   participants.

The research instruments used in this study included a student questionnaire and the marks of teachers for essays written by the second-year students. The student questionnaire was a self-administered semi-structured questionnaire comprising closed-ended and open-ended questions. It collected data on the number of teaching hours during the pandemic, the quality of the online teaching experience, and the students' self-reported writing proficiency. Demographic information such as age, gender, and socioeconomic status was also collected. The sample of essays was analyzed using predetermined criteria to assess the students' writing skills objectively, aligning with the research objectives and hypotheses.

The collected data were analyzed using graphs and scatter plot and standard deviations were used to summarize the data. The correlation between the number of hours of teaching and the performance in writing an essay was assessed . Multiple regression analysis was also used to determine the extent to which the number of hours of teaching during the pandemic predicted performance in writing an essay, controlling for other relevant variables such as the students' prior academic performance and socioeconomic background.

3.6 Ethical considerations:

Informed consent was obtained from all participants before they were asked to complete the questionnaires. Participants' privacy and confidentiality were ensured by keeping their responses anonymous and confidential.

3.7 Limitations:

Some limitations of this study may have included the potential for response bias or recall bias in the questionnaires, as well as the potential for confounding variables that were not controlled for in   the   analysis.

3.8   Conclusion

Overall, this research design including the utilization of qualitative and quantitative, questionnaires for the students, accumulating and analyzing their Written expression's exam scores according to the devoted time both in-campus and off-campus allowed for the investigation of the relationship between the number of hours of teaching during the COVID-19 pandemic and the performance of writing an essay for second-year students. It provided valuable insights into effective teaching strategies during times of disruption such as pandemics.

CHAPTER FOUR: *Data Analysis and Discussion*

4.1 Introduction:

The fourth chapter aims at analyzing the collected data through using questionnaire and essays' scores analysis. Students' questionnaire includes both open-ended and close ended questions targeting the investigated aspects. In the same vein, it is divided into six main sections, section one devoted to students' background and overal writing performance information , section two for grammar range and accuracy, section three focused on students' lexical resources, section four was dedicated to investigate the participants' coherence and cohesion in their writing, section five aimed for their task achievement, and finally, section six was devoted to shed light on students' writing performance during covid-19 pandemic.

4.2 Students' Questionnaire

The students' questionnaire involved both open-ended and close ended questions, it included multiple choice questions, yes/no questions, scale questions, and open questions. It highlighted the following:

- Students' background information.
- Grammar range and accuracy.
- Lexical resources.
- Coherence and Cohesion.
- Task achievement.
- Writing performance.

4.2.1Students' background information

	Age category	Frequency	Percent
	19	2	4%
	20	8	16%
	21	9	18%

Age	22	12	24%
	23	4	8%
	24	7	14%
	25	2	4%
	26	1	2%
	27	0	0%
	28	1	2%
	29+	4	8%
	Total	50	100%
Gender Category		**Frequency**	**Percent**
Male		21	42%
Female		29	58%
Total		50	100%
Educational status		**Frequency**	**Percent**
Study only		26	52%
Work and study in parallel		16	32%
Have Other responsibilities		8	16%
Total		50	100%

Table 4.1: Students' background information

This data presents an analysis of age categories, gender categories, and educational status among a sample group of 50 individuals. In terms of age, the majority of participants fall within the 20-24 age range, with 24% of the sample group (12 individuals) being 22 years old. The youngest age group, 19, comprises 4% of the participants (2 individuals), while the 27-year-old category has no representation in the sample. Individuals aged 29 and above account for 8% of the group (4 individuals).

When examining the gender distribution, there are slightly more females than males, with females making up 58% of the sample group (29 individuals), while males constitute 42% (21

individuals).

Regarding educational status, more than half of the participants (52%, 26 individuals) reported being solely focused on studying. Meanwhile, 32% of the individuals (16 individuals) are juggling work and studies concurrently, indicating a parallel pursuit of education and employment. Lastly, 16% of the respondents (8 individuals) mentioned having other responsibilities, implying that they have commitments outside of studying or working.

This data provides a snapshot of the demographics and educational circumstances of the given sample group, offering insights into the distribution of age, gender, and educational status among its participants.

4.2.1.2 Students' off Class Writing

Options	N	%
All the time.	7	14%
Very often.	11	22%
Sometimes.	26	52%
Not at all.	6	12%

4.2 Students' Off-Class Writing

The table above illustrates students' writing off- class, the findings revealed the following:
• 52% of the students (26 participants) write sometimes. This suggests that they engage in writing activities on occasion, but it is not a regular or consistent practice for them.

• 22% of the students (11 participants) write very often. These individuals actively participate in writing outside of class, indicating a frequent and regular writing habit.

• 14% of the students (7 participants) write all the time. This group demonstrates a high level of dedication to writing, as they consistently engage in writing activities whenever possible.

12% of the students (6 participants) do not write at all. These individuals do not partake in any form of writing outside of the classroom environment

4.2.1.3 Students' Off-Class Writing Types

Options	N	%
Essays.	22	44%
Emails.	28	56%
Social Media posts.	30	60%
Blogs.	5	10%
Personal journals.	12	24%
Others.	6	12%

4.3 Students' Off-Class Writing Types

The figure above represents the responses of students when asked about the type of writing they engage in outside of the classroom. The students were given multiple choices, and their answers were recorded accordingly. The majority of students, with 30 responses, indicated that they engage in writing social media posts. Emails followed closely behind with 28 responses, indicating that students frequently write emails outside of class. Essays received 22 responses, suggesting that students also spend a considerable amount of time writing academic essays. Additionally, 12 students mentioned writing in personal journals, while only 5 students reported writing blogs. The figure also includes a few miscellaneous responses, such as writing novels, stories, poems, and having friends, each of which received one response. Overall, the figure provides an overview of the types of writing activities that students participate in outside the classroom.

4.2.1.4 Students' Off-Class Writing Performance Level

Writing performance level	N	%
1 Poor.	0	0%
2 Below average.	2	4%
3 Average.	19	38%
4 Good.	19	38%
5 Excellent.	10	20%

4.4 Students' Off-Class Writing Performance Rate

The table above represents the responses of students when asked about the type of writing they engage in outside of the classroom. The students were given multiple choices, and their answers were recorded accordingly. The majority of students, with 30 responses, indicated that they engage in writing social media posts. Emails followed closely behind with 28 responses, indicating that students frequently write emails outside of class. Essays received 22 responses, suggesting that students also spend a considerable amount of time writing academic essays. Additionally, 12 students mentioned writing in personal journals, while only 5 students reported writing blogs. The figure also includes a few miscellaneous responses, such as writing novels, stories, poems, and having friends, each of which received one response. Overall, the figure provides an overview of the types of writing activities that students participate in outside the classroom.

