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**Teaching Writing Skills and Strategies in the Algerian Secondary
School Syllabuses and Textbooks**

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List of abbreviations

CBA: competency-based approach

ELT: English language teaching

FL: foreign language

L2: second language

L1: first language

LLS: language learning strategies

NS: native speakers of English

NNS: non-native speaker

Abstract

The following research seeks to analyze the process dimension of the writing syllabuses and their corresponding secondary school textbooks, namely At the crossroads, Getting Through and New Prospects. It starts with the literature review of the nature of writing and of the learning theories dealing with writing instruction. These two aspects are developed in two separate chapters forming the theoretical part. The major paradigm of analysis is borrowed from the theories which support the teaching of writing as process. Our choice of using process as category of analysis is not made at random. It is principally determined by our realization that it informs the preparation of the syllabuses. The second part of our research is practical in nature. In its first chapter, it investigates how the syllabuses designers have implemented their view of writing as a process in the preparation of their instructional plan. The fourth chapter, for its part, is devoted to the decision made by the textbook writers always with respect to the skills and strategies of writing as process. The final finding of the research reveals that the secondary school program supports the process dimension of writing. Yet, the syllabus designers failed to confirm it. As such, the flows of the writing syllabuses are reflected in the textbooks.

General Introduction

The present research tackles the issue of teaching writing skills and strategies in the secondary school context. We aim at orienting our investigation towards the incorporation of writing skills and strategies in the secondary school syllabuses and textbooks. .

In academic settings, and more precisely with students preparing for the final examination, reading and writing are used in a complementary way. Indeed, the two skills are jointly practiced during examinations, and that is why English writing as a basic language skill for second and foreign language learners should be given primary focus. Writing is a means of extending and deepening students' knowledge; it acts as a tool for learning different subject matters. Therefore, without the ability to communicate and learn effectively through writing, learners are severely disadvantaged in their future career. Most importantly, their literacy standard is related to their quality of life and employability capacity.

With the current educational system in Algeria, learners in various fields are engaged in courses that prepare them for a particular role in society. For the English language teaching, learners are prepared to integrate into universality and prepare for a future professional career. Without the writing functions, learners will not have this chance. As pretended in the first year secondary school syllabus "Il s'agit d'aider notre apprenant à s'intégrer harmonieusement dans la **modernité**. En rejoignant une communauté linguistique nouvelle qui **utilise l'anglais** pour tous types de '**transaction**'" (P.4).

The competency-based approach to learning has been adopted for English teaching just as for other subjects to ensure interdisciplinary coherence. With CBA, skills are integrated in the light of the latest developments in language acquisition, cognitive psychology and social constructivism. The syllabuses require the implementation of the competency-based approach through the development of three main competencies:

- 1- Interact orally in English;

- 2- Interpret visual, verbal, and non verbal texts;
- 3- Produce visual, verbal and non verbal texts.

The secondary school program aims at developing the competencies deemed essential for the final examination. These three competencies are meant to be developed in synergy. They are worked out in an integrated manner to allow learners to acquire the most meaningful learning possible. In fact, the third competency is given major emphasis. The reason is that the exams are mainly in the written form. Indeed, learners' comprehension and production of written texts are evaluated through writing. In the final exams of English, students are required to use both their capacity to comprehend and more importantly produce written texts. There are numerous aims behind the teaching of writing. Pedagogically, it is used as a means of reinforcing the language that has been taught. It gives the opportunity to remember language better and encourages students to focus on accurate language use. That is to say, writing contributes significantly to the process of learning. Communicatively, it is the skill most likely to be used by the learners in both academic and non-academic contexts. No matter what career one will embrace, leaning to write is increasingly becoming a necessity in everyday life. To be sure, it is a communicative tool that needs to be learned in order to integrate in a wide range of social roles.

Our concern with the writing skill and how it is dealt with comes from the unsatisfactory results of Baccalauréat exams. According to the ministry of education, only 45% of the candidates succeeded in the baccalauréat exam in 2009. Concerning the English subjects, statistics have been done at the level of the Wilaya of Boumerdes. The average is only 8,82 out of 20 in the Baccalauréat exams. As can be seen, these results strongly reflect the weaknesses of the learners' preparation for the final examination by an emphasis on writing skills and strategies.

With this performance, our learners may be classified as low achievers who need specific training in the application of more effective reading and writing skills and strategies. For that reason, our main interest will be to enquire into the teaching of writing skills and strategies at the level of secondary school. The aim will be to see whether textbooks really prepare students to fulfil the determined tasks closely tied to the writing skills and strategies. We decided to conduct our research in the secondary school context simply because we sustain O'Malley and Chamot's view that strategy instruction effectiveness depends to a great extent on language learners' proficiency (1990: 160). According to these researchers, students of low L2/FL proficiency levels may not be capable of understanding the language associated with strategy instruction. As a matter of fact, we will see to what extent both secondary school syllabuses and textbooks are process-oriented and what information about the writing process is provided for both teachers and students.

Starting from the fact that the writing skill is a cognitive process in which readers and authors interact with the texts (Tsai, Jui-min, 2006), and that focuses on the interaction of three components: the writer, the reader, and the text (Celce- Muricia Marianne, 2000), we intend to conduct our research under the light of the process approach to writing. Process theorists believe that writing can be understood as the culmination of several steps in a complicated process. Furthermore, they believe that these steps, which include prewriting, writing, rewriting, and all their attendant strategies, may possibly be teachable.

Failure in language learning and teaching a foreign language may be due to several factors. With the present case, we put forward a hypothesis which states that the writing strategies are not incorporated to the full extent of their potential in both the secondary school syllabuses and textbooks. Knowing that these strategies are essential for learners to improve their writing ability and succeed in their exams, but more importantly, to have access to technical and scientific literature in their future professional career, students need to develop

necessary skills and strategies to guide their learning. In other terms, they need to be trained in order to be ready to meet the increasingly complex demands of writing assignments. The necessity for students to write for occupational and academic purposes leads curriculum designers and textbook writers to provide the necessary materials that allow the EFL writing class to assume an equal role with other language skills. By and large, our concern in this study is with the analysis of secondary school syllabuses and textbooks. We need to test out the claims being made now of the new program. As for the textbooks; do they truly help to develop autonomy? Do they truly involve problem solving? Are they truly learner centred? If yes, are the processes and strategies of writing faithfully implemented?

Review of the Literature

Compared to reading the teaching/ learning of the ESL writing skill have not been the object of a great amount of research in the field of English Language Teaching (ELT) and educational psychology. Nevertheless, there exists a small but solid published data from case studies of people writing in their second language. Recently, due to the centrality of the process movement to the teaching of writing, studies have been centred on analyzing the ways in which writers plan, draft, revise, and edit their texts. Initially, these studies encompass the entire writing process. Researches have been generally conducted within classroom context (McDonough Steven, 1995). In fact, most EFL writing strategy research has focused on identifying effective writing strategies rather than on teaching them. Lately, researchers have been investigating student writers' sub- processes such as revising, reviewing, annotating texts, backtracking, idea generation, and task representation (Chamot Anna Uhl, 2005). One of the important methodologies used when carrying these researches have been capturing what the writer does through a variety of methods such as: interviews, text analysis, observation, and think- aloud protocols.

Studies by Raimes (1985, 1987) and those by Lay (1983), Zamel (1983), Arnt (1987), Jones and Tetroe (1987), and McDonough (In McDonough Steven, 1995, 66) contain information pertaining unskilled writers in American college English programs, proficient Chinese learners of English in China, and Venezuelan students in Canada trying to succeed in TOFEL (Teaching of English as a Foreign Language) examination. A study of writing strategies instruction was recently conducted in England with six classes of secondary students of French (Macaro in Chamot Anna Uhl, 2005). The aim of the study was to prove that instruction in writing strategies could be beneficial for second or foreign language learners. In this writing project, students were randomly given questionnaires, writing tasks, and think- aloud interview during a French writing task. Students received about five months instruction on a variety of writing strategies that included metacognitive strategies of advanced preparation, monitoring, and evaluation. By the end of the experimentation, it has been proved that the learners made significant gains in the grammatical accuracy of their writing. More importantly, students became less reliant on the teacher that is more autonomous. A further research has been conducted by Schultz (1991) who clarified how teaching the semantic mapping strategy helped EFL students' progress in their argumentative writing and made them intellectually engaged. Bergman (1991) for his part presented secondary school students with training in metacognitive strategies and discovered that they helped improving both their writing ability and metacognitive knowledge. Another investigation has been conducted by Barnes (1993) in which he reported on the effectiveness of training ESL writers in using a metacognitive strategy for planning essays. Additionally, Aziz (1995) compared the effect of two types of strategy training (cognitive, paired cognitive, and metacognitive) on developing FL students' writing performance and grammatical agreement. The researcher found progress in the cognitive group students' grammatical agreement but not in their writing performance. Quite the reverse, there was improvement in

both the paired cognitive and metacognitive group students' overall writing performance and grammatical agreement. In the same way, Sano (1999) reached positive results for writing strategy instruction.

On the whole these researchers proved that the teaching of writing strategies has a positive effect on the quality of student's writing.

Stating the Issue

As has been previously mentioned, important research has been conducted in relation to writing strategies with the major goal of improving the students' capacity to learn English. Consequently, we assume that an investigation into the writing strategy instruction in the Algerian secondary school context will provide helpful insights and may contribute to improving the teaching of writing strategies and writing composition in general. That is why; we suggest conducting a study in the Algerian secondary school context.

Our research will deal with the syllabuses and textbooks designed for secondary school. We will see whether there is a correlation between them and whether they faithfully implement the writing processes and strategies. Said differently, do the secondary school syllabuses and textbooks truly consider the processes and strategies of writing? Since the subject of our interest will be on the teaching and learning of the writing skill, we shall see if the tasks incorporated are really designed to prepare the learner to practise and gain mastery over the writing skills. That is to say, is the writing process thoroughly considered and faithfully implemented in the new program?

Methods and Materials

The aim of this part is to describe the way we will proceed to investigate the issue stated above and the different techniques used. To reach our goal, we intend to conduct our work under the light of the process approach to writing.

Recently, the psychological and philosophical foundations of human skills research started a major shift in the direction of what is now defined as cognitive psychology. Eventually, the major underlying statements were that the inner working of the mind can be studied, and that the complex skills are made up of interacting components operating together in complex processes (Grabe William and Robert B Kaplan, 1996: 86).

It is commonly recognized that writing is communicative and interactive in nature. Writing is the interaction of at least three components: the writer, the reader and the text. As a liberating concept of “writing as a process”, there is a change in the general perception of writing instruction and the way students learn to write. As Flower and Hayes asserted, composing processes are interactive in nature, intermingled, and potentially simultaneous. When researchers explore what writers do during writing, one major attention is focused on which strategies writers apply to enhance the effectiveness of their writing, and how they perform those strategic behaviours. To be sure, the use of a variety of writing strategies enhances and facilitates to a great extent the quality of writing.

Composing is a goal directed activity (Ibid, p 91). In ESL, the aim is not really to dissociate writing entirely from the written product and to merely conduct students to the different stages of the writing process. According to Freedman, Dyson and Flower (1987), the idea behind this approach is “to construct process- oriented writing instruction that will affect performance” (quoted in Richards Jack C and Willy A Renandya, 2002: 316). This means that students need to be taught problem- solving strategies connected with the writing process.

As far as the techniques are concerned, we are planning to evaluate the secondary school syllabuses and textbooks. The three textbooks are designed under the banner of the recent educational reform. To reach our goal, tasks related to writing and its assessment will be scrutinized.

Our dissertation will comprise two distinct parts each one including two chapters. Chapter one, as a point of departure, offers a review of literature which consists basically of the most dominant theories of ESL writing. In the second chapter, we shall deal with an over all review of writing instruction approaches with an emphasis on writing process and strategies. The last chapters, for their part, will be practical in nature. Chapter four focuses mainly on the presentation and analysis of the secondary school syllabuses. As for the fourth chapter, it is devoted to the analysis of the three secondary school textbooks At the Crossroad, Getting Through, and New Prospects. Since in this study our interest is on writing skills and strategies, the parts concerning writing skills shall be scrutinized in both the secondary school syllabuses and textbooks. Finally, we shall close the research with a general conclusion. We will end with some pedagogical suggestions that may help to the improvement of learning and teaching of writing skills and strategies.

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Part One: Theoretical Survey in ESL Writing

Introduction

“Composition is ten percent inspiration and ninety percent perspiration”

(Manser Martin H, 2006: 4)

Drawing on this definition, the way people in general and students in particular learn to write is basically different from the way they learn to speak. In fact, when speaking is biologically acquired writing is culturally transmitted. Without doubt, for writers to be competent in composing in different genres and for different purposes they have to possess a certain mastery of adequate vocabulary and knowledge of syntactic structure. Furthermore, when composing a text, the writer must know how to make use of appropriate strategies for planning, composing, reviewing, and revising his draft (Westwood Peter, 2008; 57).

As affirmed by Grabe William and Robert Kaplan “writing is a technology, a set of skills which must be practiced and learned through experience” (1996; 6). This implies that the way people acquire the speaking and listening competence is basically different from the way they learn to write.

When writing is a difficult activity for most people both in the mother tongue and in a foreign language, some differences are to be found between writing in L1 and writing in the target language, particularly in the learning/teaching context. It is extremely challenging for students to write in a foreign language. As affirmed by Westwood Peter “it calls upon many experiential, cognitive, linguistic, effective, and psycho-motor memories and abilities” (ibid. 56).

The present part of the research will comprise two distinct chapters. In the first chapter, we shall first review theories related to ESL writing so as to provide theoretical foundation for the classification of ESL writing strategies. Then we shall deal with the most

influential models of writing as process. As for the second chapter, we intend to explore the most dominant approaches to writing instruction. A general definition will be given to the meaning of the term “strategies”. Then, we will orient our interest towards the precedent categorizations of writing strategies and the taxonomy that we intend to use to analyze the syllabuses. Finally, we will provide a classification of the types of activities to be used before, during, and after the writing process.

Chapter One: ESL Writing Theories: An Overview of Current Trends.

1.1. Theories of Writing

With the development of literacy research, writing in a foreign language has gained considerable attention. Scholars and researchers are trying to find most effective ways of teaching writing to a growing number of ESL students in the world. In the present part, we shall present an overview of the most relevant ESL writing research and approaches. We will review the major trends in ESL writing theory and practice from both a historical and pedagogical perspective.

Research on writing has been approached from many theoretical positions. Recent writing instruction approaches are supported by four important theories: Communicative theory, contrastive rhetoric theory, cognitive development theory, and social constructionist theory. They will be viewed in the first part of this chapter because of their direct association with the most important ESL writing instruction approaches and writing strategies.

1. 1.1. Contrastive Rhetoric Theory:

This theory of writing has been proposed by Kaplan (1966) in an article entitled “Cultural thought patterns in intercultural communication” (Congjun mu, 2007). Research in this domain has typically focused on the analysis and comparison of the written texts of native and non-native speakers of English. The textual differences found have been generally related to cultural differences in conventions of writing.

During the 1960’s, it became evident that the audio-lingual method did not provide a means for teaching connected writing. As a result, researchers like Kaplan decided to examine a large number of international students’ compositions. The findings showed that the writing of English of students whose native languages were Chinese, Arabic, Russian, Japanese, or French was different from the native speakers writing.

What should be emphasized is that contrastive rhetoric is not mainly concerned with superficial differences in tense, aspect, or mode. Instead, it gives more importance to the various ways of achieving cohesion and topicalization. In his review of contrastive rhetoric studies, Connor identified four domains of investigation.

(1) contrastive text linguistic studies: examine, compare, and contrast how texts are formed and interpreted in different languages and cultures using methods of written discourse analysis; (2) studies of writing as cultural and educational activity: investigate literacy development on L1 language and culture and examine effects on the development of L2 literacy; (3) classroom-based contrastive studies: examine cross-cultural patterns in process writing, collaborative revisions, and student-teacher conferences; (4) genre-specific investigations: are applied to academic and professional writing.

(Connor U, 2002: 498 in Congjun Mu, 2007: 6)

From this definition, we can deduce that the general interest of contrastive rhetoric is on writers' different cultural and linguistic backgrounds as influencing to a great extent the structure and arrangement of their texts. For instance, studies in the field have proved that writers composing in the target language do use different first language rhetorical patterns when writing English. For instance, Shirley Ostler (1987), in a large scale study, discovered that, on the oral written scale, Arabic students writing in English use language and organization that positions writing near the oral scale. Furthermore, it was found that the Arab culture used long sentences joined by coordinate conjunctions, repetition, and syntactic balance (Reid Joy M, 1993; 61). These researchers agree on the fact that differences in cultural styles of persuasion and thinking lead to a problem in effective communication.

In the 1990s the field of contrastive rhetoric experienced a paradigm shift. The reason behind that is that the early contrastive rhetoric research concentration was mainly on the final product. However, it has become clear in recent research that questions raised in the field can not be solved by considering only the writing product. Though with this theory the stress is on the text rather than on the mental processes, the processes through which the composition is

generated can not be disregarded (Grabe William and Robert B Kaplan, 1996). This new conception of contrastive rhetoric with its concern on the process dimension led to the interest on what is known as “rhetorical strategies” of writing. Rhetorical strategies may be defined as means ESL writers use in order to organize and present their ideas in writing conventions that are acceptable to native speakers of English (Congjun mu, 2007).

The next theory of writing agrees with contrastive rhetoric theory on the fact that successful communication in writing comes from the awareness of constraints such as the writing, the prose, and audience expectations.

1.1.2. Communication Theory

This theory emerged first in Britain during the 1970’s. Generally, the core concern of communicative theory is language learners’ communicative competence. As to writing, in all contexts the principal goal behind composing a text has always been communication.

Although most of the research in this field has been concerned to a great extent with the oral skills (K. Johnson and Morrow, 1981; Savignon, 1983) and to a less extent with the reading skills (D. Clarke, 1989; Grellet, 1981) a number of communicative conceptualizations have been proposed for developing models of written language.

When teaching the writing skill, the stress is given to the purpose of a piece of writing and the audience for it (Reid Joy M, 1993; 39). Flower for instance developed a socio-cognitive model that includes the influence of context into the writer’s cognitive process. Second, and equally important, Martin developed a model of discourse adaptable to writing. His model has been influenced by the Hallidayan functional perspective. It considers the textual and social dimension of writing but not the cognitive one. A third model has been proposed by Witte (1992). It takes into account the social, cognitive, and textual components of writing.

The models that interest us the most in this research are the once developed by Bachman (1990), Canal and Swain (1980), and Hymes (1972). Canal and Swain put forward the idea that communicative competence could be divided into five components: grammatical (linguistic), sociolinguistic, discourse, and strategic competence. As stated by Grabe William and Kaplan Robert B

These four components of communication would account for a person's linguistic skills in the following way: (1) phonological/ orthographical, morphological, syntactic, and semantic knowledge; (2) sociolinguistic awareness and rules of appropriate language use; (3) knowledge of the ways that discourse is sequenced and abilities to structure discourse effectively; and (4) knowledge of skills and strategies that either enhance communication or repair miscommunication

(Grab William, 1996: 225)

From this definition we can conclude that the purpose and the audience are the focal points in this approach to writing. In the classroom, students engage in real-life tasks, such as writing a job application, an e-mail, or a letter to a friend. Traditionally, the teacher alone has been the audience for students' writings. With the communicative theory it is believed that the writers do their best when writing is truly a communicative act. As such, the readership may be extended to classmates and pen pals. In other words, students write for real purposes and for real audiences, rather than just for their teacher.

1.1.3. Cognitive Development Theory:

In the early 1970's the process approach to writing emerged. Cognitive theories began to affect the composition classroom. Instead of concentrating exclusively on the product, or on the individual development of the writer through expressive writing as the traditionalists did, a more scientific study of writing came into sight.

The cognitive approach was cognitively and psychologically based. Compared to the expressive approach, this approach was a more scientific way to study the process approach. The method of data collection was often based on case study research. This consisted of careful and detailed observations of a small group of writers during a small period of time.

The data were then categorised interpreted and reported. The interest of the researchers was mainly on: the study of poses, the role of re-reading in revision, and the amount and type of revision among writers. Generally, the methodology used was “Think- aloud” protocols. With this method, the writers verbalised their thoughts as they composed or planned their writing.

Among the first to investigate on the process dimension in L1 writing are: Janet Emig (1977), Nanacy Sommers (1980), and Sondra Perl. These teacher- researchers examined the writing process of both experienced and inexperienced writers. They came up with the conclusion that the writer goes through many stages when composing a text and that writing is not necessarily linear. Instead, writers follow a recursive pattern, often going back in their text to previous words, sentences or paragraphs. In other words, for many writers “the process of putting words on paper is two steps forward, one step back” (Reid Joy M, 1993; 8). In her research, Janet Emig concluded that importance should be given to both pre- planning and editing as ongoing activities.

In addition to “ think- aloud” protocols, research on writing has been investigated by using other procedures as: observing writers as they write, interviewing writers during their writing, examining writers journal’s accounts of their writing processes, and conducting ethnographic studies of writing classes.

One contribution of the cognitivists in the domain of teaching writing is the use of “invention heuristics”. It was first advocated by Kenneth Burke (1945). This consists of an organized set of questions that help the writers generate, develop, and arrange their ideas. They range from simple questions such as who, what, when, where, why, and how to the most complex questions. Another important heuristic taken from Aristotle’s “topics” also came out in many composition textbooks. The following is taken from Elizabeth Cowen Neeld’s textbook untitled Writing:

Comparison

1. What is..... similar to? In what ways?
2. What isdifferent from? In what ways?
3.is superior to what? In what ways?
4.is most like what? In what ways?

(1986, pp. 46-47, in Reid Joy M, 1993; 7)

This example of heuristics has been designed with the aim of stimulating learners' thoughts and helps them generate ideas for writing a comparative text.

While the cognitive approach to composition dominated scholarship during the 1970s and 1980s, publications that questioned both the usefulness and the effectiveness of focusing mainly on the individual writing processes began to emerge in the mid-1980.

1.1.4. Social Constructionist Theory:

This educational approach originated from social constructivism. The roots of social constructivism are based on the work of Vygotsky (1978). According to him, human development is inherently a socially situated activity. In fact, a child or novice cognitive development starts in social interaction with more able members of society. As explained by Storch Neomy "The more able members (expert), by providing the novice with the appropriate level of assistance, stretches the novice beyond their current level towards their potential level of development" (Kroll Barbra, 1994; 27). Concerning writing, the written product is considered as a social act that takes place within a specific context and for a specific audience. Indeed, it is the community that controls the language and the form of a written text. This approach has also been inspired by Kunhn's Structure of scientific Revolution (1970). In fact, social constructionists have asserted that "reality, knowledge, thought, facts, texts, selves and so on are constructs generated by communities of like-

minded peers” (Bruffee 1986: 774 in ibid) That is to say, discourse is socially constructed.

Additionally, Bruffee states that

Social construction assumes that the matrix of thought is not the individual self but some community of knowledgeable peers and the vernacular knowledge of that community. That is, social construction understands knowledge and the authority of knowledge as community- generated, community- maintaining symbolic artifacts

(1986: 777 in Kroll Barbara, 1994; 28)

As can be understood, this theory supports the view that knowledge, language, and the nature of discourse are established by the “discourse community” for whom the writer is creating the text. Therefore, learning to write happens within society and is used as a means to develop real and meaningful functions, equally important, social constructionists consider the fact that learning to write occurs within the zone of proximate development. When students engage in a task that is too difficult to perform they are obliged to seek for help from their teacher or more experienced classmates.

From the perspective of writing instruction, both the product and the process are emphasized. On the one hand, the product- approach standpoint suggests that writers employ each others writing products to construct meaning. On the other hand, the process- approach proposes writers cooperate and communicate with each others in order to compose their texts. As such, the teachers’ task must involve engaging the students in a constant interaction among themselves about what they write and the processes they make use of. Students and teachers should be able to talk with each other in order to negotiate their thoughts and different means of approaching the task.

1.2. Models of the Writing Process

With the development of research in the field of the writing process, two teams of researchers have figured predominantly in the 1980’s. Flower and Hayes, and Breiter and Scardamalia are worth mentioning because of their direct influence on ESL writing research.

These researchers started to develop cognitive models of the writing process with an attempt to provide a synthesis of research. Both have provided important insights into the development of writing abilities. The following illustrates the models developed by researchers in L1 writing composition and that influenced studies in L2 writing composition.

1.2.1. The Flower and Hayes Model of Writing

Flower and Hayes model of the composing process was one of the most commonly cited studies throughout the 1980's (Grabe William and Robert B Kaplan, 1996). With this model it has been stated that:

- Composing processes are interactive, intermingling, and potentially simultaneous;
- Composing is a goal- directed activity;
- Expert writers compose differently than novice writers

(Ibid; 91)

When writing an essay, for instance, the writer needs to develop a personal representation of the problem, establishes goals for writing and ways of achieving the goals. In the Flower and Hayes' model of writing process, tasks that involve composing written texts follow several stages. In the beginning phase, the writer gives more importance to generating ideas and goal setting activities. As for the last phase, revising becomes more important. Besides the process dimension of writing, the model includes a monitor that direct the starting and ending of each phase. It is there that the strategic knowledge of the writer is located. Other factors manage which information and goals are being set. This consists of the context of writing and the writer's long-term memory. As defined by Flower and Hayes (1981) context means everything "outside the writer's skin" (in Heine Lena, 2010; 44) including time constraints and the text produced so far. As for the writer's long term memory, it is where procedural knowledge such as: the topic, the audience, and the writing plan are stored. The following figure best illustrates this

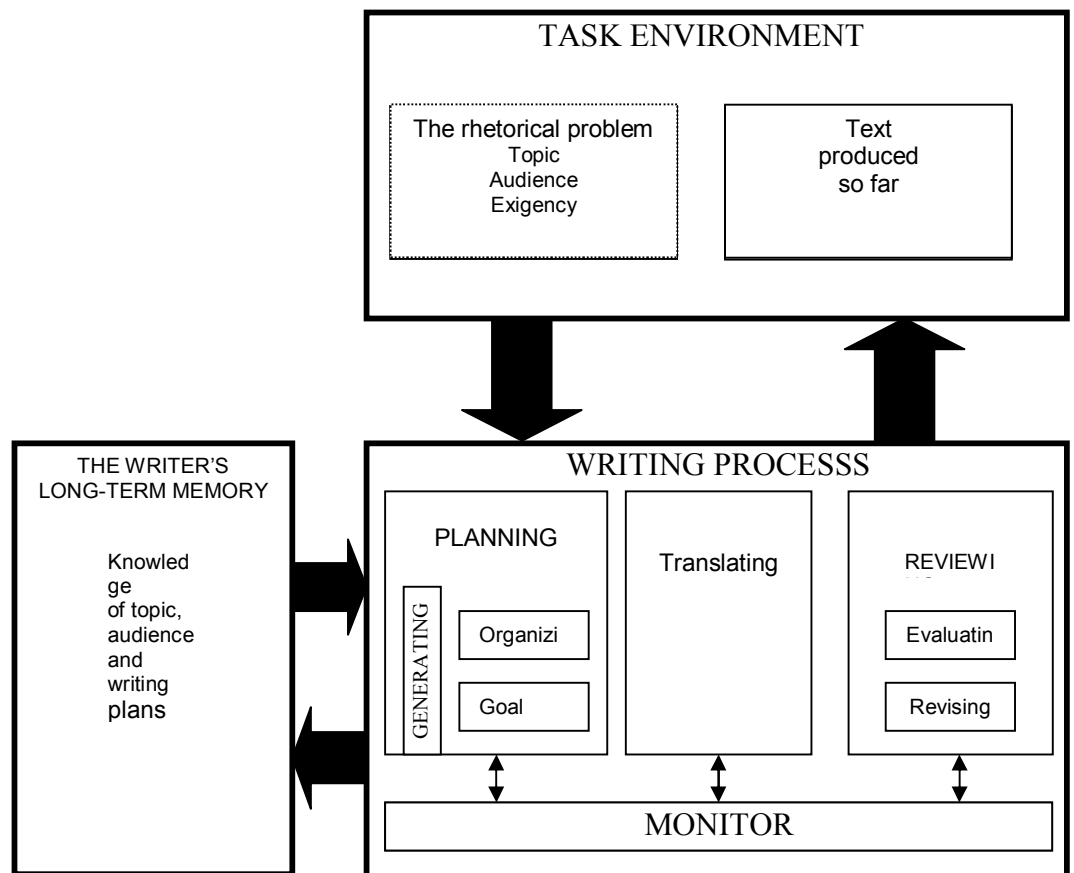


Figure 1: Flower and Hayes cognitive processes (1980; 1981)

According to Flower, the real difficulty the writer encounters is not how to acquire new skills but how to use already- existing skills in new ways and for new purposes. In Flower's words:

For the student....the classroom content, the teacher's concern with the content and the role of the paper as a tool in the grading process..... are likely to fit a familiar schema for theme writing. But what is important in college is not the apparent genre or conventions, but the goals. The goals of self-directed critical inquiry, of using writing to think through genuine problems and issues, and of writing to an imagined community of peers with a personal rhetorical purpose.

(Grabe William and Robert Peter, 1993; 113)

In short, the growth of the writing ability is viewed as the development of effective strategies for appropriate goal- formation. That is to say, emphasis should be given to

student's strategic knowledge. Learners who are aware of the strategies are more likely to manipulate their use and improve them.

Overall, Flower and Hayes' research has a dominant status in writing research since it views writing as a problem solving process. Through their research, the two scholars came up with the conclusion that good writers, when dealing with a writing task, must have a full representation of the problem in order to adjust their goals flexibly.

Flower and Hayes' model of the cognitive processes in writing has been the most influential model in the domain, resulting in changes in instructional practice. This process model has led the way to writing instruction which aims at teaching writers how to be more strategically aware of their goals in writing and how to solve problems related to the writing task.

1.2.2. The Bereiter and Scardamalia Model

Bereiter and Scardamalia agree with Flower and Hayes in that they also view writing as a critical problem solving task. They sustain the idea that writing is a recursive problem-solving process that permits writers to think and write more effectively in a topic. More importantly, two forms of strategies were used to improve writing: Rhetorical and self-regulatory (Hacker Douglas J and John Dunlosky, 2009; 137) However, what differentiate the two teams is that Bereiter and Scardamalia aimed at proving that skilled and less- skill writers did not follow the same processes when dealing with the writing task. They were concerned with the differences between novice and expert writers. Furthermore, they tried to specify the processes used by both. In their study, they proposed two models of writing processes in stead of a single process model. The two process writing models that these researchers suggested are: the knowledge- telling and the knowledge transforming model. These two models illustrate how proficient and less- proficient writers behave when composing a text.

Regarding the less- skilled writers and children, they use the knowledge- telling model. When dealing with text composition, they devote most of their attention to basic problems. For instance, they give more importance to grammatical mistakes and translating oral language skills into written form. This model keeps cognitive difficulty at a controllable level. Consequently; beginning writers seem to use few strategies, for instance:

- They consider the topic of the assignment and ask themselves what they know.
- They consider the genre of the assignment.
- They read what they have just written and use this to generate additional information.

(Ibid, 138)

In short, these writers usually produce texts that are less polished, coherent and effective than that of more proficient writers. The reason behind is that they lack necessary knowledge of the writing process and strategies for planning, producing, organizing, and revising their text.

As for expert writers, they make use of a far different and more developed process. This model is known as ‘Knowledge-transformation’ in which the writer reflects on the density and difficulty of the task. Moreover, he has to find appropriate ways to address the complexities encountered. Then, he varies his organizational strategy depending on the genre of text. This complex process is essential as it contributes to the development of instructional practices in writing that encourage the focus on metacognitive abilities, and strategies instruction.

On the whole, the two models have provided a powerful explanation for many of the differences between novice and expert writers.

As has been previously mentioned, recent research gives more importance to the process the writer goes through when composing a text. Still, what should be pointed out is that there should not be a firm division between the “process” and the “product” of writing.

As maintained by Reid (2001), the controversy that arose between the process and product approach in L2 classrooms is “a false dichotomy”. He further adds that many L2 writers are guided by “process writing strategies to achieve affective written communication (product), with differences occurring in emphasis”. After all, the aim behind teaching the processes of writing is also to improve the quality of the product.

The different conceptions of writing and learning mentioned so far have influenced to a great extent teaching practices in SL classroom. Jointly, they offer a picture of current L2 writing instruction. As stated by Hyland Ken “it would be wrong to see each theory growing out of and replacing the last” (2003; P7). Instead, each theory should be regarded as another piece of the jigsaw, and a supplementary perspective to illuminate what learners need to learn and what teachers need to offer for effective writing instruction. Definitely, the four theories mentioned above are complementary and have all been interested in a way or another to the process dimension of writing and the different strategies to develop the skill.

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Chapter Two: Approaches ESL to Writing Instruction

Writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure).

(Kane Thomas S, 1988: 17)

The most recent research in composition has given us important insights into the composing process. It is clear from the current research in composition that a concern with how writers generate ideas, record them, and refine them in order to form a text predominates when writing a text.

In the following part, we will explore the general approaches to writing instruction. Additionally, a general definition will be given to two terms ‘process’ and ‘strategies’. In addition to that, we will mention the precedent categorizations of writing strategies and the taxonomy that we intend to use to analyze the syllabuses. Finally, we will provide a classification of the types of activities to be used before, during, and after the writing process.

2.2. Writing Instruction Approaches

2.1.1. The Controlled Approach

Since 1945, controlled composition and current traditional rhetoric were the predominant approaches to writing. Also referred to as guided composition, the controlled approach seems to have its roots in Charles Fries’s oral approach (1945), the precursor of the audiolingual method. With this approach, oral language was seen as the way to language success. Fluency in reading, and writing could be achieved only if the oral competence was mastered. These skills were seen as support language skills. Consequently, the writing skill was somehow excluded. Students listened, then spoke, and finally read. Writing was regarded as less critical to language competence. Until the early 70’s, “the teaching of writing in the classrooms was restricted to the teaching of handwriting and to fill blanks of grammar and

reading comprehension exercises” (Reid Joy M, 1993: 22). The Traditional controlled composition can be regarded as a result of the dominance of the audiolingual approach to language teaching (Silva Tony and Ilona Leki, 2004). As such, Language was considered mainly as speech (from structural linguistics) and learning as habit formation (from behaviorist psychology). Though the writing skill is included in the name of this approach; writers did not compose but rather grammatically manipulated already existing model texts (Ibid). More importantly, the teaching of second language writing has often been synonymous with the teaching of grammar and sentence structure. As Raimes rightly state it in an article untitled “Tradition and Revolution in ESL Teaching” (1983), writing “served to reinforce speech in that it stressed mastery of grammatical and syntactic forms”. Inevitably, this skill was regarded as a secondary concern. Writing was “the handmaid of the other skills” (listening, speaking and reading), “which must not take precedence as a major skill to be developed” (River 1968: 241). Drawing on this definition, writing in a second or foreign language was seen as an exercise in habit formation. Since researchers were mainly interested in formal accuracy and correctness, errors caused by first language interference were firmly forbidden. From this perspective, writing was essentially reinforcement for oral habit. Another aspect that negatively influenced the teaching of writing was the lack of experience and knowledge about teaching composition among teachers and researchers. Teachers for their part knew almost nothing about the theories and practices in the teaching of writing. For them writing was just a way of practicing grammar. Their job was simply to design, assign, and evaluate the written product.

2.1.2. Controlled- to- Free Approach

In the late 70’s and early 80’s, a progress from strictly controlled writing to “free writing” took place. However, the term “free” was in effect a misnomer since the freedom was guided. The approach emphasizes accuracy rather than fluency. In fact, writing was

restricted to structuring sentences in the form of a short piece of discourse, usually a paragraph. Generally, exercises were language- based. Their focus was mostly on vocabulary building, and grammar correctness. These exercises strongly reflect the behaviorist perspective in which writing serves to achieve mastery of grammatical and syntactic forms. Eventually, with constant practice of correct structures, it was assumed that students would learn the language and would therefore be able to transfer the knowledge related to the language form into original utterances. With this approach, the teaching of writing was primarily viewed as teaching language skills. As affirmed by Zamel (1985: 86)

What is particularly striking about these ESL teachers' responses.....is that the teachers overwhelmingly view themselves as language teachers; they attend primarily to surface-level features of writing and seem to read and react to a text as a series of separate sentences or even clauses, rather than as a whole unit of discourse.

(In Celce- Murica Marianne and Elite Olshtain, 2000; 141)

Most of the writing exercises were strictly controlled by having students change words or clauses or combine sentences. Once students achieve mastery of these kinds of exercises, typically at an advance level of proficiency, they were permitted to engage in autonomous writing. This approach largely emphasis the writing product without considering the cognitive capacities of the learner.

2.1.3. Language-Based Writing

Strongly concerned with guided writing is the interest, by teachers and researchers, on teaching writing mainly as a language skill. During the early 80's many textbooks reflected this language-based approach to writing. The first book designed by Ann Raimes for teachers of ESL writing Techniques in Teaching Writing (1983) strongly support this view of writing. As claimed by Raimes "Writing reinforces grammatical structures, idioms, and vocabulary". She further adds that teaching writing is "a unique way to reinforce learning" (P. 3). The following is an example of how courses were based on the practice of language components.

Purpose: to practice using conditional sentences in the present tense.

You are an art teacher. You want to introduce your students to the basic principles of mixing colors. You have decided to prepare a brief explanation to distribute to your students on the topic

(Mckay, 1979; 75 in Reid Joy M, 1993; 27)

Technique such as audio transcription and sentence-combining may be also used. In the former the teacher dictates a short passage and the student has to rewrite it partially or completely. It has been proved by some researchers that this technique may enhance students' fluency and sense of discourse coherence (Buckingham and pack, 1976; Kleimann and Selekmann, 1980; Nation, 1991; Riley, 1975). The technique of sentence-combining for its part encourages learners to write sentences that are more syntactically complex. Supporters of sentence-combining activities believe that instruction at the sentence level "extends the cognitive strategies of students, improves the sophistication of their sentence structure, and eventually improves their compositions" (K. Johnson, 1992 in Ibid: 28)

In short, language-based approach to the teaching of writing has influenced the early design of textbooks and many ESL classrooms. However, some researchers were against its principles. In fact, accuracy was still emphasized over fluency and originality as with the precedent approaches.

2.1.4. The Pattern-paragraph Approach

Rather than focusing on accuracy of grammar and fluency of content, this approach to writing stresses the organization of written texts. The move from language-based writing to the study of composition techniques and strategies was gradual. It started with the need of students in the academic environment. To be admitted into different universities abroad, students were required to perform tasks related to the writing skill and Researchers found out that students were unprepared for proficiency examination and for the written work required

for them in academic classes. Among the first initiators of this approach were Barbara Seale and her book Writing Efficiently (1978) which provided teachers and students with a gradually approach that led to the production of what she termed academic themes (Reid Joy M, 1993).

Overall, this approach involves the analysis and imitation of model texts. Activities consist of imitating a model paragraph, and inserting or deleting sentences, and putting scrambled sentences in order. The aim behind that is “to develop students’ awareness of the concept of thesis statement, topic sentence, paragraph unity, and organizational strategies” (ibid; 30). Activities that are pattern-based resemble the following:

Choose one of the five topics below and write a classification paragraph. Remember to state your topic sentence in the introduction, to develop your discussion completely, and to summarize or restate your topic sentence in the conclusion. Try to use clarification vocabulary. If you find it helpful, outline the three parts of the paragraph before writing. Write your paragraph on notebook composition paper.

1. *occupations*
2. *sports*
3. *movies*
4. *your friends or family*
5. *any other topic of your choice*

(Auerbach and Snyder, 1983 in Reid Joy M, 1993: 30)

The principle of pattern-paragraph teaching contributed significantly to the change forward from language-based writing. Its influence is still observable in many today writing classes and continues to concentrate on the importance of appropriate organization techniques for composing written materials.

2.1.5. The Current Traditional Rhetoric Approach

The mid- sixties witnessed a rising awareness of ESL students needs to produce extended written discourse. Current- traditional rhetoric came as an approach that deals with the logical construction and arrangement of discourse forms. Thus, Paragraph writing was given chief interest. Attention was given to both paragraph elements (topic sentences, support sentences, concluding sentences, and transitions) and elements of its development (illustration, classification, exemplification, comparison, contrast, partition.....etc). With this view of writing instruction, classroom procedures consisted of choosing among alternative sentences within the context of a given paragraph. Furthermore, writing was simply a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns. That is to say, the focus was essentially on the ability to produce correct texts. On the whole, current traditional rhetoric can be summarized into:

The composed product rather than the composing process; the analysis of discourse into words, sentences and paragraphs ; the classification of discourse into, description, narration, exposition, and argument ; the strong concern with usage (that is syntax, spelling and pronunciation) and style (that is economy, clarity, emphasis) ; the preoccupation with the informal essay and the research paper.

(Young, 1978: 31 in Silva Tony and Ilona Leki, 2004:5)

From this definition we can deduce that the focus was mainly on the end result of the act of composition. Additionally, new contribution was brought by the field of applied linguistics with its emphasis on contrastive rhetoric. That is, on the idea that writer's different cultural and linguistic backgrounds influence the structure and arrangement of their texts. In other terms, interference goes beyond the sentence to patterns of text organization. Thus, learning to write requires identifying, internalizing, and producing correct texts. The teacher who follows this approach will be concerned with the end product and whether it is grammatically correct and obeys to conventions. The learner for his part will have to copy, imitate, and develop sentences and paragraphs from models of various sorts. Furthermore,

research in traditional rhetoric typically focuses on the analysis and comparison of the written texts of FL writers and those of the native speakers of the target language.

To sum up, concentration was on what to write without thinking about how to write it (ibid). In fact, this model of composition instruction, known by some as the “traditional paradigm” (Berlin, 1987; Bloom, Daiker and White, 1997; clark, 2003b. 2003c, 2003d) and by others as the “product approach” (Kroll, 2001) reflected the perspective in which writing instruction focuses mainly on the form of writing, as if composition existed outside the social context. Moreover, little attention was given to the strategies and other cognitive operations involved in putting pen to paper and drafting a meaningful piece of writing.

2.1.6. The Process Approach to Writing

The influence of the process theory on writing remains powerful. Writing researchers have pointed out the limitations of a product approach to the teaching of writing. Inevitably, a product approach concentrates only on ends rather than means and how writers create writing. By focusing on the form and structure rather than understanding how learners write and learn to write the composing processes were ignored (Richards Jack C, 1995)

In the 1960's and 1970's, L1 composition researchers shifted the focus of writing studies from product to process. With this new approach, the writer is viewed as the originator of written text. The process through which the writer goes to create and produce discourse is given more importance in the theory. The L1 trend rapidly began to surface in L2 teaching and research. For instance, in 1989 Barnett designed a model for teaching L2 writing process based on Flower and Hayes's 1981 L1 model of writing.

Early studies attempted to describe all aspect of composition processes. Researchers were trying to grasp whatever they can about the nature of L2 composition. They were mainly concerned with behaviors of successful and less- successful writers. Also, L2 research on

writing was characterized by its keen awareness of L1 writing process research as a guiding force.

Nanacy Arapoff (1968, 1969), Mary Lawrence (1973, 1975), Vivian Zamel (1976, 1982), and Ann Raimes (1979) were among the first to stress the value of process research in ESL classroom. They recommended giving more importance to the writing process in L2 classroom. As such, surface- level errors and achieving correctness should be given secondary importance. These researchers encouraged their colleagues to learn from L1 composition studies and to apply effective techniques to L2 writing instruction. During that period, L2 writing teachers began to conduct their own investigations and apply process- oriented pedagogy most appropriate to the learners.