4.2.1.5 The Most Important Skills for Effective Writing.

Options	N	%
Research.	18	36%
Planning and outlining.	21	42%
Editing and revising.	17	34%
Spelling and Grammar.	41	82%
Time management.	9	18%
Other.	3	6%

4.5 The Most Important Skills for Effective Writing.

When analyzing the participants' responses regarding the most important skills for effective writing, several key insights emerge. Among the participants, 18 participants representing 36% of the total responses identified research as a crucial skill, highlighting its significance in gathering information and supporting writing. Additionally, 21 participants, accounting for 42% of the total responses, emphasized the importance of planning and creating an outline, underscoring the value of organizing thoughts and structuring content. Another essential aspect of effective writing, emphasized by 17 participants constituting 34% of the total responses, is editing and revising, highlighting the need for reviewing and improving the written work. Furthermore, 41 participants, making up 82% of the total responses, stressed the significance of spelling and grammar, recognizing their role in ensuring clarity and accuracy. Time management, recognized as important by 9 participants, representing 18% of the total responses, emerged as a critical skill for meeting writing deadlines. Although less frequently mentioned, a few participants (2% each) highlighted the importance of writing style, watching movies, and reading as additional factors contributing to effective writing. These percentages, along with the numbers of participants, provide an overview of the participants' perspectives on the crucial skills needed for effective writing

4.2.3 Studying Grammar Range and Accuracy

4.2.2.1 The Hours Spent on Studying Grammar Range and Accuracy Per Week during Covid-19:

Hours Spent	N	%
1 hour.	0	0%
2 hours	19	38%
3 hours.	15	30%
4 hours.	7	14%
5 hours.	2	4%

4.6 The Hours Spent on Studying Grammar Range and Accuracy Per Week during Covid-19.

The graph above represents students' responses concerning their hours spent on studying grammar range and accuracy. 19 (38%) spent two hours on studying grammar range and accuracy. Additionally, 15 (30%) studied grammar for about three hours. However, seven participants (14%) devoted four hours to study grammar, and two (4%) spent around five hours. Importantly, four respondents employed one hour only on studying grammar range and accuracy, whereas three other students claimed that they never studied grammar.

4.2.2.2 Sufficiency of Grammar Instruction Received during Covid-19:
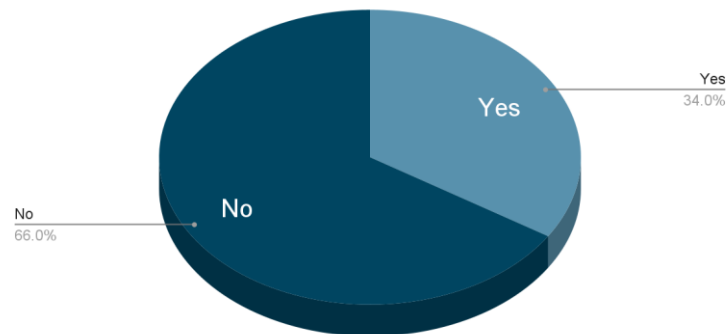
4.1 Sufficiency of Grammar Instruction Received during Covid-19.

Based on the responses of 50 students regarding the sufficiency of grammar instruction during remote learning, it is evident that a majority of them, 66% or 33 students to be precise, answered in the negative. This suggests that a significant portion of the student population felt that the grammar instruction they received during remote learning was not adequate. On the other hand, 34% of the students which represents 17 participants responded positively, indicating that they found the grammar instruction sufficient.

The results highlight a disparity in the perceptions of students regarding the quality of grammar instruction provided in the remote learning setting. It is essential to consider various factors that might have influenced these responses. Factors such as the delivery method of the instruction, the availability of resources, the level of teacher-student interaction, and individual learning preferences could have played a role in shaping the students' opinions.

4.2.2.3 The Effect of Remotely Received Grammar Instructions on Improving Students' Writing Skills.
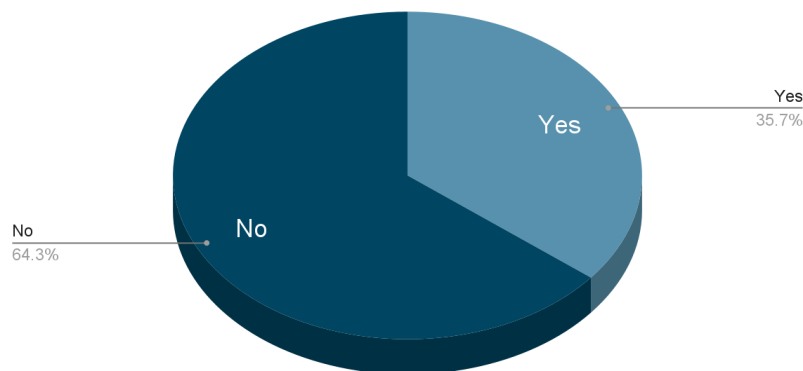
4.2 The Effect of Remotely Received Grammar Instructions on Improving Students' Writing Skills.

Based on the responses of 50 students regarding the sufficiency of grammar instruction during remote learning, it is evident that a majority of them, 64.3% (32 students), answered in the negative. This suggests that approximately two-thirds of the student population felt that the grammar instruction they received during remote learning was not adequate. On the other hand, 35.7% (18 students) of the students responded positively, indicating that they found the grammar instruction   sufficient.

The results highlight a disparity in the perceptions of students regarding the quality of grammar instruction provided in the remote learning setting. It is essential to consider various factors that might have influenced these responses. Factors such as the delivery method of the instruction, the availability of resources, the level of teacher-student interaction, and individual learning preferences could have played a role in shaping the students' opinion

4.2.2.4 Students' Grammar Skills Level of Confidence Rate During Covid-19:

Confidence level.	N	%
1 Very low.	3	6%
2 Low.	1	2%
3 Average.	18	36%
4 High.	22	44%
5 Very high.	6	12%

4.7 Students' Grammar Skills Level of Confidence Rate During Covid-19.

   This graph illustrates the participants' confidence level in their grammar skills during covid-19 pandemic. 22 (44%) stated that they had high level of confidence, 18 (36%) had average/neutral confidence level in their grammar skills. It merits highlighting that six students, that is 12%, were very confident concerning their grammatical skills. Nevertheless, three participants from all the students (6%) experienced a very low level of confidence, and only one respondent (2%) did not encounter sufficient confidence in the grammar skills.

4.2.2.5 Students' Grammar Range and Accuracy Level Based on the Completed Assignments.

Grammar level	N	%
1 Poor.	2	4%
2 Below average.	1	2%
3 Average.	16	32%
4 Good.	25	50%
5 Excellent.	6	12%

 4.8 Students' Grammar Range and Accuracy Level Based on the Completed Assignments.

   Based on the completed assignments, students' grammar range and accuracy level was measured on a scale from poor (1) to excellent (5) as represented above. 25 (50%) had a very

good grammar range and accuracy level, whereas 16 (32%) experienced a neutral level, neither good nor poor. It worths shedding light on six informants (12%) who had an excellent level of grammar range and accuracy based on the accomplished assignments. Importantly, two students (4%) had a poor level of grammar, and only one respondent (2%) experienced a below average grammar range and accuracy level.

4.2.3 Studying Lexical Resources:
4.2.3.1 The Hours Spent on Studying Lexical Resources Per Week during Covid-19 Pandemic:

Hours spent.	N	%
1 hour.	6	12%
2 hours.	21	42%
3 hours.	9	18%
4 hours.	4	8%
5 hours.	2	4%
6 hours.	1	2%

4.9 The Hours Spent on Studying Lexical Resources Per Week during Covid-19

As an attempt to investigate how many hours students spent per week to study the lexical resources during covid-19 pandemic, the findings revealed that 21 (42%) from the sample population dedicated two hours per week to study the lexical resources. Nine students (18%) spent three hours. Nonetheless, four informants (8%) studied four hours per week, two of them (4%) spent five hours, and only one student (2%) studied for six hours per week. Moreover, six participants (12%) studied lexical resources for only one hour per week. Conspicuously, seven respondents (14%) mentioned that they did not study the lexical resources during the pandemic.

4.2.3.2 Sufficiency of Lexical Resources Instruction Received during Covid-19:
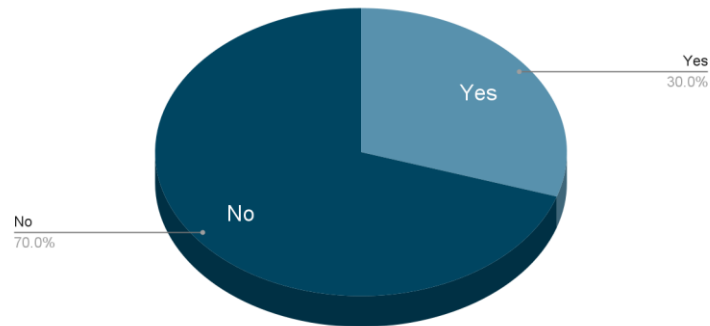
4.3 Sufficiency of Lexical Resources Instruction Received during the Pandemic.