Among the L1 schemes frequently used by L2 studies are those developed by Perl (1978) who developed a coding scheme for categorizing writing process behaviors, and Faigley and Witte (1981) who designed a system for studying the influence of revision on meaning. Other L1 studies such as Pianko (1979) have also influenced the research designs of L2 writing process studies.

Chelala (1981) was one of the first to conduct a research using a case study approach. He centered his study on composition and coherence in writing. His subjects were two professional Spanish speaking women. The researcher used Perl's coding scheme to analyze the subjects' type of composing aloud. Also, he analyzed the coherence of their written products. By the end of the research, effective and less effective behaviors were identified. The results revealed that the first language was used during prewriting as writers tend to switch back and forth between the mother tongue and the target language

Along the same line, another early research has been conducted by Jones S (1982). He dealt with both the written products and written processes of two writers. He designated them as the poor writer, the one who demonstrated a weak grammatical competence, and the good

writer with more grammatical proficiency. The two composed aloud as they self-generated and revised a narrative. When composing, strategies were analyzed. John noted two composing behaviors: writing or generating texts and reading the text already generated. The researcher concluded that writing strategies affected writers' rhetorical structure. Moreover, the poor writer was bound to the text at the expense of ideas; the good writer for his part relied more on the generation of ideas. With these results, John came to the conclusion that what was missing with the novice writer was the composing competence (Ibid, 40). He added that the use of process- oriented composition pedagogy would be the key for improving their writing.

In the same vein, Rorschach (1986) conducted a research with three advanced L2 subjects. Students were evaluated and interviewed about why they wrote and revised as they did. The results showed that awareness of the reader pushed the writer to emphasis more on form rather than on content.

The three studies mentioned above agreed on one thing. That certain L2 instructional approaches, such as Krashen's monitor theory, might not help to improve the composing competence required. To support this idea Diaz (1985) and Urzua (1987) conducted further studies. Diaz conducted an ethnographic study in which she established a process- oriented classroom environment. By the end of her observation, she concluded that process strategies and techniques would be of great help for the less proficient writers. According to her "when used in secure, student- centered contexts, the benefits to these students can go beyond their development as writers" (Kroll Barbra, 1994; 43).

The goal when teaching writing is to enable students to develop an effective writing process so that they can continue to learn outside the classroom. In accordance with this paradigm shift, the focus of recent research on writing has been on the different kind of strategies and cognitive activities that a writer engages in when writing. The discipline of

rhetoric and composition has emphasized the importance of helping learners to become active participants in learning. As the learning theorist Jerome Bruner rightly states it (1966)

To instruct someone in a discipline is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge..... Knowledge is a process, not a product
(Clark Irene L, 2003; 72)

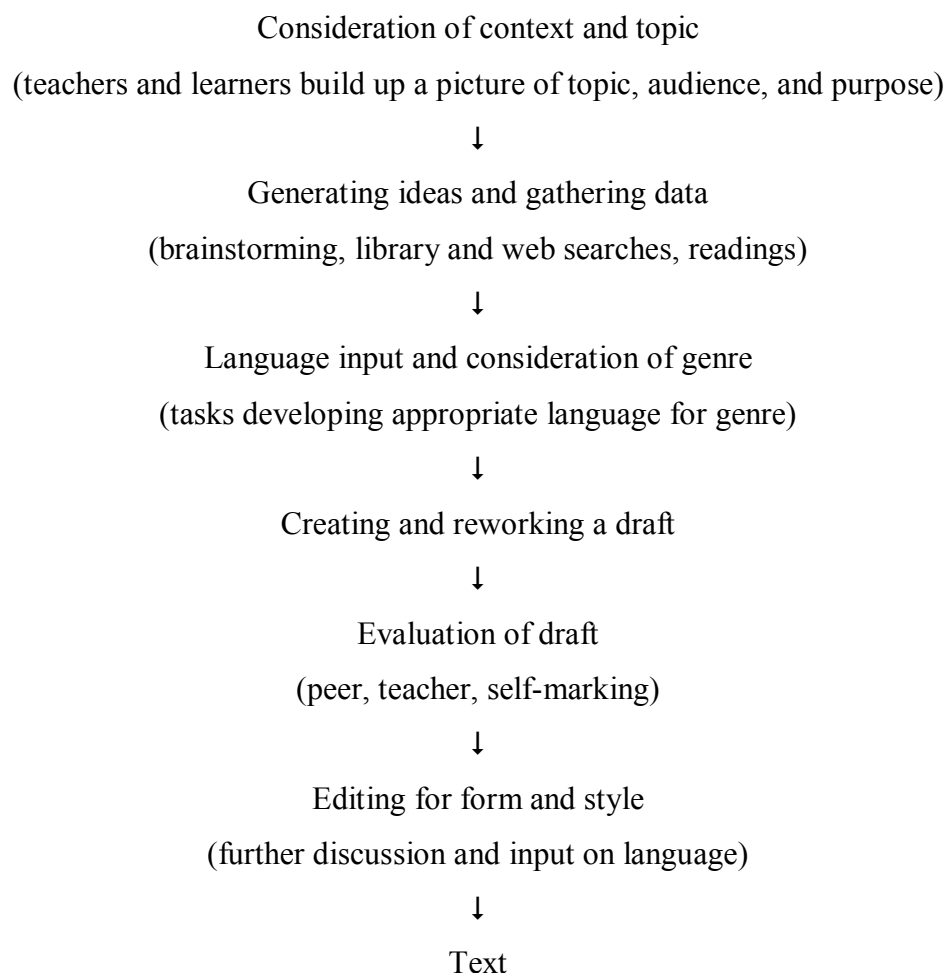
To expand this idea, students do not learn to write by having knowledge poured into their heads. Rather, students actively engage in language construction and reflection in their writing. Students are encouraged to explore topics through writing, to share drafts with teachers and peers, and to use each draft as a starting point for the next. Furthermore, Vivian Zamel criticized activities related to sentence- combination. According to her it does not take into account “the enormous complexity of writing (pre-writing , organizing, developing, proof-reading, revising, etc)” (in Reid Joy M, 1993: 31).

Since the mid-1980, many writing teachers have discovered and acknowledged this approach. Linda Blanton, for instance, explained how the use of journal writing lowered the anxiety of her students and encouraged them to explore new ideas (ibid, 32). Also, George Jacobs accounted for the use of “quick writing” as an invention device.

The role of the teacher within this approach is to guide learners through the writing process and strategies for generating, drafting and refining ideas. The teacher can employ various teaching strategies such as “teacher-student conferences, problem-based assignments, journal writing, group discussions, or portfolio assessments in their class” (Hyland Ken, 2003; 12). As such, the task of the instructor is to develop the learners’ metacognitive awareness and their capacity to reflect on the strategies they employ.

A process-driven writing course will be more centered on the techniques for generating, drafting, reshaping, and responding to students’ texts. Simultaneously, it will

consider the context, the topic, and the purpose of producing a text. A process-driven syllabus model may be as follow:



Hyland Ken, 2003; 74)

This type of syllabus encourages the learner to go through different stages before producing a final text. Accordingly, the units of the course will provide students the occasion to develop their writing strategies. More importantly the process approach does not neglect the importance of linguistic knowledge since this is an essential resource for the creation of the text. In fact, the principal value of the process approach is to help learners to be aware of their learning strategies and preferences so that they can decide for themselves to what degree they must consider the importance of grammatical accuracy or vocabulary enrichment.

2.1.7. The Social Approach

This approach to learning advocates “the negotiation of meaning between student writers and their audiences, sequential processing of drafting and revising compositions, and the development of learners’ abilities to diversify their capacity for written expression” (Cumming, 1989, PP. 82- 83 in Reid Joy M, 1993; 41). It also emphasizes the significance of collaboration and cooperation between learners. Classroom research on the importance of collaborative and cooperative learning (Bassano and Christison, 1988; Christison, 1990; Nunan, 1989a; Scarcella and Oxford, 1992) shows that the application of cooperative curricula and activities enhance students’ interest and participation in the classroom. Collaborative learning and teaching strategies have been considered in order to find out how best to control the varied strengths, energies, and personalities of learners. Collaborative learning in the writing classroom involves working in small group. The purpose behind that is idea generation, cooperative work on collecting and arranging materials.

The use of small group and pair work in the EFL language classrooms rests on strong theoretical and pedagogical bases. From a theoretical standpoint, the use of small groups/pairs accords with a social constructivist perspective of learning. Concerning the teaching of writing, it is preferable for the learner to write for an authentic audience (other than the teacher).

Many researchers have considered ESL collaborative classroom strategies (Bassano, 1986; Bialystok, 1989; Wenden and Rubin, 1987). Generally, these researchers attempted to facilitate teachers translate insights from research on learner strategies into planning tools (Reid Joy M, 1993). This latter can be exploited to support learner autonomy in their classrooms. Though most of the teachers remain resistant to the implementation of this approach, their role is critical both for providing students with access to grammatical input, and providing the conditions for successful language acquisition classroom (ibid.). As

affirmed by the researcher Theresa Pica “to be effective, group interaction must be carefully planned by the classroom teacher to include a requirement for a two-way multi-way exchange of information” (1987, P. 323 in Reid, 1993). For that reason,

2.2. Writing Strategies

2.2.1. Broadening the Concept of Strategy

The concept of strategy is central in the fields of teaching and learning a foreign language. As mentioned above, strategies are essential for the learner to develop composition skills. They are good indicators of how learners approach tasks or problems encountered during the process of language learning. Moreover, strategies are means that need be used by writers to solve problems that may arise in the writing process. Thus, we find it relevant to have a brief view of the two terms “strategy” and “process”.

The term “strategy” has broadened well beyond its original meaning. The early mention of strategies referred to strategic competence. It was defined as a component of communicative language use (Canal and Swain, 1980) that puts the emphasis on compensatory strategies. These strategies were used to compensate for a lack in some languages (Cohen Andrew D, 1998:13). A broader theoretical mode was provided by many researchers like Bachman (1990) for viewing strategic competence. Bachman and Palmer (1996) conceive it as “a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use” (ibid, p 14). Nowadays, the term strategy is used to describe a variety of different notions. In reading and reading instruction for instance, it ranges from using it to describe broad approaches to learning; to specific automatic reading skills readers use. Strategy may also refer to various techniques that teachers can use to help students enhance their writing production. In addition to that, it is important to mention that there exists some

disagreement about whether strategies should be used to describe only those actions that the learner intentionally choose to use, as opposed to skills which are automatic.

Our concern in this research is directed towards language learning strategies. Learning strategies according to Weinstein and Mayer (1986) have as a goal to “affect the learner’s motivation or effective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge” (Chamot Anna Uhl and Michael O’Malley, 1995: 43). These strategies are good indicators of how learners approach tasks or problems met during the process of language learning. They are procedures that facilitate the learning task. While these strategies are most of the time non observable and unconsciously used, they provide both researchers and teachers valuable clues about how learners both plan and select appropriate skills to approach the task. As Oxford (1990a) puts it, LLS "are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence “(p. 1). That is to say, they help learners develop autonomy and self-reliance in the learning process.

Regarding writing, the study of strategies is part of a wider research movement known as “process writing”. Its aim has been to gain insight into the mental processes writers engage in while composing. Following this definition, writing strategies correspond to those actions and procedures employed by the writer to: control the on-line management of goals and overcome the problems writers pose for themselves.

2.2.2. Differences between Processes and Strategies

A distinction has been made by many researchers between the two terms ‘process’ and “strategy”. When process refers to the individual stages of mental activity that are not directly observable and have to be measured by strategies, strategies are defined as conscious and observable Variables. Chamot (1987) refers to them as “deliberate actions” (P.71). Cohen for his part insists on the fact that without consciousness a strategy ceases being a strategy.

Moreover, in a language learning context, if a learner applies certain tactics habitually or subconsciously, the behavior is viewed as a common process rather than a strategy (Cohen, 1998).

To date, the term process is usually seen as an umbrella term that involves various human mental activities. In fact “process” and “strategy” have been used interchangeably by many researchers. Rubin for instance, does not make the difference between the two terms “learner strategies” (1975, 1987, 1989) and “cognitive processes” (1981). In the present study, the two terms “strategies” and “processes” will be used interchangeably. That is to say, strategies will refer both to the conscious and the unconscious acts or behaviors.

2.2.3. Differences between Skilled and Unskilled Writers

Research on writing strategies is important for the insights it yields into differences between skilled and unskilled writers. It is assumed that successful writers appear to produce better- quality writing because they use more appropriate writing processes (Richards jack, 1995). They have a wider repertoire of strategies and draw on a variety of them to accomplish their task of learning a language. Unskilled writers, however, are not only writers who can not generate a good writing product. They are the ones who make use of inappropriate writing behaviors and processes when writing. In the following table we aim to provide a general definition of the differences between skilled and less-skilled writers. The following table has been designed by Ronald E Lapp in his master thesis “the process approach to writing towards a curriculum for international students” (ibid, 1995: 116)

Skilled writers	Unskilled writers
1 rehearsing and pre-reading behaviors -Spend time thinking about the task and planning how they will approach it; gather	1 rehearsing and pre-reading behaviors -Spend little time on planning, May start of confused about the task,

<p>and organize information,</p> <p>-Have a variety of different strategies to help them, e.g. note taking, reading, making lists.</p> <p>2 drafting and writing behaviors</p> <p>-Use information and ideas derived from rehearsing to trigger writing,</p> <p>-Take time to ideas develop,</p> <p>-Get ideas onto paper quickly and fluently,</p> <p>-Have sufficient language resources available (e.g. grammar, vocabulary) to enable them to concentrate on meaning rather than form,</p> <p>-Spend time reviewing what they write, to allow for what they have written to trigger new ideas,</p> <p>-Do most of their reviewing at the sentence or paragraph level,</p> <p>-Know how to use reviewing to solve composing problems,</p> <p>-Use reviewing to trigger planning,</p> <p>-Refer back to rehearsing data to maintain focus and to trigger further writing,</p> <p>-Are primarily concerned with higher levels of meaning.</p> <p>3 revising behaviors</p> <p>-Make fewer formal changes at the surface</p>	<p>-Have few planning and organizing strategies available.</p> <p>2 drafting and writing behaviors</p> <p>-Begin the task immediately,</p> <p>-Refer to the task or topic to trigger writing</p> <p>-Have limited language resources available and therefore quickly become concerned with language patterns,</p> <p>-Spend little time reviewing what they have produced,</p> <p>-Review only short segments of text,</p> <p>-Don't use reviewing to solve composing problems,</p> <p>-Do not have access to rehearsing data,</p> <p>-Concerned primarily with vocabulary choice and sentence formation.</p> <p>3 revising behaviors</p> <p>-Make many formal changes at the surface</p>
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<p>level,</p> <ul style="list-style-type: none"> -Use revisions successfully to clarify meanings, -Make effective revisions which change the direction and focus of the text, -Revise at all levels (lexical, sentence, discourse), -Add, delete, substitute, and reorder when revising, -Review and revise throughout the composing process, -Often pose for reviewing and revising during rewriting the first draft, -Revising does not interfere with the progress, direction, and control of the writing process, -Are not bothered by temporary confusions arising during the revising process, -Use revision process to generate new content and trigger need for further revision. 	<p>level,</p> <ul style="list-style-type: none"> -Revisions do not always clarify meanings, -Do not make major revisions in the direction or focus of the text, -Revise primarily at lexical and sentence level, -Do not make effective use of additions, deletions, substitutions, and reordering, -Make most revisions only during writing the first draft, -Do not pause for reviewing while copying the first draft, -Revising interferes with the composing process, -Reducing the desire to revise when bothered by the confusion associated with revising, -Use revision process primarily to correct grammar, spelling, punctuation, vocabulary.
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Table 1: A table representing the difference between skilled and less-skilled writers

In this table we have drawn attention to the importance of considering how both proficient and less proficient writers approach tasks related to composition. Ones the

strategies used by good language learners are identified and the strategies use by effective and less effective learners are compared, attention is given to the teaching of strategies to assist students' learning. These insights can have value in enhancing the learning experience of those learners who do not arrive easily at successful learning strategies.

It is noted that the learners training involves a shift from the view that the teacher and the method are responsible for the learners' success to one which sees learners as ultimately responsible for a successful learning experience. Therefore, the consciousness-raising plays a crucial role on the part of learners as to what does and does not work for them (Celce- Murica Marianne and Elite Olshtain; 2000). Less successful language learners often use the same strategies over and over again and do not make considerable progress in their task. In fact, they do not recognize that the strategies they are using are not helping them to accomplish their goals. In reality, less successful learners seem to be unaware of the strategies available to them to effectively accomplish the writing tasks.

2.2.4. Previous Classifications of ESL Writing Strategies

As stated earlier, there have been some major developments in language education leading to viewing the language learner as an active participant rather than a passive recipient. In response to these developments, increasing research has focused on language learner's strategies and the way they approach tasks related to the writing skill.

In this section, we briefly sketch the preceding classifications of ESL writing strategies. The following studies are known to be the most influential and the most recent ones.

In her investigation, Arndt (1987) analyzed six Chinese postgraduate students as they composed their writings both in their first language and the target language. She noted that students tend to revise for word-choice more in L1 than in ESL. However, they reviewed for word choice more in L1 than in EFL. Arndt associated this to the students' reduced ability to look for other alternatives and approval with their decisions.

Arndt's categories of ESL writing strategies	
Category of strategies	Definition
Planning	Finding a focus, deciding what to write about,
Global planning	Deciding how to organize the text as a whole,
Rehearsing	Trying out ideas and the language in which to express them,
Repeating	of key words and phrases-an activity which often seemed to provide impetus to continue composing,
Re-reading	of what has already been written down,
Questioning	As a means of classifying ideas, or evaluating what had been written,
Revising	Making changes to the written text in order to clarify meaning,
editing	Making changes to the written text in order to correct the syntax or spelling.

Table 2: Arndt's categorization of ESL writing strategies

The second researcher who investigated the writing strategies is Wenden (1991). His subjects were eight ESL students (Congjun mu; 2007). They were asked to write a composition using the computer. As said by Wenden, metacognitive strategies are mental operations or procedures that learners use to regulate their learning (ibid). Contrary to the metacognitive strategies, the cognitive strategies are mental operation or steps employed by writers to learn new information and relate it to particular learning tasks. To be exact, cognitive strategies are secondary strategies that help in the implementation of the metacognitive strategies. The two strategies discussed by Wenden are reviewed in the table below

A third categorization has been put forward by Victori (1995). When collecting data from interviews and think aloud protocol with 200 English philosophy students, Victori recognized seven categories of strategies.

1. Planning strategies: they are strategies that the writer uses to plan and negotiate the ideas that will come next. In addition to that the writer clearly utters his objectives for organization and practice.
2. Monitoring strategies: they are undertaken when checking and validating the process, and recognizing problems the writer may encounter.
3. Evaluating strategies: they are used when reviewing previous goals, planned thoughts, plus changes made to the text.
4. Resourcing strategies: the writer utilizes these strategies to exploit external available sources of information about the target language. This may include consulting a dictionary to look up or verify doubts (lexicon, grammatical, semantic or spelling doubts).
5. Repeating strategies: in the course of composing, the writer may use these strategies when reviewing the text or when transcribing new ideas.
6. Reduction strategies: they are used to avoid problems, either by removing them from the text, abandoning any attempt to solve it, or paraphrasing for avoiding problems.
7. Use of L1: the writer will need to use his mother tongue for different purposes: to generate new ideas, to evaluate and make sense of the ideas written in the target language or to write out ideas in L1.

Riazi (1997) explored four Iranian doctoral students of education. He summarized their composing strategies in accordance with the previous studies between cognitive, metacognitive, and social strategies (e.g. Chamot and Kupper, 1989; O'Malley and Chamot, 1996). Additionally, he added a fourth category named as "search strategies". The following table illustrates this

Composing strategies (Adapted from Riazi, 1997)		
Composing strategies	constituents	Phase of composing process
Cognitive strategies Interacting with the materials to be used in writing by manipulating them mentally or physically	Note-taking Elaboration Use of mother tongue knowledge and skill transfer from L1 Inference Drafting (revising and editing)	Reading and writing Reading and writing Reading and writing Reading writing
Meetacognitive strategies Executive processes used to plan, monitor, and evaluate a writing task	Assigning goals Planning (making and changing outlines Rationalizing appropriate formats Monitoring and evaluation	Task representation and reading Writing Reading and writing Reading, writing, and task representation
Social strategies Interacting with other persons to assist in performing the task or to gain affective control	Appealing for clarifications Getting feedback from professors and peers	Task representation writing

Search strategies		
Searching and using supporting sources	Searching and using libraries (books, journal, Eric, microfiche) Using guidelines Using other's writing as model	Reading and writing

Table 4: Riazi's taxonomy of composing strategies (Ibid; 9)

The fourth model of ESL writing strategies has been proposed by Sasaki (2000). In his study, he compared three paired groups of Japanese ESL writers (experts vs. novices, more- vs. less- skilled student writers). Students were given six months instruction.