The responses of 50 students regarding the impact of lexical instruction on their writing skills during the pandemic were diverse. Among the students, 35 individuals (70%) did not feel that the lexical instruction had significantly improved their writing abilities. In contrast, 15 students (30%) believed that the lexical instruction had positively influenced their writing skills.

The findings demonstrate that a majority of the students, accounting for 70% of the sample, did not perceive a substantial improvement in their writing skills as a result of the lexical instruction they received during covid-19. This suggests the need to explore potential areas for improvement in the effectiveness of lexical instruction or to address any challenges faced in applying lexical knowledge to writing tasks

4.2.3.3 The Effect of Remotely Received Lexical Instructions on Improving Students' Writing Skills.
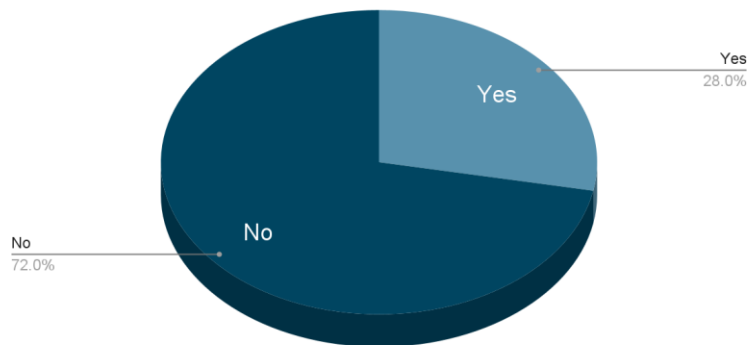
4.4 The Effect of Remotely Received Lexical Instructions on Improving Students' Writing Skills.

The responses of 50 students regarding the impact of lexical instruction on their writing skills during the pandemic were diverse. Among the students, 36 individuals (72%) did not feel that the lexical instruction had significantly improved their writing abilities. In contrast, 14 students (28%) believed that the lexical instruction had positively influenced their writing skills.

The findings demonstrate that a majority of the students, accounting for 72% of the sample, did not perceive a substantial improvement in their writing skills as a result of the lexical instruction they received during the pandemic. This suggests the need to explore potential areas for improvement in the effectiveness of lexical instruction or to address any challenges faced in applying lexical knowledge to writing tasks. Factors such as the delivery methods, level of engagement, relevance of the instruction

4.2.3.4 Students' Lexical Skills Level of Confidence Rate During Covid-19.

Confidence level	N	%
1 Very low.	1	2%
2 Low.	5	10%
3 Average.	20	40%
4 High.	19	38%
5 Very high.	5	10%

4.10 Students' Lexical Skills Level of Confidence Rate During Covid-19.

This table illustrates the informants' lexical skills level of confidence during covid-19 pandemic. The results show that 20 (40%) had an average confidence level, neither high nor low. Moreover, 19 (38%) experienced a high confidence level concerning their lexical skills during the pandemic, and five (10%) were very confident. Nevertheless, five students (10%) were not adequately or sufficiently confident, one (2%) had a very low confidence level in their lexical skills.

4.2.3.5 Students' Lexical Resources Level Based on the Completed Assignments.

Lexical level.	N	%
1 Poor.	0	0%
2 Below average.	7	14%
3 Average.	19	38%
4 Good.	18	36%
5 Excellent.	6	12%

4.11 Students' Lexical Resources Level Based on the Completed Assignments.

The level of students' lexical resources based on their completed assignments is displayed above, where 19 (38%) had an average lexical resources level, 18 (36%) had a good lexical level. In addition, seven informants (14%) experienced a low level. However, six respondents (12%) were excellent in their lexical resources according their completed essay assignments

4.2.4 Studying Coherence and Cohesion:
4.2.4.1 The Hours Spent on Studying Coherence and Cohesion Per Week during Covid-19:

Hours spent per week	N	%
1 hour.	7	14%
2 hours.	22	44%
3 hours.	11	22%
4 hours.	1	2%
5 hours.	2	4%
6 hours and more.	1	2%

4.12 The Hours Spent on Studying Coherence and Cohesion Per Week during Covid-19

The table above displays how many hours per week students devoted to studying coherence and cohesion. 22 (44%) informants spent two hours studying coherence and cohesion during the pandemic, 11 (22%) studied for around three hours. However, two respondents (4%) dedicated five hours per week studying coherence and cohesion, only one (2%) spent four hours, and also only one (2%) spent six hours and more studying. Importantly, seven participants (14%) devoted only one hour per week to study coherence and cohesion. It is worth mentioning that the rest of the students, that is six informants (12%) stated that they did not study coherence and cohesion during covid-19 pandemic.

4.2.4.2 Sufficiency of Coherence and Cohesion Instruction Received during Remote Learning.
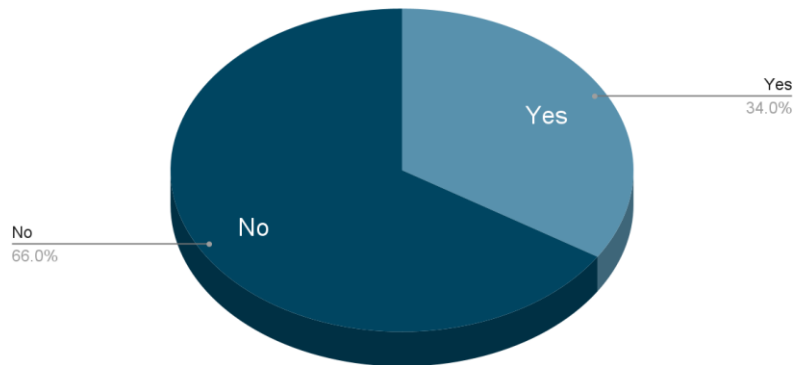
4.5 Sufficiency of Coherence and Cohesion Instruction Received during Covid-19.

Out of the 50 students surveyed, it was found that 66% of them, representing 33 participants, expressed that they did not feel the instruction they received on coherence and cohesion during remote learning was sufficient. On the other hand, 34% of the participants, which accounts for 17 students, stated that they believed the instruction provided was adequate. This data indicates that a majority of the students, comprising 66% (33 participants), felt that the level of instruction they received on coherence and cohesion during remote learning fell short of their expectations. It highlights the need for further investigation into the effectiveness of the instructional methods employed in addressing coherence and cohesion in the remote learning environment.

4.2.4.3 The Effect of Remotely Received Coherence and Cohesion Instructions on Improving Students' Writing Skills
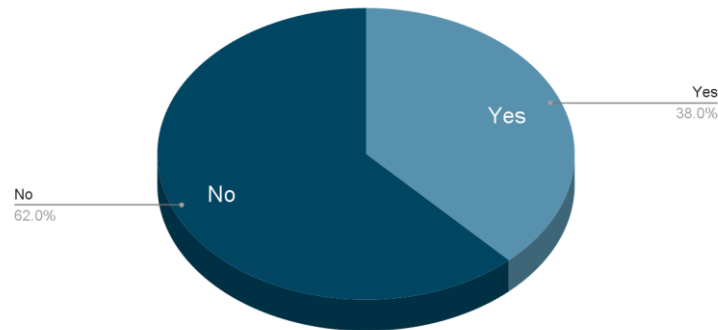
4.6 The Effect of Remotely Received Coherence and Cohesion Instructions on Improving Students' Writing Skills.

Out of the 50 students surveyed, it was found that 62% of them, which corresponds to 31 participants, indicated that they did not feel the instruction they received on coherence and cohesion during remote learning improved their writing skills. On the other hand, 38% of the participants, representing 19 students, stated that they perceived an improvement in their writing skills as a result of the instruction. This data indicates that the majority of the students, comprising 62% (31 participants), did not believe that the instruction on coherence and cohesion during remote learning had a positive impact on their writing abilities. It is important to further explore the reasons behind these perceptions and gather feedback to improve the instructional methods in addressing coherence and cohesion during remote learning.

4.2.4.4 Students' Coherence and Cohesion Skills Level of Confidence Rate During Remote Learning.

Confidence level.	N	%
1 Very low.	3	6%
2 Low.	5	10%
3 Average.	22	44%
4 High.	12	24%
5 Very high.	8	16%

4.13 Students' Coherence and Cohesion Skills Level of Confidence Rate During Covid-19.

Students' level of confidence in the coherence and cohesion skills during covid-19 findings are represented above. 22 respondents (44%) were neither confident nor unconfident, as they experienced an average level. Moreover, 12 (24%) were confident, eight students (16%) were very confident in their coherence and cohesion skills level. Nevertheless, five participants (10%) had a low level of confidence, and only three of them (6%) had a very low confidence level.

4.2.4.5 Students' Coherence and Cohesion Resources Level Based on the Completed Assignments.

Coherence & cohesion level.	N	%
1 Poor.	1	2%
2 Below average.	2	4%
3 Average.	24	48%
4 Good.	17	34%
5 Excellent.	6	12%

4.14 Students' Coherence and Cohesion Resources Level Based on the Completed Assignments.

The table shows students' coherence and cohesion skills level based on the completed assignments. The results revealed that 24 (48%) had an average level, 17 informants (34%) were good in coherence and cohesion when completing their essay assignments. Moreover, six

participants (12%) had an excellent coherence and cohesion level. However, two students (4%) had a low level, and only one (2%) had a poor level.

4.2.5 Studying Task Achievement:
4.2.5.1 The Hours Spent on Studying Task Achievement Per Week during Covid-19

Hours spent.	N	%
1 hour.	7	14%
2 hours.	20	40%
3 hours.	9	18%
4 hours.	3	6%
5 hours .	2	4%
6 hours and more.	3	6%

4.15 The Hours Spent on Studying Task Achievement Per Week during Covid- 19

The table shows the number of hours spent per week on studying task achievement during the pandemic. 20 students, that is (40%), spent two hours studying task achievement. Additionally, nine participants (18%) dedicated three hours, and seven others (14%) spent one hour per week on studying task achievement. However, three informants (6%) devoted four hours, three others (6%) spent six hours and more on studying task achievement, and two students (4%) spent five hours. It is worth shedding light on the rest six participants (12%) who claimed that they did not study task achievement.

4.2.5.2 Sufficiency of Task Achievement Instruction Received during Covid-19:

Yes
37.9%

Yes

No

No
62.1%
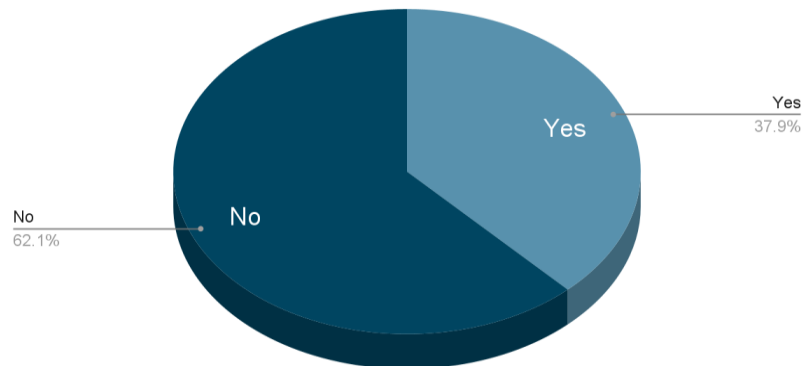
4.7 Sufficiency of Task Achievement Instruction Received during Covid-19.

Among the 50 students surveyed, it was found that 62.1% of them, which accounts for approximately 31 students, expressed satisfaction with the instruction they received on task achievement during remote learning. On the contrary, 37.9% of the participants, representing roughly 19 students, reported feeling that the instruction provided was inadequate. These results indicate that a majority of the students, comprising 62.1% of the sample, perceived the instruction on task achievement during remote learning to be sufficient. However, it is crucial to acknowledge the feedback from the remaining 37.9% (19 students) who expressed dissatisfaction, as their perspectives can provide valuable insights for improving instructional strategies and addressing any shortcomings in facilitating task achievement in the remote learning environment.

4.2.5.3 The Effect of Remotely   Received Task Achievement Instructions on Improving Students' Writing Skills
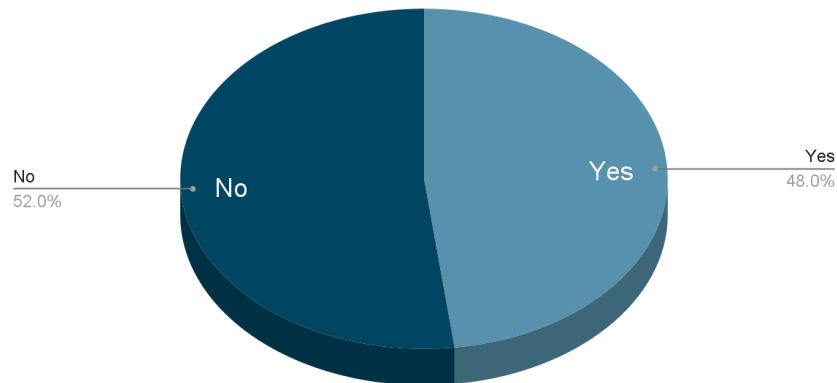
4.8 The Effect of Remotely Received Task Achievement Instructions on Improving Students' Writing Skills.

Among the students surveyed, it was found that 52% of them, which corresponds to 26 students, expressed that the instruction they received on task achievement during remote learning did not improve their writing skills. On the other hand, 48% of the participants, representing 24 students, reported that they perceived an improvement in their writing skills as a result of the instruction. This data indicates that a slight majority, comprising 52% (26 students), did not believe that the instruction on task achievement during remote learning had a positive impact on their writing abilities. Conversely, 48% (24 students) of the students felt that their writing skills were enhanced through the instruction provided

4.2.5.4 Students' Task Achievement Skills Level of Confidence Rate During Covid-19

Confidence level.	N	%
1 Very low.	1	2%
2 Low.	5	10%
3 Average.	20	40%
4 High.	19	38%
5 Very high.	5	10%

4.16 Students' Task Achievement Skills Level of Confidence Rate During Covid-19

During the covid-19 pandemic, students' confidence level in task achievement varied as displayed in the table above. 20 participants (40%) had an average/neutral confidence level, 19 others (38%) experienced a high confidence level. Furthermore, five informants (10%) were very confident. Nonetheless, five students had a low confidence level, and only one student had a very low confidence level in task achievement during the pandemic.

4.2.5.5 Students' Task Achievement Level Based on the Completed Assignments.

| Task achievement level.	N	%
1 Poor.	0	0%
2 Below average.	3	6%
3 Average.	18	36%
4 Good.	23	46%
5 Excellent.	6	12%

4.17 Students' Task Achievement Level Based on the Completed Assignments.

When completing the essay assignments, students axperienced various task achievement levels as shown above. 23 (46%) had a good level of task achievement, 18 (36%) were average,

as they had neither good nor low level of task achievement. Moreover, six participants (12%) were excellent in task achievement during the pandemic. However, three students (6%) had a low level of task achievement.