Japanese ESL students' writing strategies (Adapted from Sasaki, 2000)	
Writing strategies	Definition
Planning	
1. Global planning	Detailed planning of overall organization
2. Thematic planning	Less detailed planning of overall organization
3. Local planning	Planning what to write next
4. organizing	Organizing the generated ideas
5. conclusion planning	Planning of the conclusion
Retrieving	
1. plan retrieving	Retrieving the already constructed plan
2. information retrieving	Retrieving appropriate information from long-term memory

Generating ideas	
1. naturally generated	Generating an idea without any stimulus
2. description generated	Generating an idea related to the previous description
Verbalizing	
1. verbalizing proposition	a Verbalizing the content the writer intends to write
2. rhetorical refining	Refining the rhetorical aspect of an expression
3. mechanical refining	Refining the mechanical or (L1/ESL) grammatical aspect of an expression
4. sense of readers	Adjusting expression to the readers
translating	Translating the generated ideas into ESL
rereading	Rereading the already produced sentence
Evaluating	
1. ESL proficiency evaluation	Evaluating one's own ESL proficiency
2. local text evaluation	Evaluating part of the generated text
3. general text evaluation	Evaluating the generated text in general
Others	
1. resting	Resting
2. questioning	Asking the researcher a question
3. impossible to categorize	Impossible to categorize

Figure 5: writing strategies proposed by Sasaki Miyuki (Congjun mu, 2007; 10)

So far, we have cited the most important research findings in ESL writing strategies. What can be noticed is that some researchers have generated writing strategies from think-

aloud protocols while other summarized the strategies mainly from interviews. They identified writing strategies through different methods. Additionally, their subjects were different. For instance, the participants in Riazi's study are four Iranian doctoral students and in Arndt's study are six Chinese graduate students.

2.2.5. Congjun Mu's Taxonomy of ESL Writing Strategies

An attempt has been made by Congjun mu to theorize preceding research done in ESL writing strategies. As already mentioned, his taxonomy is a summary of preceding research done in the field. Congjun mu has a PhD from Queensland University of Technology, Australia. He is interested in studies of second language writing, meta-discourse and rhetoric. We intend to use his taxonomy in order to analyze the Algerian secondary school syllabus. We opted for this categorization not only because it is the most recent one but also because it covers a broader variety of strategies that summarizes the precedent classifications of ESL writing strategies. To borrow Congjun mu words "most of the classifications of ESL writing strategies lack theoretical foundations. They are data-driven rather than theoretically motivated". Congjun mu subsumed the previous writing strategies into five groupings. The five categories are as follows:

-Communicative strategies: with the aim of conveying a message that is both meaningful and informative for the reader, much focus has been given to this category of strategies. According to Congjun mu, communicative strategies in ESL writing have been seen to include "avoidance", "reduction", and "sense of readers". These strategies help the writer to express ideas in a more effective way. The first strategies are used by the writer to avoid problems encountered when composing a text. As for the sense of the reader, the written piece must incorporate elements of writing in such a way that a reader can experience the writer's intended meaning, comprehend the writer's premise, and accept or reject his view point.

- **Rhetorical strategies:** To be effective, a text must be organized and developed with a clear context in mind. Writers must first recognize the rhetorical context, the writing situation, and the purpose their text will serve in this particular context. Thus, writers must articulate this purpose and select specific rhetorical strategies which will achieve it. Rhetorical strategies consist of “organization”, “use of L1”, “formatting or modeling”, and “comparing”.

a) Organization: it involves the organization of the beginning, development and conclusion of the text.

b) The use of L1: EFL writers may use L1 or L1 knowledge to plan their paragraphs and sentences. Writers will generally feel the need to bring the L1 conventions into the EFL writing context.

c) Formatting/Modeling: they are used to look for appropriate genre for writing.

d) Comparing: comparing different rhetorical conventions is considered as a strategy because it is used to compare L1 writing conventions to EFL conventions so as to adapt to the target discourse community.

- **Meta- cognitive strategies:** In general, they are those strategies that writers use to control the writing process consciously. Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process.

a) Planning: this involves global planning (detailed planning of overall organization), thematic planning (less detailed planning of overall organization and dealing with the topic area from a variety of perspectives), local planning (planning what to write next and dealing with the syntactic and lexical options), organization (organizing the generated ideas), and conclusion planning (planning of the conclusion).

b) Monitoring: summarizing what has just been written (in terms of content or of rhetoric). Also, it includes checking and identifying problems

c) Evaluating: at this stage, the writer reconsiders written text and goals by self questioning or writing till the idea would come.

- **Cognitive strategies:** they refer to the strategies that the writer uses to implement the actual writing actions. To be more precise, cognitive strategies enable the learner to manipulate the language material in a direct way. They comprise:

a) Generating ideas: repeating, lead-in, inference, etc...

b) Revising: making changes in plan, written text.

c) Elaborating: extending the contents of writing.

d) Clarification: disposing of confusion.

e) Retrieval: getting information from memory.

f) Rehearsing: trying out ideas or language.

E) Summarizing: synthesizing what has been written in term of language or content.

Social/affective strategies: social strategies consist of interaction among writers and readers. It includes interacting with other persons to get support in performing the task, asking for help, asking for question, asking for correction, and developing awareness of the thoughts and feelings of others. The goal of affective strategies for its part is to enhance the use of positive attitude. This may include self- relaxation techniques, self- rewarding and self- talk regarding one's ability to successfully complete the task required. Congjun mu classifies these strategies into four categories:

a) Resourcing: referring to libraries, dictionaries.

b) Getting feedback: getting support from professor, peers.

c) Assigning goals: dissolving the load of the task.

d) Rest/deferral: reducing anxiety.

2.3. Writing Strategy Instruction

With the marked shift in the focus of language instruction that is oriented toward the needs of individual learners, the philosophy of foreign language instruction has changed to one which is more interactive and communicative, and less static and teacher- centered. The general aim behind that is to enhance learners' linguistic, communicative, and sociolinguistic competence (Cohen Andrew D, 1998: 66). For that reason, language learning strategies remain an active area of research. As Andrew Cohen rightly states, "the learning process will be facilitated if students are explicitly trained to become more aware of and proficient in the use of a broad range of strategies" (Ibid, p 67). In addition to moving the students' focus away from the form- focused product to the purpose, recursive processes, and social contexts of writing, students should be equipped with necessary writing strategies specific to their task. Until now, there is a substantial body of data on both general and specific writing strategies that second and foreign language learners use when producing a text in the target language (Manchon, 2001)

Current researches open the way for writing instruction which attempts to teach students how to be more strategically aware of their goals and ways to carry out their goals in writing. Raimes (1985) argues that writing difficulties are not only the results of difficulties with linguistic skills but involve composing skills too. Moreover, he adds that writing needs to be dealt with at the particular level of linguistic and discourse proficiency. Writing, from the student's point of view, is generally centered on "teacher as audience" (Celce- Murica Marianne and Elie Olshtain, 2000: 46). For that reason, students tend to write incoherent, telegraphic texts. Strategies are important means that should be applied by the writer to solve problems that arise in the writing process. Generally, the writing process is composed of pre-writing, while writing and after-writing processes. In pre-writing process, students need to plan and make a decision. In while-writing process, students need to generate ideas, write

topic sentence, consider coherence, and cohesion of the text. In after-writing process, students need to read their writings again, review, edit and revise their texts.

2.3.1. The Stages of Writing Production

To delve into the possible strategies writers use, it is important to have an in depth knowledge of what constitutes the writing process. With recent research, language production is seen as an active process of meaning construction and expression. Whereas writing was traditionally viewed as a linear and somewhat simplistic activity, contemporary models now recognize it as cognitive, linguistic, affective, behavioral, physical in nature, and set within a larger socio-cultural context (e.g., Graham, 2006; McCutcheon, 2006; Prior, 2006). Besides, the most influential theoretical frameworks stress the idea that writing is a recursive, strategic, and multidimensional process central to (1) planning what to say and how to say it, (2) translating ideas into written text, and (3) revising what has been written (Schneider Wolfgang and Harris Salatas, 2010; 226). Thought, writing process is recursive in nature; eight stages can be distinguished according to Williams James (2003: 107). The following table exemplifies this.

Writing Process	Definition	description
Prewriting	Generating ideas, strategies, and information for a given writing task.	Prewriting activities take place before starting on the first draft of a paper. They include <i>discussion, outlining, free writing, journals, talk-write, and metaphor..</i>
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper.	Planning involves considering the rhetorical stance, rhetorical purpose, the aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting

		support for a claim and blocking out at least a rough organizational structure.
Drafting	Producing words on a computer or on paper that match (more or less) the initial plan for the work	Writing occurs over time. Good writers seldom try to produce an entire text in one sitting or even in one day.
Pausing	Moments when writing does not occur. Instead, writers are reflecting on what they have produced and how well it matches their plans. Usually includes reading	Pausing occurs among good and poor writers, but they use it in different ways. Good writers consider <i>global</i> factors-how well the text matches the plan, how well it is meeting audience needs, and overall organization.
Reading	Moments during pausing when writers read what they have writing and compare it to their plans.	Reading and writing are interrelated activities. Good readers are good writers and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
Revising	Literally “re-seeing” the text with the goal of making large- scale changes so that text and plan match	Revising occurs after the first draft is finished. It involves making changes that enhance the match between plan and text. Factors to consider usually are the same as those considered during planning: rhetorical stance, rhetorical purpose, and so on. Serious revising almost always includes getting suggestions from friends or colleagues on how to improve the writing.
Editing	Focusing on sentence-level concerns, such as punctuation, sentence length,	Editing occurs after revising. The goal is to give the paper a professional appearance.

	spelling, agreement between subjects and verb, and style.	
Publishing	Sharing the finished text with its intended audience	Publishing is not limited to getting a text printed in a journal. It included turning a paper in to a teacher, a boss, or an agency.

Figure 6: Writing processes proposed by Williams James (2003; 107)

2.3.2. Types of Writing Activities

With the new paradigm shift in the teaching of writing a different approach to the design of instructional activities is needed. Activities currently used must echo a focus on the different stages in the writing process. Research into the process of composition also raises important implications for the methodology of teaching writing in a second or foreign language. It appears that an excessive concern with the formal aspects of writing can impede the development of efficient writing strategies. Attention must be given to the use of rehearsing, drafting, and revising behaviors. These processes ultimately provide learners with control over both the content and the form of what they write. Among the activities recommended by the current methodologists (Kroch and Brazil 1978; Lindemann 1982; Proett and Gill 1986 in Richards Jack C, 1990) are the following

- a) Activities related to the Rehearsing Phase
- b) Activities related to the drafting/writing phase
- c) Activities related to the revising phase

a) Activities related to the rehearsing phase

This stage is generally defined by idea generation, shaping, refining, and organization (Scarcella and Oxford, 1992). On the whole, this stage deals with jotting ideas down on paper. As the research proposes that skilled writers spend more time on planning their writing (Cumming, 1989; Sasaki, 2002; Zamel, 1983) and that planning time may affect

the fluency, syntactic complexity and accuracy of the written product (Ellis and Yuan, 2004) students must be presented with specific strategies that they can employ to support their pre-writing activities. The following activities are designed to help learners develop ideas for writing, to help generate plans, and to serve as an initial stimulus and to provide motivation.

b) Activities Related the Drafting/ Writing Phase

In this stage of the writing process the writer moves from initial attempts to sketch out different sections of a composition toward an overall draft of the paragraph or essay. Audience, purpose and form are now being considered. The writer draws on some of the ideas generated in the rehearsing phase but develops and elaborates them as the writing process takes over. Activities may comprise:

- Strategic questioning. Students examine a set of questions to help them focus, prioritize and select ideas for writing. For example:
 - *What do you really want to write about?*
 - *What is your goal?*
 - *What is your attitude towards this task? Why?*
 - *What have you learned about your topic?*
 - *What interests or surprises you about the topic?*
 - *What do you still need to find out?*
 - *What ideas seem to fit together?*
 - *What is the most important thing to know about the topic?*
 - *Who might want to read what you are going to write?*
- Time- focused writing. Students write quickly within a specific time period on a topic they have selected during prewriting.

- Elaboration exercise. Students are given a wordy and complex paragraph and break it down into simpler sentences.
- Jumbled paragraph. Students are given a jumbled paragraph and reorder the sentences.
- Jumbled essay. Students are given a jumbled set of paragraphs and reorder them to make an essay.
- Writing thesis statement and topic sentences. Students are given a statement from which to develop a thesis statement and a topic sentence.
- Quick writing. Students quick write various sections of their composition: beginning, central sections, and conclusions.
- Group drafting. Students work jointly on drafting different sections of a composition.

c) Activities Related to the Revising Phase

As researchers recommend that successful writers spend more time revising the global components or content of their writing (He, 2005), providing learners with technique to help them assess their own writing could prove of worth value. Self-assessment is an important aspect of learners' autonomy (Hurd et al., 2001); FL writers may gain advantage from learning to assess their own writing through the revision process. Revision can also be collective (between classmates and the teacher). This may happen with the intention of improving the content and the linguistic accuracy. Though revising strategies are presented in this phase, they can be used in any part of the writing process. In fact, the revising strategies are to be used between drafts. That is to say, the writer has already completed a first draft of the written text. The editing and proofreading phases of writing include techniques like

- Peer feedback. Students work in groups and read, criticize, and proofread their own writing.

- Group- correction activities. Students are given essays containing certain focused deletions (e. g. topic sentences, thesis statements, cohesive markers) and must supply the missing elements.
- Rewriting exercises. Awkward sentences or confusing paragraphs from student essays are distributed and rewritten by students
- Revising heuristics. Students examine a set of questions that prepare them to revision activities. For instance:
 - *In composing your draft, what was the highest problem you experienced?*
 - *If the teacher were to read you paper right now, what would be the first thing the teacher would say about it?*
 - *If the teacher were going to say something really praising about your draft, what would it be?*
 - *Write a criticism about your draft, imagine that you draft is in the hand of a critical English teacher, what you that teacher write?*
 - *On the basis of the comment you have already received from you teacher or your classmates what changes do you intend to make when rewriting?*
 - *List three important details in your paper.*
 - *Look at your opening sentence. On a scale from 1 (highest) to 10 (lowest), what score would you give it?*
 - *If you have something to add to this paper, what would it be?*
 - *What do you need to do to your paper between now and the day it is due? How long will that take?*
- Teacher feedback. This may take place at several stages during the writing process rather than at the end of the process, where it no longer serves any useful purpose. The teacher may comment on quick writers, rough drafts, and peer feedback.

- Checklists. Students may have short checklists, drawing their attention to specific features of sentence, paragraph, or text organization that they should attend to in revising.

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Conclusion

In this part, we have dealt with an overview of the main theories of L2 writing. In recent years, there has been a shift from the product to the process of writing. The issue of the writing product versus the writing process in composition research and instruction is mentioned as the debate of the 1980s. Recently, the development of the writing process approach has been widely acknowledged as the major movement in the domain of language learning and teaching. Nowadays, ESL composition has begun to assume greater validity as a cognitive and a communication skill, partly because research in NES composition has influenced the growth of the field of ESL composition.

This part has discussed the theories of communication, contrastive rhetoric, cognitive development, and social constructionist and their applications in ESL writing studies. On the basis of what has been mentioned, we may conclude that over the last twenty years there has been a prominent shift within the field of language learning and teaching. In parallel to this new shift of interest, how learners process new information and what types of strategies they make use of to understand, learn or remember information has received significant attention. Actually, Language learning strategies (LLS) have been the focal point of an increasing number of FL studies. With this new interest, researchers have pointed out the limitations of the product approach to the teaching of writing. While the traditional methods tended to emphasis form and correctness and ignore how ideas get explored through writing, the process approach to writing gives more importance to generating, formulating and refining one's ideas. The focus now is on the different kinds of strategies and cognitive activities that a writer engages in when composing. Since writing is not a natural ability, it involves training, instruction, practice, experience, and purpose. Increasingly, school writing involves more than students' handing in a written assignment that is graded, with no further revision of the product.

In the next chapter we will see to what degree the theories of writing mentioned above have influenced the design of the secondary school syllabuses and the three corresponding textbooks. Furthermore, we will provide a detailed analysis of the writing sections and the strategies incorporated in the textbooks.

Part two. The Algerian Secondary School Syllabuses and Textbooks

Introduction:

The present part is practical in nature. We aim at analyzing the secondary school syllabuses and their corresponding textbooks. We will see to what extent both are process oriented and what information about the writing process is provided for teachers and students. The first chapter deals mainly with the description and analysis of the three syllabuses. To reach our objective, we shall consider the organization of the three secondary school syllabuses and how the writing processes and strategies are included. To this end, we propose to conduct our analysis using Congjun Mu's taxonomy of writing strategies for the examination of secondary school syllabuses. Textbooks for their part will be dealt with in the second chapter. We shall evaluate them in terms of the activities and tasks used to develop writing. Many researchers such as Chamot and Kupper support the idea that successful learners match different strategies with different tasks, suggesting that task variation plays an important role in the selection of strategy use. Our aim will be to see to what degree the three secondary school textbooks make use of a variety of tasks and which techniques are implemented in order to enhance the writing process.

Chapter three: the Algerian Secondary School Syllabuses

In this chapter, we intend to look at the secondary school syllabuses and consider their function in improving the writing process of learners. Our interest will be in the different approaches to writing that have influenced the syllabus designers in general and the process approach to writing in particular. Said differently, we shall see how the writing processes and strategies are incorporated in the instructional plan as a whole.

As affirmed by Reid Joy M “Designing a syllabus is a multifaceted decision- making process” (1993; 80). Without doubt, to design a syllabus is to decide what should be taught and in what order. Broadly speaking, the design of language programs depends on three vital dimensions. This consists of “ (a) language content, or the specific matter to be included; (b) process, or the manner in which language content is learned; (c) product, or outcomes such as the language skills learners are expected to master” (Dubin Fraida and Olshtain Elite, 1986: 45). As for the communicative approach to language teaching, higher placement is given to the process of learning.

During the 1970’s, communicative views of language teaching started to be integrated into syllabus design. With this new perspective, the central question became ‘what does the learner want/need to do with the target language?’ in stead of “what are the linguistic elements which the learner needs to master?” In other terms, higher attention is given to the process of learning a foreign language aiming at cognitively and communicatively engaging activities (Richards Jack C and Willy A Renandya, 2002). Traditionally, a distinction has been made between syllabus design which deals with outcomes, and methodology which deals with the process of learning these outcomes. Lately, however, syllabus designers have suggested that syllabus content must include methodologies, learning tasks, and the means to assess the tasks (Ibbid). In the following parts, we will see what learning theories influence

the design of the secondary school syllabuses, the main objectives behind the teaching of writing, and the methodology for teaching the skills and strategies.

3.1. The Algerian Educational Reform

The major challenge of nowadays educational system consists of forming independent individuals capable of coping with the unexpected. The traditional teacher centred teaching paradigms were directed at pouring information into submissive learners. Conversely, with the emergence of the learning theory known as ‘Constructivism’, learning is no more regarded as assimilation of knowledge, but rather the active knowledge construction. The Competency-based approach is the new approach adopted by educationalists in the Algerian language teaching program. It is conceived as an extension of the communicative approach and is underpinned by the main beliefs by the constructivist theory of learning. This teaching approach tries to find a link between school and society. In other words, the Competency-Based-Approach aims at facilitating learners’ use of the knowledge acquired in the classroom for solving problems encountered in the real life. Constructivism is the philosophy of CBA. In fact, the competency-based approach relies on a learning and teaching conception that is both cognitive and socio-constructivist. With this new vision of language learning and teaching

The focus moves from what students know about the language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting instead of norm-reference assessment.

(Docking 1994: 16 in Richards Jack C and

Theodore Rodgers, 2001; 117)

With this prominent shift within the field of language learning and teaching greater importance is being put on learners and learning rather than on teachers and teaching. The major goal when teaching English is not only to teach language for communication and language as knowledge, but also to encourage learners to take responsibility for their own

learning so that they can develop skills and strategies for continuing to learn outside the classroom. To become a competent language user in real-life situations the learners must acquire learning strategies. Most importantly, they must be aware of how to share and exchange knowledge.

In the next part our attention will be directed toward the main objectives targeted when teaching English in general and the implementation of the writing skill in particular.

3.2. Secondary School Syllabuses

3.2.1. General Description of the syllabuses

Taken as a whole, secondary school syllabuses can be divided into four parts: the goal and objectives related to teaching English in secondary school, methodological hints, the three competencies deemed essential, and how these three competencies are to be evaluated. We will examine these parts with the intention of analyzing how writing is considered.

With the implementation of both competency-based and task-based approaches to language learning and teaching much emphasis is given to the competencies rather than teaching language in isolation.

Conceptions of the nature of a syllabus are closely related to the view of language and language learning that the curriculum designers subscribe to. The syllabuses seem to follow the stages of syllabus design as documented, for instance, by Faida Dubin and Elite Olshtain (1996). First, a broad description of general goals is provided. This includes the overall educational-cultural philosophy behind the teaching of English.

The statement of policy follows the humanistic view of education. A humanistic orientation generally considers the individual's growth and development. As affirmed by Faida Dubin and Elite Olshtain, the humanistic educational philosophy "puts high value on people accepting responsibility for their own learning, making decisions for themselves, choosing and initiating activities, expressing feelings and opinions about needs, abilities, and

preferences.” (1996; 75). With this learner-centered pedagogy, learning how to learn is more significant than being taught the language from the superior teacher. Learners are seen as future citizens who must be prepared for the different functions in the modern society. Furthermore, attention is given to meaningful communication.

In line with the humanistic psychology of education are the functional and interactional views of language. With the introduction of the Competency-based approach, language is more than a system of rules, as has been advocated by the structuralists. It is rather a mean for communicating functional meaning. More importantly, language is a tool for the realization of interpersonal relations, and for the fulfillment of social transactions between people.

As for the learning theories adopted in the syllabuses, the Competency-based approach relies on a language learning and teaching conception that is both cognitivist and socio-constructivist. According to Vygotsky, the leader of socio-constructivism, the learner’s cognitive capacity and social construction of knowledge are developed when teachers and learners become co-constructors of knowledge.

3.2.2. The First Year Secondary School Syllabus

3.2.2.1. Goals and Objectives

The general goal behind the teaching of English in the first year of secondary school is to consolidate, deepen, and develop the learners’ capacities, skills and knowledge that have already been acquired in the middle school and this with the aim of achieving communication in its various forms, aspects and dimensions.