4.2.6 Writing Performance:
4.2.6.1 Students' Writing Performance Changes Notice During Covid-19

No
30.0%

No

Yes

Yes
70.0%
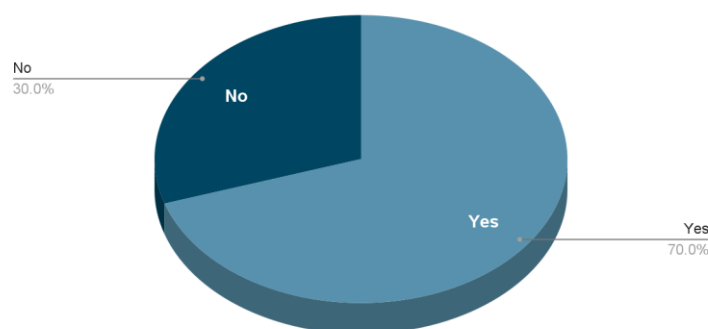
4.9 Students' Writing Performance Changes Notice During Covid-19

During the survey, it was evident that a considerable majority of the students, comprising 70% of the respondents (35 students), had experienced changes in their writing performance since the commencement of the COVID-19 pandemic. Conversely, 30% of the participants (15 students) reported no discernible differences. These findings highlight the significant impact of the pandemic on the writing abilities of the majority of students, reflecting a shift in their writing performance. Further investigation into the specific nature and implications of these changes would be valuable, as it could shed light on the diverse ways in which the pandemic has influenced writing skills. Additionally, exploring the factors contributing to the unchanged writing performance of the remaining 30% (15 students) can provide unique insights into the resilience and stability of their writing abilities amidst the challenging circumstances.

4.2.6.2 Students' Writing Performance Level Based on the Completed Assignments during Covid-19

Writing performance level.	N	%
1 Poor.	0	0%
2 Below average.	2	4%
3 Average.	19	38%
4 Good.	22	44%
5 Excellent.	7	14%

4.18 Students' Writing Perfomance Level Based on the Completed Assignments during Covid-19

The second question in section six investigated students' writing performance level based on the completed assignments during covid-19 pandemic. 22 participants (44%) had a good level of writing skills, 19 others (38%) had an average/neutral level. Importantly, seven students had an excellent level in the writing performance, whereas only two informants (4%) had a low level, and none of the participants had a poor level of writing performance when completing the assignments during the pandemic.

4.2.6.3 Students' Writing Abilities Confidence during Covid-19

Writing confidence level.	N	%
1 Very low.	0	0%
2 low.	5	10%
3 Average.	19	38%
4 High.	21	42%
5 Very high.	5	10%

4.19 Students' Writing Abilities Confidence during Covid-19

During the covid-19 pandemic, students experienced dissimilar levels of confidence concerning their writing performance abilities, as the findings revealed that 21 of them (42%) were confident writers, 19 (38%) had an average level of confidence. In addition, five participants (10%) had an adequate upraised level of confidence in their writing abilities. However, the rest five respondents (10%) were not adequately confident writers.

4.3 Students' Written Expression Exam Analaysis:

As a second research instrument, students' written expression exam scores were collected and analyzed accroding to the number of hours studied during the pandemic which was two hours per week. In addition, their scores were analyzed taking into consideration the four investigated writing criteria and the time allotted for each by students in minutes. Under the same line of thought, as an attempt to investigate the relationship between the teaching hours and students' written performance during the pandemic, the data were analyzed using scatter plot graph.

4.3.1 Students' Written Expression Exam Scores and Time Allotted (in Minutes) per Each Criteria

4.3.1.1 Written Exam Scores and Time of Studying English Grammar and Accuracy in Minutes
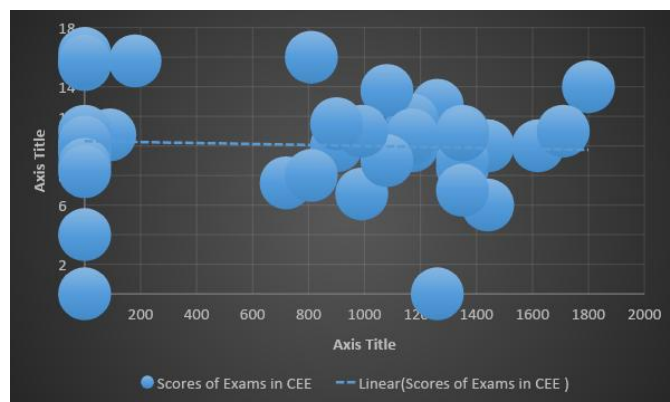
4.10 Written Exam Scores and Time of Studying English Grammar and Accuracy in Minutes

The scatter plot examines the relationship between written exam scores, the time spent studying English grammar, and accuracy. It reveals an interesting pattern where the results show a downward trend as the number of minutes spent studying decreases.

As the study time for English grammar decreases, the corresponding written exam scores and accuracy also decrease. This trend suggests that there is a negative correlation between study time and exam performance. In other words, students who dedicate less time to studying English grammar tend to achieve lower scores and accuracy levels on their written exams.

The scatter plot visually depicts this relationship, with data points showing a decline in scores and accuracy as study time decreases. This highlights the importance of investing an adequate amount of time in studying English grammar to achieve better results in written exams.

4.3.1.2 Written Exam Scores and Time of Studying Lexical Resources–Reading Comprehension in Minutes
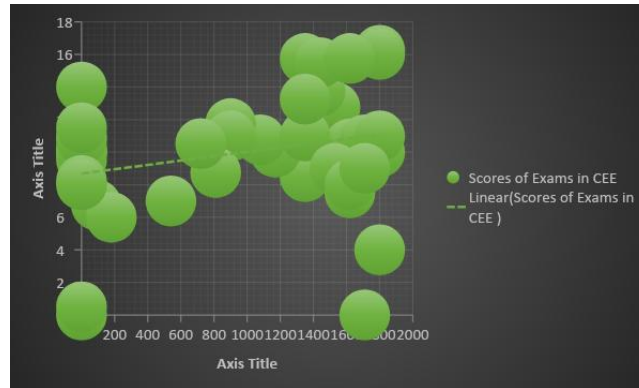
4.11 Written Exam Scores and Time of Studying Lexical Resources–Reading Comprehension in Minutes

The scatter plot effectively illustrates the correlation between the amount of time students spent studying lexical resources and the improvement in their results. As the study time increases, there is a noticeable upward trend in the results obtained. This trend indicates that dedicating more minutes to studying lexical resources leads to a corresponding increase in the achieved results. In other words, the more time students invest in studying lexical resources, the more their results improve, demonstrating a positive relationship between study time and outcomes.

4.3.1.3 Written Exam Scores and Time of Studying Coherence and Cohesion in Minutes
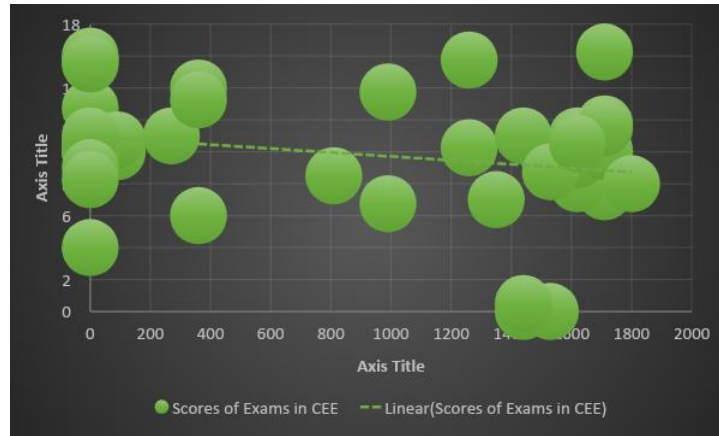
4.12 Written Exam Scores and Time of Studying Coherence and Cohesion in Minutes

The scatter plot shows that as the time spent studying coherence and cohesion in minutes increases, there is generally an improvement in written exam scores. However, there is also some randomness observed in this relationship, indicating that factors beyond study time may influence exam performance. Therefore, while study time is important, other factors should be considered for better exam outcomes.

4.3.1.4 Written Exam Scores and Time of Practicing Task Achievement in Classes in Minutes
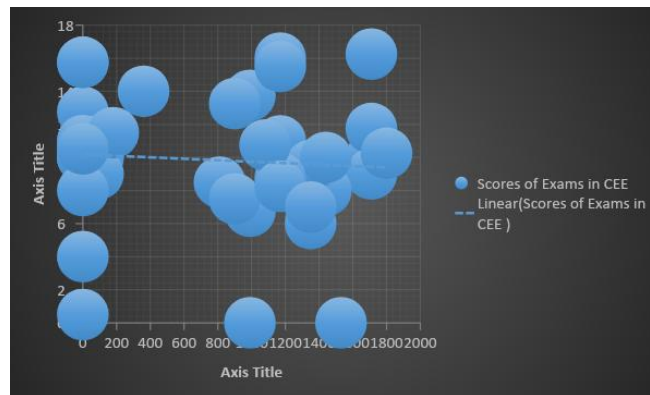
4.13 Written Exam Scores and Time of Practicing Task Achievement in Classes in Minutes

The scatter plot indicates a positive correlation between the time spent practicing task achievement in classes in minutes and written exam scores. As the number of hours increases, there is a clear trend of improved results. This suggests that dedicating more time to practicing task achievement can lead to better exam performance.

4.3.2 Students' Studied Lessons in Minutes

4.3.2.1 Students' Grammar Range and Accuracy Studied Lessons in Minutes
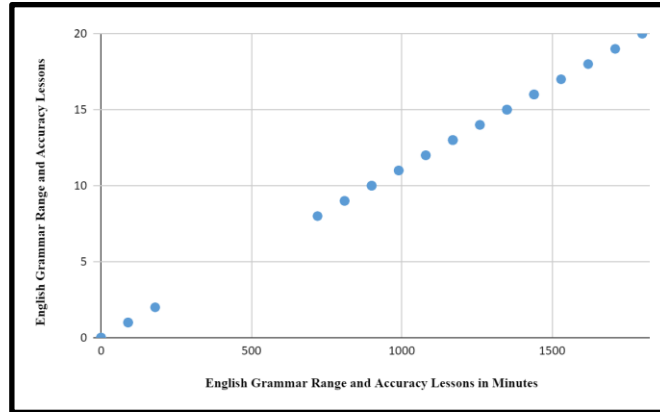
4.14 Students' Grammar Range and Accuracy Studied Lessons in Minutes

The scatter plot visually represents the relationship between the lessons completed for grammar range and accuracy and the number of minutes students spent studying grammar. The upward trend indicates that completing more lessons is generally associated with longer study times. The data points on the scatter plot follow a generally upward trend, indicating that higher scores for grammar range and accuracy tend to be associated with completing more lessons. For example, as the scores increase from 0 to 20, the corresponding number of completed lessons increases from 0 to 2000.

4.3.2.2 Students' Studied Lexical Resources in Minutes
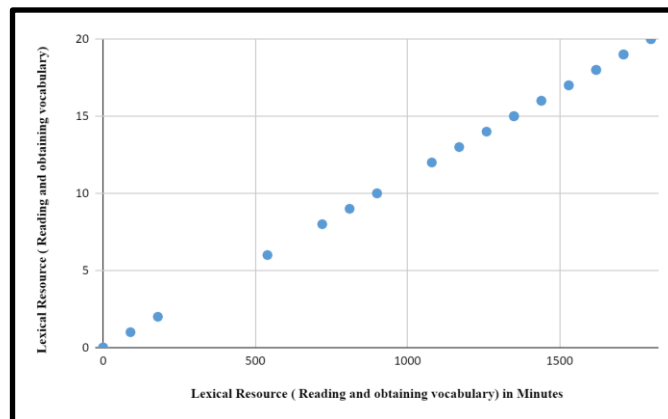
4.15 Students' Studied Lexical Resources in Minutes

The scatter plot effectively illustrates the correlation between the amount of time students spent studying lexical resources and the improvement in their results. As the study time increases, there is a noticeable upward trend in the results obtained. This trend indicates that dedicating more minutes to studying lexical resources leads to a corresponding increase in the achieved results. In other words, the more time students invest in studying lexical resources, the more their results improve, demonstrating a positive relationship between study time and outcomes.

4.3.3 Students' Written Expression Exam Scores during Covid-19 Pandemic

Students' Exam Scores.	N	%
0/20 - 9/20	64	40%
10/20 - 14/20	82	51%
15/20 - 17/20	16	9%
Total number of students	162	100%

4.20 Students' Written Expression Exam Scores during Covid-19 Pandemic

Students' written expression exam scores during the pandemic were accumulated, and analysed dividing them into categories; from 0/20 to 9/20, from 10/20 to 14/20, and from 15/20 to 17/20. The results revealed that 64 (40%) had between 0/20 to 9/20 which is considered as below average. Additionally, 82 second year EFL students (51%) had around 10/20 and 14/20 which is considered from average to good. Importantly, small number of te students, that is 16 (9%), had excellent marks around 15/20 and 17/20 in the written expression exam during the covid-19 pandemic.

4.4 Data Discussion
4.4.1 Questionnaire Discussion

Out of the 50 students surveyed, it was found that 66% of them, representing 33 participants, expressed that they did not feel the instruction they received on coherence and cohesion during hours of learning was sufficient. On the other hand, 34% of the participants, which accounts for 17 students, stated that they believed the instruction provided was adequate. This data indicates that a majority of the students, comprising 66% (33 participants), felt that the level of instruction they received on coherence and cohesion during hours of learning fell short of their expectations. It highlights the need for further investigation into the effectiveness of the instructional methods employed in addressing coherence and cohesion in the hours of learning environment.

When analyzing the participants' responses regarding the most important skills for effective writing, several key insights emerge. Among the participants, 18 participants representing 36% of the total responses identified research as a crucial skill, highlighting its significance in gathering information and supporting writing. Additionally, 21 participants, accounting for 42% of the total responses, emphasized the importance of planning and creating an outline, underscoring the value of organizing thoughts and structuring content. Another essential aspect of effective writing, emphasized by 17 participants constituting 34% of the total responses, is

editing and revising, highlighting the need for reviewing and improving the written work. Furthermore, 41 participants, making up 82% of the total responses, stressed the significance of spelling and grammar, recognizing their role in ensuring clarity and accuracy. Time management, recognized as important by 9 participants, representing 18% of the total responses, emerged as a critical skill for meeting writing deadlines. Although less frequently mentioned, a few participants (2% each) highlighted the importance of writing style, watching movies, and reading as additional factors contributing to effective writing. These percentages, along with the numbers of participants, provide an overview of the participants' perspectives on the crucial skills needed for effective writing.

This data presents valuable insights into the students' perceptions of the instruction they received on coherence and cohesion during hours of learning, as well as their understanding of the important skills for effective writing. It calls for further examination of instructional approaches to address the identified concerns and enhance students' writing abilities. Additionally, it emphasizes the significance of research, planning, editing, grammar, spelling, time management, and other factors in promoting effective writing skills among students.