In accordance with goal mentioned above, four objectives are targeted when teaching English for secondary school students: Linguistic objectives, methodological objectives, cultural objectives, and socio-professional objectives. The aim behind such objectives is to strengthen the four skills of listening, speaking, reading, and writing. In fact, these four

objectives strongly reflect the eclectic range of perspectives adopted by the syllabus designers. Undeniably, the aim behind teaching English goes beyond the mechanical aspect of the language. As stated in the program of the 1st year “l’enseignement/ apprentissage de la langue anglaise permettra à l’apprenant de communiquer, d’échanger, de s’imprégner de la culture véhiculée par cette langue et d’utiliser celle-ci comme un outil culturel, scientifique et technique” (P4). That is to say, the learner should be able to communicate, interact, and use English as a cultural, scientific, and technical tool. With the implementation of both the social constructivist perspective and the competency-based approach to teaching, the functional and interactive nature of the language is emphasized. Furthermore, social constructivism emphasizes the importance of culture and context in understanding what is experienced in the wider community and in constructing knowledge built on this understanding (Pritchard Alan and John Woollard, 2010; 7). In fact syllabus designers have been influenced by various learning theories and this is reflected in the program. This will be further explored in the next parts of this research.

3.2.2.2. Methodological Indications

This part of the syllabus contains three elements: the general approach adopted for teaching the English language, the procedures to be followed by the teacher and the learners, and the evaluation of the three competencies.

As stated earlier, the competency-based approach to language teaching and learning is the approach adopted in the three secondary school syllabuses. In line with this approach is the incorporation of task-based language learning. Since the competency-based approach is built around the notion of competency, the center of attention shifts from what students know about language to what they can do with it. Feez Susan (1998) summarizes the key assumptions of task-based instruction as follow

- The focus is on the process rather than the product.

-Basic elements are purposeful activities and task that emphasis communication and meaning.

-Learners learn language by interacting communicatively and purposefully while engaged in activities and tasks.

- Activities and tasks can be either: Those that learners might need to achieve in real life; or those that have a pedagogical purpose specific to the classroom.

-Activities and tasks of a task-based syllabus are sequenced according to difficulty.

-The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

(Richards jack and Theodore Rodgers, 2001; 224)

The notion of tasks has attracted considerable attention in language teaching and has come to be viewed as a central concept in syllabus design. Its principles are strongly reflected in the Algerian secondary school syllabuses. The following extract best illustrates this:

- Le programme de première année secondaire s'articule autour d'intentions de communication qui sont à la base de la recherche de sens. Il devient donc, nécessaire de placer l'apprenant dans des situations où la langue lui permet de réaliser ces intentions (P 8) (learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks).

Concerning writing, as affirmed by Hyland Ken, with the teaching of writing "tasks are the routes learners take to solve problems in the classroom, and their importance result from the fact that learning to write involves engaging in activities rather than learning discrete items" (2003; 112).

3.2.2.3. The Implementation of the Writing Skills and Strategies

First, we will orient our investigation towards the implementation of the third competence, more precisely writing and the strategies mentioned to develop the skill. On the whole, we will see whether the goals of the writing class and program are language-based, pattern-model-based, process based, or some combination of the three.

In order to become effective writers, learners should gain control of different aspects of writing. As declared by Ken Hyland

Writers need to gain control of five areas of writing knowledge to create Effective texts: knowledge of the ideas and topics to be addressed (content), knowledge of drafting and revising (process), knowledge of Communicative purpose and rhetorical structure (genre), and knowledge of readers' expectations and beliefs (context).

(2003; 113)

The goal behind teaching and learning the third competence as stated in the 1st year secondary school syllabus is as follows

-“produire un énoncé pour informer, décrire, raconter, argumenter en utilisant les type d’écrits et les ressources acquises” (P. 14). (To produce an utterance in order to inform, describe, tell, argument by using different types of texts and acquired resources)

In other words, learners have to be trained to write different types of text and in different contexts.

a) Specific Objectives

As for the specific objectives, they consist of the following

-“décrire un personnage, un sentiment, un lieu, une activité”. (Describing a person, a feeling, a place, an activity)

-“donner/demander des renseignements”. (Giving/asking for information)

-“échanger des points de vue dans le cadre d’un dialogue”. (Exchanging viewpoints in a dialogue)

- “narrer un événement”. (Narrate an event)
- “rapporter des faits”. (Bringing facts)
- “décrire un procédé simple”. (Describing a simple processes).
- “échanger des information par écrit”. (Exchanging written information).
- “justifier une réponse”. (Justifying your answer)
- “donner son opinion sur un sujet, un événement, un fait etc” (Giving opinion about a subject, an event, a fact etc)

This inventory of objectives reflects the importance given to the context and situation of writing.

Along side of it comes a list of language items (syntax and lexis) to be learned. The syllabus includes:

Comparatives of superiority: short, long adverbs

Comparatives of inferiority: less than

Direct and reported speech (statements, questions, orders) + simple tenses

Articles: + abstract nouns: use and omission (a / an / the)

Connectors expressing:

- sequence (first / firstly /secondly, then ...)
- addition: besides, in addition...
- reason: because of, that's why,
- purpose: in order to, so as to
- consequence: so, consequently, therefore, as a result...
- result: so + adjective + that
- opposition / contrast: but, however, on the contrary
- concession: although, though,
- condition: if,

- quantifiers: most, all, a few, a little, a lot of
- determiners: either...or, neither...nor,
- adverbs of place, degree, manner
- relative pronouns: whom / which
- prepositions of time: until, from ...to
- prepositions of place: under, below, over, between...
- affixes (for word building) (ful / less / ous / al / ic / able / ve / ing)
- reflexive pronouns
- present simple + adverbs of frequency (seldom, rarely)
- the past continuous
- the future perfect
- modal verbs: have to / had to
- prepositional verbs (verb+ at, for, on, in, with...)
- Textual organization
 - Punctuation (full stop, comma, question mark, exclamation mark, majuscule, dash, les , quotation marks, brackets, colon)
 - Elements of text's organization (title, sub-title, indentation, etc.)
 - Sequencers, time markers, etc.

The specification of competencies, apart from giving an inventory of language items, considers the audience. In fact, learners are required to write for their classmates and the teacher. It is the responsibility of the young writers to produce a text that will be coherent to the potential reader, and it is the responsibility of the teacher to help writers develop strategies to do so. Celce-Murica Marianne and Elite Olshtaine sustain this point by claiming that these strategies “involve considerations of extratextual features that relate to the background

knowledge the reader is likely to bring to the reading of the text and intratextual features that the writer must build into the text in order to ensure coherence” (2001; 149).

In general, the new approach adopted by syllabus designers is based on viewing language as a combination of grammar structures, situational settings and functions. Without a doubt, communication is not simply a matter of what is written (structure/lexis), but where it is said, written to whom, when and why. As such, the communicative function and purpose of writing are taken into account by the syllabus designers. In the next table, we will explore the varieties of processes and strategies used to reach the linguistic, functional, and communicative goals of writing mentioned above.

b) The Strategies Mentioned in the First year Syllabus

As stated in the 1st year teacher’s guide, “the emphasis is both on the process and the product of writing” (P. 63). Indeed, attention is given both to the knowledge and skills to be gained by the learner (le savoir), the processes through which knowledge and skills might be gained (savoir faire), and social and cultural context in which language learning takes place (savoir être, intercultural outcomes). In other words, both outcomes and processes are emphasized. Fluency and accuracy of language are also mentioned as being important. Though all the components previously mentioned play a significant role in developing the writing skills, the main focus of the competency-based language teaching and lies on the outcomes and the outputs of learning and what the learners are expected to do with the language. Therefore, the strategies that direct the learning process are of primary importance.

The following categorization has been taken from the first year secondary school syllabus.

Table 5: Classification of the Writing Strategies proposed in the Algerian Secondary School Syllabuses provided in the first year secondary school program.

Writing strategies in the Algerian secondary school syllabuses	Translation	Type	Definition
- identifier la tache a accomplir	Identifying the task	Metacognitive	Checking and identifying the problems encountered
- Fait appel à ses connaissances	Generating ideas	cognitive	brainstorming
- identifie le moyen de communication à produire	Identifying the text to be produced	metacognitive	Assigning goals and having a representation of the task to be accomplished
-identifie le genre de texte à produire	Genre consideration	rhetorical	Modelling/formatting
- anticipe sur le contenu	Extending the contents of writing	cognitive	Anticipating on the content of writing
- respecte la consigne	Taking into account:	rhetorical	Organization:

concernant : le type , la forme de texte, les mots, les expressions, les formes verbales appropriées.	the type of the text, the words used, and expression.		beginning/development ending
-tient compte du : contexte, de l'intention de communication, du destinataire, du thème	Taking into account: the context, the reader, the theme, and the communicative purpose	Communicative and metacognitive	Adjusting the text to the readers, the context, and the communicative goal.
- élabore un plan en faisant attention à : la pertinence, l'importance des informations, la chronologie, le lien	Planning: paying attention to the coherence, relevance, and chronology of ideas	metacognitive	Finding focus and considering the importance of ideas, the aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting.
- Mobilise les mots, les expressions, les structures et les types de phrases qui	Using appropriate words, expressions, structure that correspond best to the	cognitive	Refining the rhetorical, mechanical, and grammatical aspects of the text

correspondent à l'intention de communication	purpose of communication		
- Assure la mise en page en ordonnant les éléments du texte : titre/ sous-titre, paragraphe, phrase clé, illustrations	Pay attention the organization of the text: the title, paragraph, key words, illustrations	Rhetorical	Take into account the rhetorical conventions of texts.
-Assure la révision de son texte en le : relisant, vérifie l'orthographe, la syntaxe, la ponctuation, vérifient la pertinence de l'information, évitant la redondance, évitant les contradictions, vérifient la cohérence, faisant relire par un tiers, réécrivant	Revising the text by: rereading, verify the spelling mistakes, syntax, punctuation, pertinence of information, avoiding repetition and contradiction.	Cognitive and metacognitive	Reconsidering the text making changes in written text in order to clarify meaning and correct the syntax or spelling.

- évalue sa démarche avec ses camarades en : comparant sa production avec ses productions précédente	Reconsider the steps followed with classmaides, comparing the work with the previous texts.	Social/affective	Getting support and feedback from professor, peers.
-reconnaître les stratégies utiles, améliorant les stratégies déficientes	Identify the effective strategies used, improving the less proficient ones.	metacognitive	Awareness of efficient and less efficient strategies
-consulte des outils de référence	Look for tools of reference	Social/affective	Referring to libraries dictionaries
- tient compte du destinataire	Taking into consideration the reader.	communicative	Sense of reader. Anticipating reader's response
- Utilise l'expression orale ou écrite pour répondre à : ses besoin, ses intérêts, ses motivations.	The use of oral or written expression	metacognitive	Verbalizing the content the writer intends to write

d) Results and Discussion

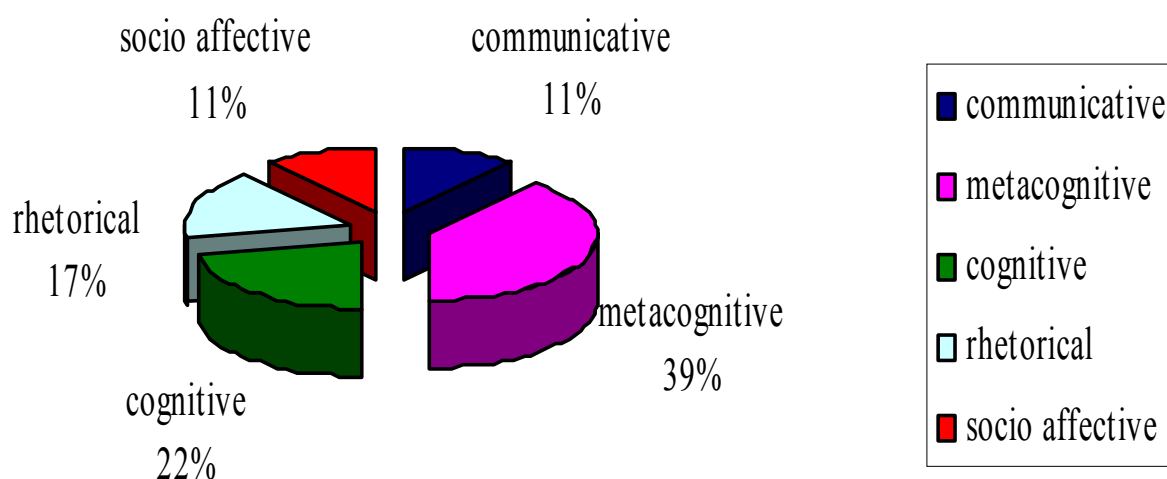


Figure 2: Writing Strategies in the First Year Secondary School Syllabus

As can be observed, the syllabuses include a variety of strategies related to the writing skill. This variation in the teaching of strategies strongly echoes the diversity of objectives mentioned earlier in the syllabuses. The aim is to supply learners with a variety of strategies that will guide them through the process of writing.

Moreover, many techniques have been provided in the document that completes the 1st year syllabus in order to develop writing skills. A Technique such as “look and write” helps the learner to become aware of his writing and learn to use effective sentences when producing his text. This technique is model-based. It consists of providing models of sentences or paragraphs that students can make use of when composing their own texts. This technique plays a major role in developing rhetorical strategies such as organizing features of texts according to different genres. Other techniques like “brainstorming”, “planning” and “revising” are also included with the aim of developing metacognitive strategies.

Nevertheless, what can be noticed from the table above is that some strategies have been mentioned more than once in the 1st year syllabus. For instance, “reconnait l’intention de communication” appears twice. Besides, there is no gradation of the writing strategies. A list of strategies is provided in the first year secondary school syllabus but not in the second and third ones. Instead, there is a general categorization of learning strategies not proper to the writing but to learning English in general. Another important point to consider is that in the 1st year’s teacher guide has mentioned a list of strategies to be developed in both listening and reading but not in writing. This makes us believe that the two skills are not given equal importance. Though reading contributes considerably to the development of writing skills; both the skills must be given equal consideration.

3.2.2.4. Evaluation of the Writing Skill

a) The Criteria of Evaluation

In addition to the strategies mentioned above, the syllabuses provide the teacher with the criteria on which the evaluation of writing should be made. This is as follows:

- respect de la présentation (mise en page, écriture...) (considering the presentation of the text, and handwriting).
- respect de l’organisation textuelle (considering the textual organization).
- formulation adéquate (adequate formulation of ideas).
- pertinence des idées (coherence of ideas).
- cohésion du texte (lien entre les idées, chronologie ...) (chronological flow of ideas).
- cohésion (respect des règles syntaxiques et sémantiques) (syntactic and semantic cohesion).
- authenticité de l’information (authenticity of information).
- originalité de la production (originality of the work).

As such, the program emphasizes both coherence and cohesion of the written text. In the syllabus, the notion of coherence is used to refer to the overall semantic structure of a text. this is a

fundamental requirement of written discourse. Cohesion for its part has been defined as a more limited term: specific words and phrases (transition, pronouns, repetition of key words and phrases) that tie the text together and guide the reader. Nevertheless, what can be noted is that the criteria of evaluation mentioned above shows that the emphasis is more on the product of writing rather the process. Second, and equally important, though these norms for evaluating the learners' process when writing are not clearly mentioned in the syllabuses. More importantly, there is no direct link between these measures and the procedure that should be adopted by teachers to achieve this end. Though teachers are provided with some techniques to be used (mentioned in the teacher's guide) about how to develop the writing skill they are not given enough instruction about how to evaluate the skill, but more importantly, help learners evaluate their writing competence. In fact the means uses by teachers and students to evaluate writing are included in the document that accompany the program but not the in the syllabus itself.

Taking into account all what has been said, we can conclude that the syllabus designers have been influenced by the different theories of communication, rhetoric, process, and socio-constructivism. As a result a variety of strategies have been included in order to develop the writing skills. The program is both product and process-based since it offers both a list of linguistic, rhetorical, and communicative goals to be achieved and a categorization of processes and strategies to be developed. Still, what has been noticed is that some information such as the means to evaluation of writing is not explicitly present.

b) The Forms of Evaluation

The competencies of the learners are assessed by using four types of evaluation: diagnostic, summative, formative and 'formatrice' evaluation. We need to stress the fact that these types of evaluation are not included in the syllabus. In stead, they are mentioned in the document that comes with the program.

Since our interest is on the process dimension of the syllabus, we shall concentrate on the formative evaluation. This form of assessment corresponds to the student-centered view of language learning. It provides appropriate tools for learners to be more implicated in their learning and give them a sense of control of their own learning. This consists of more authentic tools of evaluation, such as portfolio, journal entries, teach-students conferencing, and interviews.

3.2.3. The Second and Third Year Secondary School Syllabus

The two syllabuses will be analyzed simultaneously because of their similarities in much aspect. In fact, both follow the same patten of organization and contain the same information concerning goals and objectives, the methodology to be used, and the way skills must be evaluated.

3.2.3.1. Goals and Objectives

The second year is the intermediate stage of the English language learning. It is a passageway from the first year of secondary school and the final year where students have to prepare for the baccalaureate examination. Furthermore, this year is the stage when learners are specializing in different streams (science, math, technology, etc.). The general aim behind the teaching of English is to consolidate and strengthen the knowledge and competencies already acquired in the first year of secondary school.

When reaching the finale year, the question: what will the students do with the English they learnt is worth-asking. In fact, some of the learners will need English as a component of their university studies or for their professional career; when others will never use it. Whether students will choose the literary or the scientific streams, both will feel greater need for English. Learners will find themselves in situations where they will have to communicate orally, conduct research, and consult and exploit documents and literature

written in English. As for the baccalaureate examination, emphasis is clearly on both reading and writing.

Three objectives are targeted when teaching English in the second and third year secondary school syllabuses: the linguistic and communicative objectives, methodological and technological objectives, and socio-cultural objectives.

Linguistic and communicative objectives

-To keep learners equipped with the necessary tools to pursue their general training and be ready for their university studies and professional careers.

Methodological and technological objectives

-To strengthen and develop the strategies of learning and of self-evaluation already acquired in the intermediate school.

-Encouraging personal reflection and critical thinking.

-To encourage the learning and use of technological tools (such as computing and the internet) which are essential for research and data gathering.

Socio-cultural objectives

-To expose learners to the various contexts of culture and civilization of the English language

-To broaden the learners' cultural outlook and encourage them to develop more positive attitudes towards other cultures.

3.2.3.2. The Learning strategies

The same classification of learning strategies is to be found in the two syllabuses. The general learning strategies are included in both the two parts “Des savoir- faire” (Skills and Strategy Outcomes) and “Des savoir-être” (Intercultural Outcomes/Social Skills Outcomes). This is as follow:

a) Des savoir-faire (skills and Strategy Outcomes).

- Poser des questions (ask questions).
- Répondre correctement (answer correctly).
- Etre d'accord ou non avec l'interlocuteur (agree or disagree with the speaker).
- Demander des clarifications (ask for clarifications).
- Traduire une information écrite en information visuelle (translate a written information into a visual one).
- Résumer un article, un entretien, une discussion (summarize an article, or a discussion).
- Faire un plan de travail, la plan d'un project (preparing a work plan or project plan).
- S'organiser dans son travail (organizing ones work).
- Fair prevue de rigueur (to be rigorous).
- Deviner le sens d'un mot et fair des inférences (to guess the meaning of a word and making inferences).
- Donner des consignes (giving instructions).
- Faire un compte-rendu oral ou écrit (preparing for an oral or written feedback).
- Trier et sélectionner les informations collectées dans les livres, sur l'internet, etc. selon leur pertinence (selecting information collected in books, in the internet...etc).
- Produire un travail personnel à partir de ces informations (producing a personal work from informations provided).
- Reformuler des notions et autres avec ses propres termes (the conceptualisations of ones own terms).

b) Des Savoir-être (Intercultural Outcomes/ Social Skills Outcomes)

- Travaille à deux ou en group (Peer or group work)

- Prendre la parole et attendre son tour de parole (knowing how to take part in a conversation).
- Partager les informations (sharing information).
- Savoir écouter les autres ; ne pas parler ensemble (knowing how to listen to others).
- Apprendre des autres (learning from others).
- Respecter le point de vue des autres et l'accepter (respecting and accepting others' viewpoints).
- Être tolérant, souple et ouvert (to be tolerant and open minded).
- Présenter un travail propre et bien fini (presenting a well organized work).
- Être digne de confiance pour toute tâche donnée.
- Respecter la confidentialité lorsque la situation l'exige (Ex : une évaluation individuelle) (respecting confidentiality when necessary).
- Faire preuve d'honnêteté intellectuelle et ne pas frauder (avoiding plagiarism).
- Respecter les échéances : ne pas dépasser les délais fixés (respecting the deadlines).

From this classification, we can deduce that the second and third year syllabuses do not provide a complete classification of writing strategies as has been done with the first year syllabus. As can be observed, the following list is a broader categorization of learning strategies that deals with the four skills: reading, writing, listening, and speaking. More importantly, most of the learning strategies are meant to develop skills related to speaking. Only three strategies are mentioned as dealing mainly with writing. When the first year secondary school syllabus provides a categorization of learning strategies proper to each skill (listening, speaking, reading, and writing), the second year secondary school program deal with a broader classification. This leads us to believe that there is no gradation proper to writing skills and strategies. There must be a consistency when providing information to the teachers and the students.

As with the first year syllabus of secondary school, the second year syllabus provides an inventory of grammatical item (syntax and lexis) and another of functions. Furthermore, it supplies teachers with the types of written discourse, the genre of texts, and the themes to be taught. This is as follow:

- Types of written discourse: cover letter, CV, briefing, form, e-mailetc

- Genre of texts to be produced: literary genre (novels, poetry, theatre, fiction) scientific genre (article, experimental reporting) and journalistic.

- Themes (scientific, technical, economical, political, general, social, humoristic, and literary).