The data analysis reveals several noteworthy findings regarding the participants' perceptions of the instruction they received on coherence and cohesion during hours of learning. The majority of the students, representing 66% of the sample (33 participants), expressed dissatisfaction with the instruction, indicating that it was insufficient. This highlights the need for further investigation into the effectiveness of the instructional methods employed for coherence and cohesion in the hours of learning environment.

When examining the participants' responses regarding the most important skills for effective writing, several key insights emerge. Research was identified as a crucial skill by 36% of the participants (18 participants), emphasizing its significance in gathering information and supporting writing. Planning and creating an outline were emphasized by 42% of the participants (21 participants), highlighting the value of organizing thoughts and structuring content. Editing and revising were recognized as essential by 34% of the participants (17 participants), emphasizing the need for reviewing and improving written work. Spelling and grammar were stressed by 82% of the participants (41 participants), underscoring their role in ensuring clarity and accuracy. Time management was identified as important by 18% of the participants (9 participants), specifically for meeting writing deadlines. Additionally, a few participants mentioned the importance of writing style, watching movies, and reading as contributing factors to effective writing.

Examining the demographic information, the majority of participants fall within the 20-24 age range, with 22-year-olds comprising the largest subgroup at 24% (12 individuals). The gender distribution shows a slightly higher proportion of females, accounting for 58% of the sample

group (29 individuals), while males make up 42% (21 individuals). In terms of educational status, more than half of the participants (52%, 26 individuals) reported being solely focused on studying. Around 32% (16 individuals) are balancing work and studies concurrently, indicating a parallel pursuit of education and employment. The remaining 16% (8 individuals) mentioned having other responsibilities outside of studying or working.

Overall, this data provides valuable insights into the participants' perspectives on the instruction received, important writing skills, and their demographic and educational characteristics, highlighting areas that may require further attention and investigation.

In the survey conducted among a group of students, a significant portion expressed their dissatisfaction with the instruction they received on coherence and cohesion during their learning hours. The adjective "insufficient" aptly describes their sentiment, indicating that the instruction did not meet their expectations. This prompts a clear need for further investigation into the effectiveness of the instructional methods employed in addressing coherence and cohesion, suggesting that improvements are necessary to enhance the students' learning experience.

When examining the participants' responses on the crucial skills for effective writing, several adverbs and adjectives emerge to highlight their perspectives. Research is consistently described as a "crucial" skill, emphasizing its significance in gathering information and supporting writing endeavors. Planning and creating an outline are repeatedly deemed "important" or "valuable," underlining the participants' belief in the necessity of organizing thoughts and structuring content. The emphasis on editing and revising is evident, with the adjective "essential" conveying the importance of reviewing and improving written work. Participants overwhelmingly stress the significance of spelling and grammar, using adjectives like "significant" and "essential" to underscore their role in ensuring clarity and accuracy. Time management emerges as a "critical" skill, with participants recognizing its importance in meeting writing deadlines. Furthermore, a few participants highlight the importance of writing style, describing it as "important" or "contributing," while others mention the value of activities like watching movies and reading as "additional" factors in effective writing.

Examining the demographic information, it becomes apparent that the majority of participants fall within the 20-24 age range. Among this age group, 22-year-olds constitute the largest subgroup, indicating the significance of this particular age cohort. The gender distribution leans slightly towards females, suggesting a higher proportion of female participants in the survey. When considering educational status, over half of the participants report being solely focused on studying, indicating a dedication to their educational pursuits. Additionally, a notable proportion of participants balance work and studies concurrently, signifying a parallel effort in pursuing both education and employment. The remaining participants mentioned having other

responsibilities outside of studying or working, indicating diverse backgrounds and commitments among the surveyed group.

4.4.2 Scatter Plot Graph Discussion

4.4.2.1 Grammar Range and Accuracy: The scatter plot visually represents the relationship between the number of lessons completed for grammar range and accuracy and the number of minutes students spent studying grammar. The upward trend indicates that completing more lessons is generally associated with longer study times. The data points on the scatter plot follow a generally upward trend, indicating that higher scores for grammar range and accuracy tend to be associated with completing more lessons. This suggests that investing more time in studying grammar is likely to lead to better results in written exams.

4.4.2.2 Lexical Resources and Reading Comprehension: The scatter plot reveals a clear and direct relationship between the amount of time spent studying lexical resources and reading comprehension and the corresponding written exam scores. The data demonstrates that as students invest more time in learning these areas, their exam

scores tend to improve significantly. The plot showcases a positive correlation between study time and exam performance, indicating that a greater investment of time leads to higher scores. This finding highlights the importance of dedicating sufficient time and effort to mastering lexical resources and reading comprehension skills in order to achieve better results in written exams.

4.4.2.3 Coherence and Cohesion: The scatter plot shows the relationship between the time spent studying coherence and cohesion in minutes and the corresponding written exam scores. It indicates that as the time spent studying coherence and cohesion increases, there is generally an improvement in written exam scores. However, there is also some randomness observed in this relationship, suggesting that factors beyond study time may influence exam performance. While study time is important, it is crucial to consider other factors for better exam outcomes.

4.4.2.4 Task Achievement: The scatter plot displays a positive correlation between the time spent practicing task achievement in classes (in minutes) and the resulting written exam scores. As the number of hours dedicated to practicing task achievement increases, there is a clear trend of improved results. This suggests that allocating more time to practicing task achievement can lead to better exam performance.

In summary, the scatter plots provide insights into the relationships between study timeband different aspects of written exam performance, such as grammar range and accuracy, lexical resources, coherence and cohesion, and task achievement. These visual representations help understand the general trends and correlations between variables, emphasizing the importance of dedicating adequate time to specific areas of study to achieve better results in written exams.

4.5 Recommendations and Implications

The findings of the research investigation through the implementation of both qualitative and quantitative research approach including students' questionnaire and written expression exam scores to gather and analyse data led to a number of recommendations.

Firstly, it is essential to increase the allocation of teaching hours specifically dedicated to writing instruction. By extending the time spent on teaching and practicing writing skills, students can receive more guidance and opportunities to refine their writing abilities. This can be achieved through scheduling additional class sessions dedicated to writing

exercises, organizing workshops or seminars focused on different aspects of writing, and encouraging individualized feedback sessions between students and instructors to address specific writing challenges.

Furthermore, to adapt to the remote learning environment that emerged during the pandemic, it is crucial to enhance online teaching strategies for writing instruction. This can involve utilizing interactive online platforms that facilitate engagement and collaboration, integrating multimedia resources to illustrate writing concepts effectively, and leveraging digital writing tools to provide real-time feedback and support.

Additionally, instructors can establish virtual writing labs or discussion forums where students can seek guidance and clarification on writing-related queries. The implementation of writing support services within the university can also greatly benefit students' writing performance. By establishing dedicated writing centers or hiring writing tutors, students can access personalized assistance and guidance in improving their writing skills. These services can offer individual or group sessions to address specific writing challenges, provide writing resources and references, and facilitate peer review sessions to foster a collaborative learning environment.

Incorporating peer review and collaborative writing activities can be particularly valuable in developing students' writing abilities. By engaging in peer feedback and collaborative writing projects, students can receive diverse perspectives, constructive criticism, and valuable insights into their writing. This approach encourages critical thinking, strengthens writing skills, and promotes a sense of community among students.

To ensure clarity and consistency in evaluating essays, it is important to establish clear writing criteria. Instructors should provide detailed guidelines encompassing various aspects of writing, including content, organization, coherence, grammar, and citation. By using transparent grading rubrics and providing explicit expectations, students can better understand how their essays will be assessed and make targeted improvements accordingly.

To further support students' writing development, organizing writing workshops and training sessions can be highly beneficial. These sessions can focus on specific writing skills and strategies, such as essay structure, argumentation, research techniques, and proper citation

practices. By equipping students with a range of writing techniques and tools, these workshops empower them to enhance their writing proficiency and produce high-quality essays.