In short, the syllabus combine, fuse, and give importance to various different syllabuse models. Generally, the syllabus designers opt for a multi syllabus syllabus in which a variety of units, including words; structure, notion, function, topic, and situation are incorporated. Indeed, one of the major requirements of a successful syllabus is to incorporate all the basic items in order to enable the students to achieve effective and confident communication. As stated by White Ronald V “A complete syllabus specification will include all five aspects structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects” (1988; 92). When all these components are necessary, what comes out strongly when teaching English in the secondary school is the process in the learning of these different aspects of language. In other terms, the mastery of competencies and the skills predominates. That is why, this dimension of syllabus design must be strongly emphasized.

3.2.3.3. Evaluation of the Skills

As with the first year secondary school, the second and third year syllabuses suggest four types of evaluation: diagnostic, summative, formative, and 'formatris'. In fact, the information concerning the forms of assessment is similar in the three secondary school syllabuses.

What is missing in the second and third year syllabuses is the incorporation of criteria for evaluating the skills in general and writing in particular. Since it has not been explicitly stated, we believe that the gradation of the third competence, and more precisely writing, is left apart.

In the next chapter of the study, we intend to see whether the tasks implemented in the textbooks incorporate the different processes and strategies cited in the syllabuses. In other terms, is the information mentioned in the secondary school syllabuses efficiently implemented.

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Chapter Four: The Algerian Secondary School Textbooks

Textbooks are considered as primary teaching sources. They provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. For learners, textbooks may provide the major source of contact they have with the language apart from the teacher. As stated by Crawford “They provide a structure and a syllabus for a program” (Richard Jack C and Willy A Renandya, 2002: 66). As such, without textbooks, a program may have no central core and learners may not have a syllabus that has been systematically planned and developed.

As far as secondary school textbooks are concerned, these have been designed to act in accordance with the new English syllabuses as laid out by the reformers. Our attention will be oriented towards the writing tasks implemented in the three secondary school textbooks and their conformity with the syllabuses.

Tasks are essential when learning to write. They represent a vital facet of the teacher’s planning and delivery of the writing course. Unavoidably, it is the tasks that learners are actually required to achieve in the material that is the core of teaching writing. As individuals try to solve problems arising from a domain or a particular task, they must utilize domain- or task-specific strategies in order to be effective. For that reason, strategy application should be both task-bound and context-specific (Glaser, 1984; Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989). In an L2 strategy study, Chamot, Kupper, Impink- Hernandez (1988) found that successful learners matched different strategies with different tasks, suggesting that task variation plays an important role in the selection of strategy use.

Tasks in the L2 writing class are of two kinds: real-world tasks and pedagogical tasks. The former, encourages the use of authentic tasks which the learner may possibly be required to carry out in the real world. The latter aims to promote discrete skills, for instance, punctuation developing pre-writing abilities, or rhetorical forms). As affirmed by Hyland Ken

“These tasks are selected on the basis of metacommunicative criteria, in other words, what the students need to know in order to build the competence required to accomplish real-world objectives at a later stage” (2003; 113).

In the following chapter of the research, we aim at describing the three secondary school textbooks and the tasks included in them. Only activities related to writing and its assessment will be scrutinized. We will see to which degree the activities and tasks presented in the textbooks are process oriented and to which extent they support the use of different writing strategies.

Since the Competency-Based approach to language teaching and learning has been adopted in the new secondary school program, the four skills are taught in an integrative way. Indeed, as mentioned in the third year secondary school’ teacher’s guide “consolidation of skill, whether oral or written, is to be realized through a number of activities stemming from the competency- based approach” (P. 70). For that reason, tasks related to writing are to be found in nearly all the rubrics. Writing is integrated with other skills such as reading, listening, and speaking. We aim at analyzing all the sections in which writing is integrated and see which strategies are encouraged.

4.1. Description and Analysis of the Secondary School Textbooks

Our analysis of the three textbooks will include two aspects. First, we shall direct our interest towards the types of activities mentioned in the coursebooks. The teacher guide will also help us to identify the nature of the tasks. To reach our goal, we aim at using the type of activities related to the writing process proposed by the three methodologists Kroch and Brazil, Lindemann, and Proett and Gill in order to analyze the tasks included in the textbooks. Then, we shall examine the different stages of the writing process together with the strategies mentioned. For analyzing the different stages of writing, we will rely on the classification

developed by William James in his book Preparing to Teach Writing Research Theory and Practice (1996). The analysis of the writing activities is found in appendix A, B, and C.

4.1.1. At The Crossroads

A. Textbook Description

This textbook has been designed for students who have four years' tuition in English at the middle school level. It includes five units each containing four sequences as follow:

- Listening and speaking
- Reading and writing
- Developing skills
- Stop and consider
- Consolidation and extension
- Project workshop
- Check your progress

All five units follow a definite pattern to facilitate their use in the classroom. Here is an outline of their contents

✧ **Listening and Speaking:** It includes listening for specific information, understanding and sequencing main ideas, interpreting attitude, and identifying and interpreting context, topic, function, and information. To develop these skills, a certain number of strategies are highlighted and practiced. They comprise focusing attention on the topic, dealing with unfamiliar vocabulary, brainstorming, warming-up and predicting. The section closes with a rubric untitled 'Your Turn'. Tasks dealing with writing are found in 'Say It In Writing'. In fact, the skill is used to integrate functions and language forms previously introduced in the rubrics dealing with oral performance.

✧ **Reading and Writing:** In this sequence students will share ideas by talking and writing about issues dealing various domains such as communication, arts, journalism, science and

pollution. This part culminates with the “write it right” rubric wherein students are invited to use the knowledge they acquired about the skills of written language through reading.

✱ **Developing skills:** The learners are encouraged to apply the basic skills of listening, speaking, reading and writing together with the building and development of social skills.

✱ **Stop and consider:** it constitutes a grammar review in order to consider aspects of language. In this section, a deductive approach to grammar is used in order for the learners to look at rules supplied in reminders, and apply those rules in various exercises.

✱ **Consolidation and extension:** it is divided into two parts “write it out” and “work it out”. The aim of the former is to develop and consolidate the four skills and particularly the writing skill. The latter put the learners in a problem situation with the main goal of expanding on and consolidating social skills, and to raise students’ awareness of problems related to pronunciation that may impede communication in English.

✱ **Project work:** project work assigns the learners the project which they have to carry out. A layout of the project and a checklist work of instructions to observe for its realization are also provided.

✱ **Check your progress:** It comes at the end of the section. It contains a series of assessment tasks and a checklist to be completed by the learners on the basis of their level of performance in the tasks. Both teachers and learners are given the occasion to monitor progress and decide whether a remedial work is needed.

B. Results and Discussion

Writing in At The Crossroad is overwhelmingly focused upon. Writing tasks are found both in the language section, with the aim of urging the students to synthesis what they have learned in terms of language, and tasks in the skills development section, which seek to develop social skills by using authentic tasks. In fact the textbook offers learners interesting

and enjoyable topics and which suitable for their age and level. This is illustrated in the following table

Unit	Topic
1	-Writing an e-mail -writing a letter of enquiry
2	-writing a portrait -writing a personal narrative -writing a short biography -writing a folktale
3	-writing a report -writing a diary -writing a memo to report about health problems
4	-writing from a flow chart -writing a business letter from product specification -drawing/writing a conclusion
5	-Writing an SOS about pollution -Writing an advert -Writing a letter of complaint -Writing a memo

A glance at the table bellow enables us to deduce that the textbook emphasizes the production of different types of texts. This supports Cunningsworth view that

Different kinds of writing have different conventions for their organization and expression, and a coursebook should cover as many as these as is appropriate for the level and aims of the learners.

(1995; 80)

The results of the analysis are found in appendix A. The total is of thirty five activities related to writing. These activities are found in the following sections: ‘listening and speaking’, ‘reading and writing’, ‘developing skills’ and ‘consolidation and extension’.

Twenty five tasks in the 1st year textbook At the Crossroads have been identified as being pattern-model-based.

As defined by Ken Hyland “model-based tasks involve students in combining, inserting, reordering, or deleting text segments” (2003; 112). Combining tasks, for instance, involve learners in matching the first part of a sentence with an appropriate second part, a cause with an effect, or an event with a consequence. As for insertion tasks, learners are required to insert target words or feature such as topic sentences into a text. Deletion tasks for their part are often designed to encourage writers to develop a good style. On the whole, the intended goal behind using these tasks is to encourage students to employ their knowledge of a model to carry out and support their writing. For the sake of illustration, we may refer to the following activity taken from At the Crossroads:

5. Now write a letter or note to your head master to apologize for a mistake you have done. Use letters 5 and 6 as models.

(Riche B and Arab S, 2005: 14)

4. Make the best use of the information above and the sentences below to write a reply to Meriem Djoual’s letter of enquiry. Begin and close the letter correctly.

(Ibid: 16)

These types of activities are a good means to become familiar with the sentence structure and rhetorical devices. They are central to the adaptation of different genres as it encourages students to reflect on the features of the given text. Indeed, learners are taught the relationship between types of writing and convention for organization and expression. Still,

the over use of model paragraph may impede the development of creativity and a variety of other strategies.

The use of models is controversial when teaching writing. Process- oriented researchers often object to text models on the grounds that they may focus students' on the rhetorical form of texts too early and so may undermine the development of inventing, drafting, and revision processes (Zamel, 1983). This controlled method to teaching writing encourages learners to manipulate fixed patterns of the language without trying their own ideas and knowledge of the language. Though this technique is of great help in developing strategies dealing with textual organization there is a risk of simply concentrating on models as the most efficient way of learning to write. As the present example from the section "Developing Skills" best demonstrates:

4. Write small messages to express sympathy and congratulations. Use the texts above as models.

(Riche B and Arab S, 2005; 17)

Here too, the activity does not supply the learners with various techniques that might guide them through the writing process. Consequently, they may lose their self confidence when facing a blank sheet of paper. More importantly, students are not encouraged to work in peers or groups. The motivation for using peer response group has various goals. Writing process teachers and researchers are aware of the need of audiences other than the teachers. Peer group responses also promote cooperative learning and enhance strategies such as revising, editing, and evaluating strategies. Peer group response provides students the opportunities to access opinions and feedback from their immediate audience. That is why, the textbook must include tasks that emphasis group and peer work.

The present tasks are another example of how At The Crossroad emphasis the organisation of sentences into a coherent whole. These writing tasks are located in the ‘Developing Skill’ rubric of the first unit. This is as follow:

- 1. Put numbers 1-9 in the corresponding small boxes (a-i) below to get a coherent letter of enquiry.***
- 2. Meriem receives a letter of reply. Put numbers 1-4 in the boxes below to indicate the order in which her corresponds will....***
- 3. Check your answers to exercise 2 with your teacher***
- 4. Make the best use of the information above and the sentences below to write a reply to Meriem Djoual’s letter of enquiry. Begin and close the letter correctly.***

(Riche B and Arab S, 2005; 16)

A glance at the writing activities stated above enables us to deduce that this secession of tasks guides the learner during the whole process of writing. Students are asked to organize pre-defined sentences without having the occasion to construct personal ones.

In short, the first year textbook needs to be varied in term of writing tasks. In fact, the process part of the syllabus is not fleshed out in the textbook. Model writing tasks are to be found in both the language section and skills section. Since the teaching of writing has two broad aims: first, to help the learners display their mastery of language form, second, writing is a social skill that helps learners act as effective users of language in real-world context, the tasks related to the skill must be adapted according to the goals. In the rubrics designed to develop writing as a social skill, the emphasis should be more on the product than on the process. The different processes need to be clearly stated with the aim of developing the strategies that support writing. After receiving four yeas of instruction in English, secondary school learners are sufficiently prepared to be trained in developing and using various strategies.

4.1.2. Getting Through

A. Textbook Description

As stated in the teacher's guide Getting Through is the title found to indicate the intermediate stage of English Language Learning" (P.4). The same principles of the competency- based approach are applied in this book with the aim of reinforcing knowledge and skills. At this stage, students are specializing in different streams (science, math, technology, etc). The textbook contains eight units each unit being composed of five main rubrics:

- Discovering the Language,
- Developing Skills,
- Putting things together,
- Where do we go from here,
- Exploring Matters Further.

✱ **Discovering language:** It is the first rubric. Learners are encouraged to do various reading tasks. It includes:

- "a Grammar Desk" that the students can consult for help with the comprehension of the text,
- "a Practice section" which offers some activities designed to consolidate the grammar, the vocabulary and the pronunciation learned previously. These activities can be done in ones or in pairs,
- "a Say it Aloud and Clear section" in which students improve their Pronunciation skills, and a Working with Words section which focuses on vocabulary building. For this activity the students may be required to work with a monolingual dictionary (English- English), to develop their dictionary skills and enlarge their lexical fund.

✱ **Developing skills**

The Developing Skills sequence includes two main sections:

- “a listening and speaking section” which deals with the listening skill basically. Tasks are designed with the aim of developing the learners’ number of activities such as: listening for details, for gist, paying attention to specific features in English pronunciation, paying attention to discourse markers/sequencers when listening to a lecture, a report etc. Besides, students are given the opportunity to read aloud a text when other students feel notes or fill blanks.
- “a reading and writing section” which emphasizes the writing skill. The section also encourages students to make guesses and predict on what knowledge they will receive from the texts presented.
- “a tips box” which they can open to learn about text construction: (topic sentences, supporting sentences, etc) through gap- filling activity.
- “a write it out section” designed to consolidate the knowledge acquired and raise awareness on textual coherence.

✱ **Putting thinks together**

The Putting All Together rubric deals with the final task, the project. It is a written product that should be presented orally.

✱ **Where do we go from here?**

The fourth rubric of the unit Where Do We Go From Here? gives an opportunity to the students to practice self-assessment

✱ **Exploring matters further**

The last rubric Exploring Matters Further consists of three to five medium-length texts depending on units. These texts will allow the students to expand their skills and knowledge. For instance, the teacher could ask his students to: summarize a text, continue the story,

online the text, produce three or four comprehension questions about the text, or transform information from text to non verbal support (e.g. on to a chart, a graft).

B. Analysis and Discussion

A total of twenty-nine tasks related to developing writing have been identified. As in the first year textbook, the teaching of writing is intended to develop both the linguistic competence (in the Language Section) and the ability to use the writing skill in authentic situations and for communicative purposes (in the Skills Development Section). Since our interest is on the processes and strategies rather than the product of writing, the rubrics that aim at developing writing as social skill will be considered. When analyzing the textbook, we perceived that the writing activities that predominate are still model-based. As the present example, taken from the “Skill Development”, shows

You are Hyde Park at the Speakers’ Corner, in London, England. Deliver a speech in defense of the rights of the child.

Imitate Martin Luther King’s speech making the best use of the auxiliaries you have learnt in this unit.

(Riche B and Arab S, 2006; 50)

Though this activity is sited in the “Skill Development” section, it still stresses the teaching of writing as a means of reinforcing language items, in the examples presented above; interest is on improving the use of auxiliaries, and the execution of texts’ patterns.

Compared to the first coursebook, Getting Through considers the effect of group work and peer work on learning to write. These types of activities are essential for developing the writing process. As affirmed by Griffiths Carol group work “will inspire writers to re-plan, re-draft, or re-edit their texts so as to best convey their intended meaning” (2008; 245). The activity below, taken from the rubric “write it out” best illustrates the case:

Group work. Write five or six advertisement slogans for a car of your choice using the information in the table. Compare your answers.

Superlative and comparative forms	Adjectives and adverbs
Adjective/ adverb + er + then.....	Pretty
More + adjective/ adverb + than.....	Beautiful
As + adjective/ adverb + as	Cheap
Not + as + adjective/ adverb + as	quickly

(Riche B and Arab S, 2006; 26)

This type of activity is of great importance since grouping does not only have advantages in providing real-life preparation in negotiation and collaborative writing skills. It also has significant pedagogic payoffs. Learners have the opportunity to share their strategies and their works. More importantly, pair and group work encourage the sharing of ideas and increase the amount of interaction in planning, researching, and editing. Each student has a different contribution and opinions to the development of the piece of writing. As such, group work develops learners' autonomy as students are able to make their own decisions without direct teacher involvement. Still, what has been perceived in this task is that students are not encouraged to brainstorm before starting to write. More importantly, if the students have to follow blindly this activity, they are required to compose only one draft.

As in the first textbook, tasks dealing with imitating models of paragraphs dominate. Eight activities have been recognized as model-based. Students are not given the opportunity to choose their own topics and propose their own subject for exploration.

Eight activities have been identified as being language-based. Often process-writing textbooks are also, to a certain degree, language-based. That is to say, they request students to use certain grammatical and lexical features as they write. The reason behind that is that

fluency does not necessarily exclude consideration of the mechanical aspect of language. Indeed, it is not possible to communicate effectively without some knowledge and monitoring of the language used to produce the written message. Still, these activities must be used as peripheral ones with the main aim of learning how to write and not as an end in itself. As a matter of fact, we have noted that these activities have been included in separation. In other terms, they are not included within other activities dealing with the different processes of writing. The following activity shows that:

Write it out

1. Put the verbs between brackets into the correct form of the passive.

(Riche B and Arab S, 2006; 71)

This activity is taken from the rubric “Write it Out” in the “Developing Skills” Section of the third unit. It is followed by a second activity in which learners have to organize the given sentences into a coherent paragraph. These types of activities help develop the learners’ accuracy at the expense of fluency. As can be seen, the activities are guided. Students do not have the occasion to free write, revise, or even work in groups to accomplish the task. As such, the development of writing strategies is very limited.

Other activities have emphasized the development of writing as a mean of improving language patterns. Let us make a reference to some activities, always from the “Developing Skills” section of the different units.

There is a wrong tense use in each of the statements in the accidents report below.

Identify it and correct it. An example is given to you.

(Riche B and Arab S, 2006; 111)

Report the opinions below using the following verbs and expressions:

think/assert/believe/state/claim/maintain/are of the opinion that.....

Start like this

Some people think.....

(Riche B and Arab S, 2006; 130)

1. *Rewrite the sentences of the text on the previous page which contain the link words so that and in order that using in order to / so as to / and to.*

Example

Most American women went to work outside the home during World War II so that they might help in the war effort.

Most American women went to work outside the home during World War II in order/ so as to help to help in the war effort.

2. *Rewrite the sentences below using the link words and the modals in the box instead of the link words written in the bold type. Make any necessary changes?*

(Riche B and Arab S, 2006; 172)

In these activities, writing has been used as a support skill that helps to consolidate the learning of grammar. With these types of activities, the opportunity to write in order to become a better writer does not prevail. As acknowledged by Gordon Louise

When writing is used as a support skill in the language classroom it is usually approached from a teaching orientation which is product oriented, meaning that the teacher will immediately correct any mistakes in grammar and language form, therefore, not giving learners the opportunity to attend their own weaknesses with either form or in conveying meaning.

(In Griffiths Carol, 2008; 245)

On the whole, the second year textbook Getting Through adopts the same types of writing activities. Though the book give considerable attention to group and peer work, activities are still product oriented. This makes us deduce that there is no gradation of tasks. After five yeas of instruction, students have acquired sufficient knowledge of the language and are ready enough to develop the skills and strategies related to composition.

4.1.3. New Prospects

A. Textbook Description

This textbook is the third one in the English secondary course. It follows the same procedure adopted for the two precedent ones with the chief principles of communicative language teaching. The aim behind this approach is to engage learners in real and meaningful communication. Like the first two books, New Prospects develops in students the three competencies of interaction, interpretation and production. The textbook comprises the following sequences:

Sequence one in which we find two sections

-Listen and consider

-Read and consider

-The sequence closes with a section in which students take a break to better start the next section.

Sequence two, it contains five sections

-Research and report

-Listening and speaking

-Reading and writing

-The main project and alternative ones

-Assessment

Sequence one

✱**Listen and consider:** it starts with “language outcomes”, which is a preview of the language objective to be attained by the end of the section. This part includes grammatical structures, vocabulary items, idioms and feature of pronunciation. It is followed by “getting started” and “let’s hear it” which deals with listening and comprehension meant to help the

student develop an ability to listen for a purpose. In the last rubric of this section, think, pair, share, students will produce a piece of writing. This will be presented orally to the class.

✱**Read and consider:** in this sequence, particular attention has been given to the development of the reading skill. It comprises six rubrics “language outcomes”, “getting started”, “taking a closer look”, “around the text”, “think, pair, share”, and “take a break”.

Sequence two

✱**Research and report:** it deals with learners’ outcomes. Students can work on the tasks (individually, in pair or in group). A number of written/oral tasks are provided: newspaper articles, short stories, poems, speeches, public statements on a specific topic. Students are encouraged to interact and negotiate meaning.

✱**Listening and speaking:** It contains four rubrics: “skills and strategies”, “before listening”, “as you listen”, “after listening”, and “saying it writing”.

✱**Reading and writing:** this is the follow-up of the previous receptive stage it includes “skills and strategies outcomes”, “before reading”, “as you read”, “after reading”, and “writing development”. The last rubric gives the students the opportunity to express opinions, give reasons, and present arguments.

✱**About the project:** It is the visible and assessable manifestation of the students’ competencies. It contains the following sessions “brainstorming”, “fact finding”, “organizing”, “writing up”, and “assessing”.

B. Analysis and discussion

In new prospects we found a total of twenty-four tasks dealing with the writing skill. Compared to the precedent coursebooks, New prospects strongly emphasizes the use of process- based tasks. Almost all the tasks and activities related to writing deal with the different stages of composition. Generally, tasks related to writing start with a brainstorming stage then students are asked to plan and write their first draft. Finally, they are required to

revise their papers in group and read it aloud to the class or hand it to the teacher. These activities are located at the end of the present sections: 'Listen and Consider', 'Read and Consider', 'Listening and Speaking', and 'Reading and Writing'. The first two sections are found in the first sequence called "Language Outcomes". As for the last sections, they are placed in the second sequence untitled "Skills and strategies outcomes". The aim of the latter is to require the necessary skills and strategies to execute the different tasks presented to them. Concerning the writing skill, the students will demonstrate their sense of organization, cohesion and coherence, and will draw on appropriate registers to communicate their main message.

The process syllabus is closely followed in the textbook, for instance, we may mention the following writing task taken from the sequence "Skills and Strategies Outcomes" of the fifth unit

Writing development

Write a twenty-line draft newspaper article refuting the statement below.

Use either deductive, or concessive reasoning, or both. Help yourself with the guidelines that follow.

Statement

Some people think that the budget devoted to space programmes is wasted money.

- 1. Study the notes in the 'skeleton' below. Flesh it out by adding details of your own.***
- 2. Select the relevant information from your 'skeleton' and write a draft article. Structure your draft article according to the indications contained in the 'skeleton' and those that you have to it.***
- 3. Exchange drafts with your partner for error checking. Then rewrite your article taking into account your partner's remarks.***

(Riche B and Arab S, 2006; 161)

The task starts with the introduction of the general topic. Then, learners are asked to jot down ideas in the skeleton provided then organize the generated ideas. These are known as the pre-writing stages. During this phase, students will learn accumulate idea and construct an outline of their writing. Next, learners are required to write their first draft and share it with other students for correction.

Other pre-writing techniques are encouraged in the coursebook such as free writing, listing, and brainstorming. Let us take some examples to illustrate this.

Say it in writing

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

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

- 1. Freewrite about the topic (write without any worry about mistakes) in order to generate ideas for about ten minutes. Stay focused on the act of writing and the topic until the time is up.*

(Riche B and Arab S, 2006; 187)

Free writing is a technique used by students to let ideas emerge freely and to let one idea suggest another on the page. Writers set themselves time limit and then write as quickly as they can without stopping to worry about spelling, grammar, organization, or accuracy. Later, these ideas can be scrutinized, selected, and organized into a rough outline. This type of activity is very important to develop the creativity and fluency of the learners, this technique must included more than once so that the students are given the occasion to write without constraints.

What has been considered in the present tasks is that they do not include the teacher's interference in the writing process. In fact, students are asked to review each others' papers

and teachers' intervention comes only by the end of the task. To illustrate this fact, we present the following example:

Writing development

- 1. The picture bellow illustrates the story of Joseph/Sidna Yucef. Study it. Then write your own version of the story following the guidelines on the next page*
- 2. Jot down ideas about the story using the cycle of episodes below. Some of the events in the episodes are given to you.*
- 3. Select the ideas from your cycle of episodes and start writing your draft narrative. Don't pay attention to mistakes at this stage*
- 4. Check whether your ideas are developed coherently. Then review your story for grammar and spelling mistakes.*
- 5. Exchange drafts with your partner for error checking.*
- 6. Hand your revised version of the story to your teacher.*

(Riche B and Arab S, 2006; 41)

These activities are very interesting since they are complementary and guide the learner during the whole process of writing. At the beginning, the learners are given a motivating picture to stimulate their thinking and search their memory. This helps them to generate ideas that are later selected and organized. After writing their first drafts, students are asked to exchange their text for grammar correction. The weakness in this task is that there is no reference to the teacher during writing. It is only at the end that the teacher intervenes to correct the final draft. Additionally, the learners are not encouraged to write more than two drafts. The composition of multiple drafts will strengthen their awareness of the goals, generated ideas, and composed texts.

Also, what has been observed is that in all the tasks the teacher is mentioned only by the end. In fact, the process model proposes that effective teachers think of themselves as

coaches in a workshop environment. Coaches intervene regularly in the learning process, correcting right away mistakes and errors, and giving reinforcement when it is most constructive and most helpful. Moreover, intervention requires that the teacher invites the learners to produce multiple drafts of an assignment. The teacher's role is not explicitly mentioned in the textbook. Some of the tasks mentioned in the textbook encourage learners to compose drafts in groups; however, the teacher intervention seems to come only by the end of the writing task. We have also perceived that in some tasks the processes of writing are not clearly set. As demonstrated in the following activity

Writing a checklist of recommendation for the Baccalauréat examination

1. *Individually, prepare a checklist of tips reminding students of what they **should/ought to**, and **must do** during the Baccalauréat exam. Use **unless** to give warnings.*
2. *Review your tips with partner. Then join a group and together select the most pertinent tips from your checklist. Organize your tips in the form of leaflet and read them to the class.*

(Riche B and Arab S, 2006; 81)

This is also an interesting activity since the use of planning and peer revision strategies are encouraged. The teacher's role is that of a director in the stage of writing. In addition to that, students are not encouraged to write multiple drafts.

From the analysis made with the three secondary school textbooks, we found that they contain a considerable amount of activities related to writing. These tasks emphasize the product and the process of writing with a major aim of developing both accuracy and fluency. However, what has been considered is that compared to the third year textbook, writing tasks in At the Crossroads and New Prospects are not varied. Most of the activities are pattern-model based. Though pattern-model tasks enhance the strategies for organizing and

connecting ideas, the textbooks lack writing tasks in which the learner brainstorm and compose numerous drafts. New Prospects for its part is rich in activities dealing with the different processes of writing. When producing a text, learners are encouraged to go through the various stages of writing.

All in all, the way writing tasks are graded in the three year coursebooks seems to follow a logic according to which model writing is presented to students in the early stages of learning. Indeed, as many researchers have tried to demonstrate, model writing suits best young writers because it sets concrete models to imitate. With this view of teaching writing as a product, accuracy is seen as the main criteria of good writing and learning to write predominantly consists of manipulating fixed patterns. Activities where learners are asked to fill in gaps, complete sentences, or imitate model texts aims at developing the students' mastery of the language. According to Ken Hyland "Many of these techniques are widely used today in writing classes at lower levels of writing proficiency for building vocabulary, scaffolding writing development, and increasing the confidence of novice writers" (2003; 4)

In the context of the Algerian secondary school textbooks, this logic does not hold since learners have already followed a four-year course in the middle school before moving to the secondary school. Thus, students are supposed to be at the intermediate stage. They have already acquired a mastery of language that can let them attend to the learning of writing strategies. The emphasis on product is, therefore, not suitable. We shall even argue that the process of devising the writing activities needs to be reversed starting with process writing in the first two years before moving to product writing in the third year. The way that writing tasks are sequenced is counterproductive, for the two years can be devoted to the learning of writing strategies that can be mobilized in the final year when learners will reinvest them.

Even so some researchers have pointed to weaknesses in this view. Since young writers are not totally immune to strategies of learning to write. Furthermore, model writing if

abused and misused, can lead to mechanical writing that will kill the faculty of invention and imagination. Therefore, a considerable amount of process writing needs to be administrated and gradually increase the learners advance in their learning.

Overall, the final course, New Prospects and the writing course it suggests is suitable for the first and second year secondary school students. As for the model writing proposed in the first textbooks fit well the final year. Since in the final examination the evaluation of writing takes into account only the product, there is an urgency to consider only the the streamlining of the writing course or syllabuses. Otherwise, it the type of baccalaureate exam that needs to be reshuffled so that students are assessed on the strategies they use than on the final product that they present.

4.2. Assessing and Evaluating Writing:

Hearing other people's response to their work helps writers to develop a kind of internal monitor, a "reading self," which informs their decisions as they enter new and more sophisticated worlds of writing

(Irene Clark, 2003: P 213)

The present part deals with how writing is assessed in both the syllabuses and the three textbooks. Before the emergence of the process movement in writing instruction, much feedback to students on their writing came out in the form of a final grade on a paper, habitually followed by much red ink. Furthermore, it was assumed that the learners will take into account all the mistakes pointed out and will avoid the multiplicity of errors in their next writing tasks. With the emergence of the writing process, there was a reconsideration of responses to students' writing. As a matter of fact, learners are assisted by being encouraged to produce multiple drafts and pre-writing activities. Students' revision and teachers' response is essential at all stages of the writing process: pre-writing, first drafting, revising, and final-draft writing.

With the competency-based approach assessment is no more norm-referenced. Instead, “learners are assessed according to how well they can perform on specific learning tasks” (Dicking, 1994 in Richards Jack C and Theodore S Rodgers, 2001, 16).

Writing assessment typically occurs in two contexts: the classroom context and the standardized testing context. Our concern will be on the former one. Classroom context usually entails achievement assessment (both formative and summative). While formative assessment emphasises on the process, summative assessment stresses the product of writing. Formative assessment will be the subject of our interest. As defined by Clarke Irene “It puts emphasis on shaping students’ writing while they are still in the process of writing” (2003: 203). In fact, its goal is to help students improve their writing and writing ability. Feedback, or formative assessment, is provided when students are still engaged in the writing process. With the secondary school program three essential tools must be exploited to assess the writing skill: journal writing, the use of portfolio, questionnaires, and discussion in the class (document d’accompagnement; 16).

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

In the secondary school program, formative assessment is mentioned as being essential. At the end of each unit of the three textbooks, a section is devoted to assessing the skills to be developed including writing.

In the first year textbook At the Crossroads, the section called ‘Check your progress’ comprises a series of assessment tasks as well as a checklist to be completed. The major goal behind that is to give learners the opportunity to monitor progress and see whether remedial work is necessary before moving on to the next unit. We will use the first unit ‘Getting Through’ as an example of how skills in general and writing in particular are evaluated. In the section designed for evaluation five activities target the writing skill as follow:

9. Join the underlined sentences in the text above to form one complete sentence. Use in order to, so as to.... Make any necessary changes.

10. Identify mistakes in each of the e-mail messages below and correct them.

11. Read the text below and check if the types of mistakes you have identified and corrected are the same as those which the less professional e-mailers generally make.

14. Fill in the blanks below with 'from', 'to' and 'until'.

15. Make the use of the information above to write a paragraph about how professional e-mailers generally write e-mails. Use frequency adverbs.

(Riche B and Arab S: P 32-33)

As can be observed, most of the activities mentioned above are language-based. Importance is given to the mastery of grammatical items when composing and revising a text. Besides, these tasks do not encourage self and peer assessment. Learners are asked to fill gaps with appropriate words. It is only in the last activity that students have to write a paragraph.

In addition to these writing activities, this rubric includes a questionnaire that students have to fill in on the basis of their performance. This is as follow:

I can	Very well	Fairly well	A little
Describe people's regular activities using frequency adverbs.			
Describe a process using sequencers.			
Express obligation using 'have to' and 'had to'.			
Read and write short notes to invite, refuse, and accept invitations.			
Read and write short notes to express sympathy and apology.			

Write a short letter of inquiry.			
Fill in resume form. Write a letter of application.			
Hold a telephone conversation.			
Pronounce-two syllable words with the Wright stress.			
Express purpose using 'in order to', 'so as to' and 'to'			
Identify problem consonants /r/,/f/,/v/,/s/, and /z/.			
Use degree adverbs (very, extremely....).			
Send message through the internet.			

(ibid: 33)

This table is integrated with the aim of helping students to evaluate, monitor, and check their own competence in the different skills. In fact, students are encouraged to self-evaluate their abilities in the different skills. The weak point is that it contains questions that are too general. In addition, learners have to assess all the skills in the same time. Another important point to consider is that, after being introduced to activities that stress the functional aspects of writing, students are asked whether they can 'write a short letter of inquiry'. Evaluation must be made on the different processes of writing and the difficulties that learners encounter. More importantly, students are not asked to provide concrete examples that really show their improvement. As a result, it is not certain that students have achieved the competencies required. As a matter of fact, we find it necessary to include a supplementary file in which their real capacities can be demonstrated. More importantly, we believe it more helpful if each skill is evaluated separately. We believe that a checklist designed specially for the writing skill can have better effects on their improvement.

In the second year coursebook Getting Through, the fourth rubric ‘where do we go from here?’ provides the students the occasion to practice self-assessment and to decide on where they must strengthen their learning efforts. Here too, a checklist is provided for learners to evaluate their linguistic competence. Concerning the four skills in general, and writing in particular, an evaluation sheet is made available by the teacher. An example is mentioned in Appendix D. The model presented to teachers stresses mainly the development and evaluation of punctuation. In fact, this may encourage teachers to develop evaluation sheets that are primarily language-based. Instructors must be provided with examples that help them evaluate the process of writing. In other words, what students are able to do when writing rather than the product.

As for New Prospects, a section untitled ‘assessing’ is integrated with the aim of evaluating students’ performance. It follows the same pattern as the second year textbook. Learners are given a checklist to complete in order to assess language outcomes. Skills and strategies for their part are evaluated through different texts included in the resource portfolio followed by the tasks to be accomplished. An example of writing tasks is as follow:

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

- A) *Read again the last paragraph of the text and comment upon the following excerpt: “Iben Khaldun (...) saw population decline as one of the factors in the decline of a civilization”.*
- B) *Write a letter to the world Heritage Committee of the United Nations requesting it to include one of the historical sites in your country in its official list. Emphasis the historical importance of the site.*
- A) *Write an opinion letter about the effect of globalism on the local cultures/civilization in the world.*

B) *Write a story involving some famous characters (man, woman child)
in your local folk culture or in world culture.*

(Teacher guide: 91)

After being introduced to one of the texts mentioned in the resources portfolio, learners have to deal with several tasks designed to assess various skills including composing a text. Here too, the activities dealing with writing are rather broad. Though the objectives are clearly stated, learners are not provided with the steps and processes to follow when composing their writing. They need to be aware of the various strategies, such as planning, drafting, and revising, and must be aware of their effectiveness.

4.2.2. The use of portfolios

The application of portfolios is also encouraged in the secondary school program. This approach to language assessment constitutes a recent direction in assessment. Portfolio means a collection of texts produced over a limited period of time to the specification of a particular context. As defined by Christopher Burnham portfolio writing class happens

“at specific points during the semester, students submit ‘finished drafts’ of papers developed in class workshops. Instructors respond to these drafts not to provide an evaluation with a grade but to provide suggestions for revising as well as some general commentary about the individual’s development as a writer”

(1986, p.126 in Reid Joy, 1993:249)

Portfolio evaluation has a number of benefits. It strengthens commitment to writing processes and multiple drafts. It establishes the course as developmental and sequential. This means, learners do not write different drafts to be later on left aside. They rather collect their work in order to reconsider them by the end of the semester or the year. More importantly, the use of portfolio establishes a classroom writing atmosphere as the basis for successful writing and encourages students to be responsible of their own writing. Last but not least, it allows a more complex look at the multifaceted nature of writing (ibid). This leads us to

conclude that this type of evaluation contributes to a great degree to the development of diverse writing strategies.

The use of portfolio is mentioned in the second year textbook Getting Through but not in the first and third year. As declared by the textbook designers, learners are given a number of activities to be kept in the portfolio. This will help them check their progress and profit from their mistakes. At the end, the teacher will mark their work and identify where much more effort is needed. What has been considered is that the use of portfolio is not explicitly stated in the textbooks. It is not clearly defined in the sections devoted for assessment. Additionally, it seems that the employment of portfolio is made to assess all the skills in combination.

On the whole, we believe that the use of portfolios has a positive effect on writing if students were encouraged to collect the diverse paragraphs produced at the end of each unit. A portfolio proper to the writing skills and the different types of texts created may raise students' awareness of the processes and strategies to be developed. Additionally, learners will become conscious of their progress in writing. Since the use of portfolio is of major importance to the development of strategies such as revising and drafting, it must be mentioned both in the syllabuses and textbooks. Moreover, this form of evaluation is a recent one. In fact, syllabus designers must clearly explain to teachers how it must be used. They must help teachers and learners to become familiar with this new way of assessing writing. For instance, teachers must know how the papers can be graded and how to present the necessary feedback to students.

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Conclusion

Our analysis of the syllabuses and textbooks leads to the following provisional conclusions. The syllabuses seem to follow the stages of syllabus design as documented, for instance, by Faida Dubin and Elite Olshtain (1996). Overall, the syllabuses enfold the major educational philosophy and the theory of language and language learning. The preambles of the syllabuses are the same. They state the philosophy of education behind the reform. We have said that this educational philosophy is principally humanist at in its announcement since it stresses both the needs of communication with the world at large and the individuals. Learners are prepared as future citizens who will integrate into the modern society by practicing their critical faculties.

Besides emphasizing on goals of introducing English as a language for access in modernity, the syllabuses are also underpinned by a view of language basically inspired from research in sociolinguistics. Language is not looked as a system of structure or grammatical items as advocated by the structuralist school but a system of communication and a mean for fulfilling social transactions between persons. Apart from the sociolinguistic view of language the syllabuses are sustained by a theory of learning inspired from socio-constructionism of the kind defended by Vygotsky. According to this theory, social interaction promotes the learners' cognitive capacities.

The project of society, the theory of language, and the research of language learning supporting the syllabuses are synthesized in the concept of competence and importance accorded to the idea of process. There are many inventories of items in the syllabus: an inventory of functions and another of grammatical forms. Furthermore, an inventory of the three competencies and subcompetencies are included. Yet, what comes out strongly is the idea of process in the learning of these different aspects of language.

On the other hand, we need to point out that the objectives of the different syllabuses of the four skills are not graded. In other words, if we take the writing skill, we note that there are no intermediate objectives for the first and second years before moving to the final year. The aim behind the teaching of the writing skill is the same. Moreover, in the final year there are no differentiation between objectives set for the school learners, those learners by force and by choice, will leave school, and those who will go to university. This leads us to assume that the amount and quality of writing are not taken into account. More importantly, the criteria of evaluation leave the teachers and students alike without support. They have been explicitly stated only in the first year secondary school syllabus when such criteria are vital in determining the degree of competence and professionalism of students.

In the light of the analysis of the three secondary school textbooks conducted so far, we may conclude that though the new secondary school program sustains the process approach to writing. However, since the findings point to varying degree of discrepancy between what is mention in the secondary school syllabuses and the tasks that appears in the textbooks, we deduce that the process approach has not received adequate realization. Syllabuses include a variety of writing strategies (cognitive, metacognitive, communicative, rhetorical, and socio/affective). Still, they are no clearly reflected in the three textbooks. With the over use patter-model based tasks, At the Crossroads stresses the development of rhetorical strategies, such as organization, at the expense of other strategies. Concerning Getting Through, it also emphasizes the use of models in writing activities. The difference is that the secondary school syllabus encourages group work. As for New Prospects, compared the first coursbooks, it is rich with writing activities that focuses on the processes of writing such as planning, drafting, and revising. As such, learners have the opportunity to enhance the use of various strategies. The limitation with the third year textbook is that some writing techniques are not powerfully reflected. Free writing, composing multiple drafts and the

intervention of the teacher in the middle of the writing process are not strongly apparent in the tasks. Knowing that these techniques liberate writers from basic writing inhibitions, textbooks designers have to reconsider their incorporation in writing tasks. .

Regarding the assessment of writing, various techniques for evaluating the skill are integrated in the textbooks. This consists of self evaluation, portfolios, and diverse texts accompanied by evaluations sheets designed and provided by the teacher. As has been previously mentioned, weaknesses have been identified in the sections devoted to writing assessment. For instance, the checklists and evaluation sheets presented to learners are not sufficient to assess students' competence. In fact, we find more useful if learners perform tasks in which they demonstrate their real capacities.

General Conclusion

All through this dissertation, we have tried to illustrate that writing skills and strategies have increasingly become the centre of interest for many researchers in language education. Indeed, many theories of learning have emphasized the fact that writing strategies can be taught in the classroom. With this realization came the move from writing as a product to writing as a process requiring the employment and utilization of graded strategies.

We have argued that this view of learning and teaching writing have more or less influenced the syllabus designing of the Algerian secondary school course in its three stages. The view of learning writing as process is linked to the view of the learner as endowed with critical faculties and adjustment. It is also in harmony with learning as an interactional process of communication. The emphasis in the learning of strategies is also linked to the view that education is a long term process that does not stop at school. The teaching and learning of strategies emphasize critical abilities and autonomy rather than outcomes.

The second observation is that the syllabus gives primacy to the inventory of items related to strategies and skills stated holistically and then in discrete points in order to make them visible. The other inventory of items related to grammar, structure, items, and functions follow up the inventory of strategies. If the inventory of grammar points is included, it is because the syllabuses designers have taken into account the context of learning English in Algeria. Indeed, so far learning English in Algeria has generally emphasized the structural approach.

Another point to consider is the role of the teacher in the secondary school syllabuses and textbooks. Teachers' preparation to the new program does not only mean introducing them to the new theories of teaching and learning, it involves developing their own repertoire of skills and strategies to be used and managing them in the classroom. In fact, the process dimension related to the teachers and learners is not specified in the syllabuses. This leads us to deduce

that the teachers' profile does not fit the competency-based approach, especially when it concerns writing. It is all good, for example, to specify the objective for learning English in terms of the competencies that learners are set. But, then, the role of the teachers who are in charge of construction of these competencies need to be specified in the same way. At no moment are the specifications of the roles of the teachers mentioned in similar terms as those of the learners. A profile of the teachers with descriptions of their competencies and roles inside and outside the classroom would have made responsibilities clear cut. As already stated, the syllabuses do not refer to the teachers' role as organizers and facilitators coaching students in the use of strategies.

Furthermore, the findings lead us to deduce that that process is looked at differently in the three syllabuses. In the first and second years, process is associated with code, the linguistic code. The process of communication is largely ignored, in the first year syllabus, for instance, communicative objective is not included. It is in the final year of instruction that this dimension of communication comes in. Worse than this, the types of tasks in which learners will engage in during the course are not mentioned. It is the larger task of project that receives the most attention.

As regards the textbooks, two important points are worth discussing. First, we realize that there is as much emphasis on the product as on the process dimensions in the textbooks. The three textbooks aim at the development of communication. The procedure is double-fold. In the first sections, the emphasis is mainly on the acquisition of the language items of grammar, lexis, and functions. In the second sections, the shift of emphasis is on the development of the four skills including the skill of writing. Writing is seen from a double perspective. On the one hand, it is regarded as a means of learning the language and making the mastery of the competencies visible. On the other hand, it is taught as a skill for communication. Writing, thus, comes in an integrated way in all three sections and rubrics.