Considering the possibility of future crises, it is imperative to develop comprehensive contingency plans that prioritize uninterrupted teaching and learning. This may involve investing in a robust online learning infrastructure that ensures seamless access to virtual classrooms and resources, providing professional development opportunities for instructors to enhance their online teaching competencies, and ensuring students have reliable access to necessary technology and internet connectivity.

By implementing these detailed recommendations, the university can effectively address the observed negative relationship between teaching hours during the COVID-19 pandemic and students' writing performance. These strategies promote a holistic approach to writing instruction, incorporating both face-to-face and online methods, individualized support, collaborative learning, and targeted skill development.

Ultimately, these efforts will equip second-year students with the necessary tools and resources to enhance their writing abilities and thrive in their academic pursuits.

When asked about strategies that have been helpful in improving their writing performance, one participant highlighted the value of having more free time at home putting into words *"We had more free time at home which helped us to discover more about our writing, and more opportunities to practice writing. Time management is the key, outlining and researching. We were able to make numerous researches about any given topic"*. They explained how this increased availability of time allowed them to delve deeper into their writing pursuits and provided ample opportunities to practice their craft. Recognizing the significance of effective time management, they emphasized the importance of outlining and researching as key elements of their writing process. The participant further elaborated on their advantage of being able to conduct extensive research on various topics, thereby enhancing their knowledge and understanding in their writing endeavors.

According to them, the increased amount of free time spent at home played a significant role. This additional time allowed them to delve deeper into their writing, explore different aspects, and uncover new approaches. The participant also emphasized the importance of time management, indicating that organizing their schedule efficiently was key to maximizing productivity. They mentioned that outlining their ideas before writing helped them structure their thoughts and maintain coherence in their essays. Additionally, the participant highlighted the advantage of having more opportunities to engage in research. With ample time at their disposal, they were able to conduct extensive research on various topics, thus expanding their knowledge base and enhancing the quality of their writing**.**

General Conclusion

After analyzing the data provided on the hours of teaching during the COVID-19 pandemic and the performance of second-year students in writing essays at Moulay Taher University in

Saida, Algeria, a clear relationship emerges. The findings indicate that there is a positive correlation between the hours of teaching and the performance of students in essay writing.

The data suggests that as the number of hours of teaching increases, there is a notable improvement in students' essay writing skills. This indicates that the quantity and quality of instructional time have a significant impact on students' ability to effectively express their thoughts and ideas in written form.

However, it is important to note that while the relationship between hours of teaching and essay performance is positive, it is not the sole determining factor. Other variables, such as individual student motivation, prior knowledge, and the effectiveness of instructional methods, may also contribute to students' writing abilities. Furthermore, it is crucial to consider the unique context of the COVID-19 pandemic, which has introduced various challenges to the educational landscape. Despite these challenges, the data suggests that the students at Moulay Taher University in Saida, Algeria have shown resilience and adaptability in their writing skills, demonstrating the potential for academic growth even during difficult circumstances.

In conclusion, the data highlights the significance of allocating sufficient hours of teaching for second-year students in enhancing their essay writing performance. This suggests that a well-designed and comprehensive instructional approach, coupled with adequate support and resources, can contribute to improved writing abilities. However, it is essential to acknowledge the multifaceted nature of writing proficiency and consider other factors that may influence students' performance.

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APPENDICES

The Teaching Hours and Students' Written Performance During Covid-19 Pandemic.

Sahali Akram Abdelatif

This questionnaire you have in hands is a part of a Master Degree research about the relationship between the teaching hours and students' written performance during Covid-19 pandemic . This is a great pleasure for you dear respondent to be part of this study. We ensure you that your answers are anonymous, confidential and secured. All you have to do is just to answer the following questions, and it will take only about 10 minutes of your time. Your participation is really important. Thank you again for your kind attention, participation and time dear student.

1- Gender:

      Male

      Female

2-Age: …….

3- Do you?   Study Only

      Study and work

      Have other responsibilities

4- How often do you write out of class?

      All the time

      Very often

      Sometimes

      Not at all

5- What types of writings do you engage in out of class?

        Essays.

        Emails.

        Social media posts.

        Blogs.

        Personal journals.

        Other. …………………………….

6- How would you rate your writing performance? (1: Poor/ 5: Excellent)

1	2	3	4	5

7- What do you think are the most important skills for effective writing?

        Research.

        Planning and outlining.

        Editing and revising.

        Spelling and grammar.

        Time management.

        Other. ………………………….

2) STUDYING GRAMMAR RANGE AND ACCURACY

1- How many hours per week did you spend studying grammar range and accuracy during remote learning? …………………………………………….

2- Did you feel that the grammar instruction you received during remote learning was sufficient?

        Yes.   No.

3- Did you feel that the grammar instruction you received during remote learning improved your writing skills?   Yes.   No.

4-How would you rate your level of confidence in your grammar skills during remote learning?

(1 : Very Low / 5: Very High)

1	2	3	4	5

5- Based on the essay assignments you completed during remote learning, how would you rate your level of grammar range and accuracy?   (1: Poor / 5: Excellent)

1	2	3	4	5

3) <u>STUDYING LEXICAL RESOURCES</u>

1- How many hours per week did you spend studying lexical resources during remote learning?…………………………………………….

2- Did you feel that the lexical instruction you received during remote learning was sufficient?

Yes.   No.

3- Did you feel that the lexical instruction you received during remote learning improved your writing skills?   Yes.   No.

4- How would you rate your level of confidence in your lexical skills during remote learning?

(1: Very Low / 5: Very High)

1	2	3	4	5

5- Based on the essay assignments you completed during remote learning, how would you rate your level of lexical resources?   (1: Poor / 5: Excellent)

1	2	3	4	5

4) <u>STUDYING COHERENCE AND COHESION</u>

1- How many hours per week did you spend studying coherence and cohesion during remote learning? ……………………………..

2- Did you feel that the instruction you received on coherence and cohesion during remote learning was sufficient?   Yes.   No.

3- Did you feel that the instruction you received on coherence and cohesion during remote learning improved your writing skills?   Yes.   No.

4- How would you rate your level of confidence in your coherence and cohesion skills during remote learning?   (1: Very Low / 5: Very High)

1	2	3	4	5

5- Based on the essay assignments you completed during remote learning, how would you rate your level of coherence and cohesion? (1: Poor / 5: Excellent)

1	2	3	4	5

5) <u>STUDYING TASK ACHIEVEMENT</u>

1- How many hours per week did you spend practicing task achievement during remote learning?..

2- Did you feel that the instruction you received on task achievement during remote learning was sufficient?   Yes.   No.

3- Did you feel that the instruction you received on task achievement during remote learning improved your writing skills?   Yes.   No.

4- How would you rate your level of confidence in your task achievement skills during remote learning?   (1: Very Low / 5: Very High)

1	2	3	4	5

5- Based on the essay assignments you completed during remote learning, how would you rate your level of task achievement?   (1: Poor / 5: Excellent)

1	2	3	4	5

6) WRITING PERFORMANCE

1- Have you noticed any changes in your writing performance since the COVID-19 pandemic began?   Yes.   No.

2- Based on the essay assignments you completed during remote learning, how would you rate your overall writing performance? (1: Poor / 5: Excellent)

1	2	3	4	5

3- On a scale of 1 to 5, how confident were you in your writing abilities during remote learning?

(1: Very Low / 5: Very High)

1	2	3	4	5

4- In your opinion, how did Covid-19 teaching hours effect your writing performance? ……………………………………………………………………………………………

5- What strategies have you found helpful for improving your writing performance during the COVID-19 pandemic? …………………………………………………………………………..