Projects are basically undertaken in the written form. They are seen as providing a moment for synthesizing both the language and social life skills learned in the units which deal only with single themes. The writing tasks are of two types: pedagogical tasks in the language sequences and authentic tasks in the skills development sequences.

Second, and equally important, it needs to be noted that writing tasks proposed in both the language and skills development sequences are of the model type in the first and second textbooks. As has already been stated, students have already been following a four year course in the middle school, so we argue that they can easily handle tasks dealing with strategies of writing in the secondary school.

Model writing as it is proposed in the first textbooks makes for the fact that learners move to strategies of writing too late for them to consolidate their use for better writing in the third year. Moreover, the setting of writing at the end of the sections and rubrics gives the impression that writing is just an additional activity aiming at reinforcing other skills such as listening or speaking. Thus, it is viewed as a task which does not need to be taught for itself. Moreover, just as in the syllabuses, the quality and quantity of writing is not predetermined for each stage. The criteria of evaluation remain vague. The teachers are more likely to evaluate the mastery of grammar and spelling rather than the coherence and the use of strategies. Teachers and learners can be encouraged to tackle strategies of writing if they were included in the criteria of evaluation. However, since writing assessment is also included at the end in the form of single instruction demanding a written product, students and teachers are unlikely to pay attention to the strategies and skills that go with the writing tasks.

We have also included the fact the process approach becomes more visible in the final year. Knowing that at this stage what is more suitable is the product writing and since in the baccalaureate exam English is evaluated in the written mode.

On the basis of the results obtained when examining the syllabuses and textbooks, we may propose the following points likely to be applied so as to improve the teaching of the writing skill:

- To provide teachers with enough instruction about how to teach the skills in general and writing in particular.

- A variation of writing techniques should also be incorporated in the teachers' guides. For instance the use of the think aloud protocol as a pedagogical tool and the journal writing can be of great help.

- The 1st and 2nd year textbooks should be varied in terms of writing tasks, with the aim of developing the diverse strategies that support writing. In fact, process writing must be introduced from the very beginning. Learners must be trained to brainstorm, produce multiple drafts, and revise in At the Crossroads and Getting Through.

As for New Prospects, since the final examination stresses the written product, tasks must be designed in order to prepare learners to write cohesive and coherent texts.

So we come to the final conclusion that the flows of the syllabuses appear strongly in the textbooks. We understand that textbooks writers are commissioned to prepare materials in accordance with the syllabuses presented to them by the ministry. The syllabuses hold priority and the straying away from them can lead to negative response to the textbooks by the teachers and the evaluation committees in general. So there is the need to look into the writing syllabuses in order to integrate the process approach more explicitly.

Hopefully, this research will help teachers to realize the weaknesses that we have pointed to better reinforce the strengths of both the syllabuses and the textbooks. We know well that teachers are at the end of the decision cycles that start with the policy makers, but their awareness of the deficiencies can help them to make the right decisions in terms of the

writing approach to choose for making their learners successful in their learning of English and in their final exam, the baccalaureate.

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Appendix A: At the Crossroads

unit	Rubric	Description	Types of activities	Stage of the process
Unit one: getting through	listening and speaking: say it in writing p. 7	Write a paragraph to give an opinion about the internet using the appropriate sequencers	Language-based	drafting
	Reading and writing: write it out P. 11	Write a reply to an e-mail following the plan	Pattern-model based	Drafting
	Developing skills P.14	Write a letter of apologize. Use the letters as models	Pattern- model based	drafting
	P 16	1. Organize sentences to write a coherent letter.	-jumbled paragraphs	Planning and drafting
		2. organize ideas	//	planning
		3. check exercise with the teacher	Teacher feedback	revision
		4. Use the sentences to write a letter of reply	Jumbled paragraphs	Planning and drafting

	P. 17	3.write a message using the text as a model	Pattern-model based	drafting
	Consolidation and extension P.25	3. fill in the curriculum vitae	//	drafting
		6. write your resume using given information	//	//
Unit 2: once upon a time	Listening and speaking: say it writing P. 39	Write a short review of a book using the mode below	Pattern-model based	//
	Reading and writing: write it right P.43	Write a paragraph to describe deacease. Follow the plan.	//	Planning and drafting
	Developing skill P 47	6. Write a paragraph about an imaginary town using information bellow	Pattern- model based	drafting
	P 49.	9. write a personal story using the information	//	//

	Consolidati on and extension P57	Write a poem about you country using the model	Pattern-model based	//
	p. 58	Write a folk tale from your culture using the model	Pattern-model based	Planning and drafting
Unit three	Listening and speaking: say it in writing P69	Write about your star signs by starting with the sentence below	//	drafting
	Reading and writing: write it right P 73	Complete the report using the precedent report as a model	Model-pattern based	//
	Developing skill p 75	Doing a survey and writing a report	Gathering data	Prewriting, planning, and drafting.
	P 79	Write a paragraph asking for advice. Start with the example bellow	Pattern-modal based	drafting
	Consolidati on and extension P85	Write a newspaper report starting with the sentence below	//	//

	P87	Write a report about food consumption in Algeria. Use the model	Model-pattern based	drafting
Unit 4: eureka!	Listening and speaking: say it writing P 101	Use information in exercise 1 and 2 to write a biography then read to the class	//	Drafting and publishing
	Reading and writing: write it right P105	1. Match the sentences to write a coherent paragraph 2 write a paragraph using the information above	//	//
	Developing skills 109	Write a reply to a letter of opinion using the model above	Pattern-model based	//
	Consolidation and extension P 115	Write a conclusion using the same style as paragraph above	Pattern-model based	drafting
	P 117	Write a summary of the text above	summarizing	//

	P 118	Write a reply for an advice. Start like this: dear....	Patten model based	drafting
	P 119	Write a letter of opinion using the cues bellow	Pattern model based	drafting
	Listening and speaking: say in writing P 131	Write an SOS message using the information in the box. Start like this...	//	//
	Reading and writing: write it right P 135	Complete the paragraphs using the information above	//	//
	Developing and skills P 139	Write a “green” advert using information in the box	//	//
	Consolidati on and extension P147	Write a paragraph suggesting solutions about the problem of waste product. Start like this....	//	//

Appendix B: Getting through

unit	Rubric	Description	Types of activities	Stage of the process
Unit one: signs of the time	Discovering language: practice. P 19	1. correct the paragraph using the appropriate tense	Language-based	/
		2.write a policy statement using “going to”	Language-based	
	Developing skills: Listening and Speaking P23	Pair work, write a dialogue then act it out in front of the class	Process-based	Drafting, publishing
	Reading and writing:P25	Write 4 definitions using the information in the box	/	-planning and drafting
	P 26	Write an advertisement slogans using information in the table. Compare your answers	-peer feedback	-drafting
	P27	Complete the news paper article	Gap-filling	/
	Reading and writing II: write it right. P29	Write e-mail using information in the box. Start like this...	Pattern-model based	-drafting

Unit 2: Make Peace	Discover the language: practice. P41	Complete the blanks of the poem	Gap-filling	/
	Listening and speaking; write it up. P46	1. Write in group a list of the school rules using the clues below	Pattern-model based	-drafting
		2. Write an acrostic. Draw inspiration from the model below	//	//
	P. 47	3. Distinguish between duties and rights and complete the class charter below....	Gap filling	/
	Reading and writing: write it out	Write and deliver a speech by imitating Martin Luther King	Pattern-model based	-drafting and publishing
Unit 3: waste Not, Want Not	Discover the language: practice. P 63	Write a press release using the notes.	//	-drafting
	Listening and speaking: write it up. P. 68	Make a presentation of the solar home by using the notes on the box	//	-drafting
	Reading and writing: write it out P. 71	1. Put the verbs into the correct form	Language- based	/

		2. Re-order the sentences into a coherent newspaper article using the following the process	-jumbled paragraphs	-planning
Unit4: budding Scientist	Discover the language: practice. P 83.	Use information to write a short description.	/	-drafting
	Listening and speaking: write it up. P. 88	1. Write a letter to an ‘agony aunt’ using the schema bellow	Pattern- model based	//
		2. reply to your letter using the following plan	Pattern-model based	-planning
	Reading and writing: write it out. P. 91	1. Reply to your friend in a letter using the plan below.	//	//
		2. Pass your draft to your partner to correct grammar and spelling mistakes	-peer feedback	Revising and drafting
Unit five :news and tales	Discover the language: practice. P 103	Write a story about a disaster	/	-drafting
	Listening and speaking: write it up. P. 108	Write in group a short tale using the following guidelines..	-group drafting	-drafting

	Reading and Writing: write it out. P.111	1. Correct the tenses in the report	Language- based	/
		2. Write a report about an accident. Use information provided.	/	-drafting and planning
Unit 6	Discover the language: practice. P 123	Use the pie chart and the layout to write a report	/	//
	Listening and speaking: write it up. P.128	Write an announcement of the earthquake using the plan	Pattern-model based	//
	Reading and writing: write it out. P.130	1. Report the given opinion using the verbs and expressions. Start like this	Language-based	/
	P. 131	2. develop an argument using the given hints	/	drafting
Unit 7: Science or Fiction	Discover the language: practice. P142	Write a newspaper article.	/	//
	Listening and speaking: write it up. P148	1. complete the lament using the tip box	/	//

		1. share your poem with your classmates	/	-editing
	Reading and writing: write it out. P 151	With the given information write an autobiography	Pattern-model based	/
	Discover the language: practice. P 163	1. Send facsimile to you consulate to ask for information	/	/
		2. Pair work; write a draft reply to a letter of enquiry.	-group drafting	-drafting
Unit 8: Business Is Business	Speaking and listening: write it up. P168	1. Put the verbs between brackets and insert adverbs of time appropriately	Language- based	//
		2. write an annual report using the information on the next page	/	//
	Reading and writing: write it out. P 172	1. re-write the sentences following the example	Language- based	//
		2. re-write the sentences using the linking words and the modals in the box	Language- based	//

Appendix C: New Prospects

Unit	Rubric	Description	Type of activities	Stage of the writing process emphasized
Unit one: exploring the past	Listen and consider: think pair and chair P 20	Preparing a talk -list what people used to do -select most relevant ideas -exchange draft with partners -write a revised version	-brainstorming -peer feedback	-prewriting -planning -Reading and revising -editing
	Read and consider: think pair and chair	Write expository essay -select three ideas from the thesis statement -use network to jot down ideas -write first draft -write revised version	-Information-gathering -clustering or word mapping / -Rewriting exercise	-Prewriting -Prewriting -Drafting -editing
Unit 2: Ill-gotten gains	Listening and speaking: say it in writing P34	Write a short historical account -list select and organize the major events	-Ranking activities	-planning

	<p>Reading and writing: writing development t P 40.</p>	<p>Write a story of Joseph/Sinda Yucef</p> <ul style="list-style-type: none"> -jot down ideas -check coherence of ideas -exchange drafts -hand the revised one to the teacher 	<ul style="list-style-type: none"> -word mapping -revising -peer feedback // 	<ul style="list-style-type: none"> -prewriting -Reading and revising -Revising -editing
	<p>Listen and consider: think pair and share P 52</p>	<p>write a public statement to fight fraud and corruption</p> <ul style="list-style-type: none"> -jot down ideas using the spidermap -compare it to that of your partner -select the relevant ideas -write a first draft -conclude and read it aloud 	<ul style="list-style-type: none"> -word mapping -peer feedback -Writing thesis statement and topic sentences // // 	<ul style="list-style-type: none"> -Prewriting -Prewriting -planning -Drafting -publishing

	Read and consider: think pair and share P 58	Write an opinion article -list reasons, write them in diagram -write a draft -exchange drafts -write final draft	Brainstorming // Peer feedback //	-Prewriting -Drafting -Revising -editing
	Listening and speaking: say it writing P64	Write a speech -Discuss the topic sentence in group -select the most important arguments -exchange drafts -write a correct version	-Value clarification -ranking activity -peer feedback	-Prewriting -Planning -Reading and revising -editing
	Reading and writing: writing development P 69	Write policy statement -think over the opening statement -write supporting statements	-brainstorming -free associations	-Prewriting -Prewriting

		-jot down ideas -write first draft -exchange drafts	-Word mapping / -Peer feedback	-Prewriting -Drafting -Reading and revising
Unit 3: school different and alike	Listen and consider: think, pair, share P81	Task one Write a stanza -think about wishes related to studying -review draft -write a lengthier stanza -read in group	-brainstorming -Peer feedback / /	-Prewriting -revising -Rewriting -publishing
		Task two Write a checklist of recommendation -prepare a checklist individually -review tips with you partner and organize it.	/ Peer feedback	-drafting -revising
	Read and consider: think, pair, share P89	Write a letter describing your school -write a topic sentence -use clustering	-brainstorming -clustering	-prewriting - //

		-give more details -exchange drafts with peers for error checking -write a final draft to you teacher	/ -peer feedback -group drafting	-Prewriting -Read and revise -Editing and publishing
	Listening and speaking P 95	Describe your ideal school -brainstorm ideas using the Spidermap -synthesis you information using link words -write the first draft -exchange drafts for error checking -write a correct draft	-brainstorming / / -peer feedback -group drafting	-Prewriting -Planning -Drafting -Reading and revising -Drafting
	Reading and writing: say it in writing P101	Write an expository article -jot down details in the network tree -develop three or four ideas -write a draft, using linking words	-Word mapping -brainstorming /	-Prewriting - // -drafting
		-revise paying attention to structure organization, coherence.	-peer feedback	-reading and revising

Unit four: safety first	Listen and consider: think, pair, share P 112	Write a speech about life style -free writing -write a first draft by organizing ideas -exchange drafts with partner	-free writing / Peer feedback	-prewriting -Planning and drafting -Reading and revising
	Read and consider: :think, pair, share P 119	Write an expository article -add ideas related to cause and effect -select ideas relevant to the topic -write a first draft -organize it according to the diagram -revise you essay for error checking with your partner -improve with a group	-brainstorming / / / -peer feedback - group drafting	-Prewriting -Planning -Drafting -Planning -Reading and revising -redrafting

	Listening and speaking: say it in writing P 127	Write a argumentative speech -start with the given topic sentence -use the given arguments by making concession -review you draft -read it aloud.	/	-prewriting
			/	-prewriting
			-peer feedback	-Read and revise
			/	-publishing
	Reading and writing: writing developmen t P 130	Complete the letter of complaint	Gap filling	
	Listen and consider: think pair and share P141	Write an expository presentation about the moon -include details -write a conclusion -exchange drafts with partners for error checking (using checklist) - write a final version and read it in the class	-brainstorming / -peer feedback	-prewriting -drafting -Reading and revising
			/	-Drafting and publishing

Unit five: are we alone?	Read and consider: think, pair, share P149	Write a draft predicting comet coalition -list ideas and select most pertinent ones -write a first draft -exchange draft for error checking Write a revised draft and -hand it to the teacher	-listing / -peer feedback / /	-prewriting -Drafting -Reading and revising -drafting -publishing
	Listening and speaking: say it in writing P155	Write a public speech -brainstorm details on the fishbone map -write a first draft (organize your argument from less to more important) -exchange drafts with partners -read it aloud	-brainstorming -ranking -peer feedback /	-prewriting -Planning and drafting -Reading and revising -publishing
	Reading and writing: writing developmen t P 160	Write a news paper article -flesh ideas out in the skeleton -select relevant information and write a draft	-clustering, word mapping /	-prewriting -planning and drafting

		-exchange drafts with your partner taking into account their remarks	-peer feedback	-reading and revising
	Listen and consider: think, pair, share P 172	Reply to the letter -follow the plan -exchange drafts with partners for error checking -write a revised version with appropriate link words -read aloud the letter	/ -peer feedback / /	-planning and drafting -reading and revising -redrafting -publishing
Unit six: keep cool!	Read and consider: think pair, share P180	Write a news paper article -jot down ideas in the network -compare network with partners -use the text untitled "feeling" as a model -review the article for mistakes -read it aloud in the class.	-clustering, word mapping / -imitating a model / /	-Prewriting -Prewriting -Planning -read and revise -publishing

	Listening and speaking: saying it in writing P187	<p>Write a public speech</p> <p>-freewrite about a topic for about 10 mn.</p> <p>-select the relevant ideas and write a draft</p> <p>-revise it, pay attention to grammar, spelling, and coherence</p> <p>-read it aloud</p> <p>-revise it and hand it to teacher</p>	<p>-free writing</p> <p>/</p> <p>-peer feedback</p> <p>/</p> <p>-group drafting</p>	<p>-prewriting</p> <p>-planning and drafting</p> <p>-Read and revise</p> <p>-publishing</p> <p>-revise and redrafting</p>
	Reading and writing: writing development P 192	<p>Write a review article of a film or a book</p> <p>-mention the theme and the storyline</p> <p>- develop the paragraph following the example</p> <p>-develop a paragraph about your viewpoint</p> <p>-a paragraph about what you like and dislike</p> <p>-a conclusion following the example.</p>	<p>/</p> <p>/</p> <p>/</p> <p>/</p> <p>/</p>	<p>-prewriting</p> <p>-planning and drafting</p> <p>-planning and drafting</p> <p>-planning and drafting</p> <p>-drafting</p>

Appendix D

Example of an evaluation sheet for a written document

Type of test: written

Knowledge required: punctuation rules

Objective to master: be able to distinguish between different meanings of a badly punctuated sentence .

Support: Use the correct punctuation

sentences and short texts

Instruction 1.

For the following sentence, find two possible punctuations according to the meaning you want to give the sentence.

a. please don't come too late.

Please, don't come too late !(I want you to be early or on time)

Please don't come, too late! (the meeting is over it's not necessary to come)

Instruction 2.

Write three sentences. Pay attention to the given punctuation. Don't forget the capital letters!

a. the train arrived at 10 o'clock at Algiers it was late it should have arrived at 8 o'clock.

b. what did you do last night he asked I went to bed early

c. the teacher wanted to know if all the pupils did their homework :

Instruction 3.

Put commas, semi-colons and full stops where necessary.

my friend's pull over is green yellow and white it's quite big but I like it very much do you want one too you can get it from the clothes shop on high street.

Instruction 4.

Rewrite this text using the right punctuation.

Holmes was and still is a huge success with the public since he was created literally hundreds of over detective heroes have emerged the exploits of some such as dick tracy and batman appeared in comic books read by millions other were made popular through novels.

Adapted from 'Special Edition'.

Correction grid and marking scale: test on 17 points

Item 1: 4 points (1 point for each correctly punctuated sentence)

- a. 1st punctuation
2nd punctuation
- b. 1st punctuation
2nd punctuation

Item 2: 4 points (2 points for each correct and well punctuated sentence)

Here we evaluate the respect of the instruction, that is to say the correctness of the sentence (morphology and syntax) and the appropriate use of punctuation.

Item 3: 3 points (1 point for each correctly punctuated sentence)

Item 4: 10 points (1 for each correct sign, including the capital letters)

To obtain a mark on 20:

Pupil's mark x 20

17

Résumé

La présente recherche se propose d'analyser la dimension processus de l'écriture dans les programmes et les manuels scolaires s'y afférant, ayant pour titres : At the crossroads, Getting Through et New Prospects. Notre étude est composée de deux parties, la première qui est théorique traite dans le premier chapitre des théories de l'écriture les plus connues et dans le deuxième chapitre des théories d'enseignement de l'écriture. La deuxième partie qui est pratique comporte également deux chapitres. Le premier chapitre de la partie étudie la façon dont les concepteurs ont mis en œuvre les programmes et leur point de vue de l'écriture comme un processus. Le deuxième est consacré à la décision prise par les auteurs de manuels toujours en ce qui concerne les compétences et les stratégies et processus de l'écriture. La deuxième partie de notre recherche est de nature pratique. Dans son premier chapitre, il étudie la façon dont les concepteurs ont mis en œuvre les programmes et leur point de vue de l'écriture comme processus dans la préparation de leur plan d'enseignement. Le quatrième chapitre est consacré à la décision prise par les auteurs de manuels toujours en ce qui concerne les compétences et les stratégies et processus de l'écriture. La conclusion de cette étude est que la mise en place de la théorie du processus de l'écriture dans les programmes est un échec comme on le constate dans les manuels scolaires.

الملخص

تهدف هذه الأطروحة إلى دراسة المناهج والكتب المدرسية للتعليم الثانوي في ضوء النظرية العملية للكتابة، تتشكل هذه الدراسة من جزأين كل منهما يتضمن فصلين. الفصلين الأولين يشكلان الجزء النظري وفيهما نتعرض بالتفصيل إلى أهم النظريات للكتابة وأهم مقاربات التدريس في الكتابة. قمنا بالاستعانة بالنموذج الرئيسي للتحليل من النظريات المعروفة التي تحفز على تدريس الكتابة العملية. لم نختر هذه النظرية بطريقة عشوائية، ذلك أنه سبب تقديم التعليمات المنهجية. الفصلين الأخيرين ذو طبيعة تطبيقية، في الفصل الثالث من الجزء الثاني تناولنا دراسة شاملة حول المناهج التي تم تنفيذها من طرف المصممين والموصوفة بأنها عملية في تعدادها خطط تعليمية، أما الفصل الرابع من الجزء الثاني فقد تمحور حول أنشطة الكتابة المعدة من قبل مؤلفي الكتب المدرسية، فيما إذا كانت تشجع المهارات والإستراتيجيات للكتابة. وبعد هذه الدراسة نصل إلى نتيجة مفادها أن الكتب المدرسية تعكس النقص الموجود في المناهج المدرسية بمعنى أن النظرية العملية للكتابة غير مطبقة بطريقة ملائمة.