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**Investigating the Strategies Used by EFL Teachers to  
Enhance Students' Writing Skill**

**The Case Study of Teachers of Written Expression at the English  
Department, Mohammed Seddik Ben Yahia University of Jijel.**

**A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in**

**Didactics of Language**

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## ***Dedication***

*In the name of Allah, most Gracious, most Mercial, all the praise is due to Allah, the Sustainer of the entire world.*

*I dedicate this simple work to:*

*To my parents who have provided me with their encouragement and love.*

*My brothers anf sisters.*

*To my husband who provided me with support, encouragement and love .*

*To every one who has been supported me even with a simple word.*

***Fella***

## ***Dedication***

*In the name of Allah, most Gracious, most Mercial, all the praise is due to Allah, the Sustainer of the entire world.*

*I dedicate this simple work to:*

*To my parents „“ Hocine ‘‘ [may God have mercy on him] and „“ Yamina’’ who have provided me with their encouragement and love.*

*To my brother andmy sisters.*

*To my hasband who have provided me with support and love .*

*To every one who has been supported me even with a simple word.*

***Samia***

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## **Abstract**

Developing the writing skill is a challenging task . Hence, EFL teachers use different strategies to enhance their students' writing .This descriptive research aims at investigating the strategies used by EFL teachers for the improvement of students' writing skill.This study took place at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. Henceforth, the research is based on the assumption that EFL teachers use different strategies. To examine the validity of the hypothesis , a questionnaire was used to investigate this research problem. The teachers' questionnaire was designed and administrated to ten (10) EFL teachers of written expression ,who were randomly selected at the University of Mohammed Seddik Ben Yahia in English department. Accordingly, the analysis of the results revealed that the majority of teachers use of both instructional and motivational strategies.Furthermore, our findings show that teachers of writing use strategies that have proved effective in motivating students, facilitating the learning process, and , hence, enhancing the students writing skill.

**Key words:** EFL Teachers , Strategy, Writing Skill.

## List of Abbreviations and Symbols

**%**: Percent.

**FL**: Foreign Language.

**EFL**: English as a Foreign Language.

**P**: Page.

**Para** : Paragraph.

**Q**: Question

**TAD** : Transition Action Details

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## **General introduction**

### **1. Background of the study**

There are four major skills that should be mastered namely: listening, speaking, reading and writing. It is argued that writing is the most difficult skill to learn particularly for foreign language students. However, writing is important for them. In EFL context, Rao (2007) explains that writing stimulates thinking, compels students to concentrate and organize their ideas, and cultivates their ability to summarize, analyze, and criticize. Writing skill is an essential necessity to lifelong learner success, yet it is challenging for teachers to provide feedback to their learners. Thus, more recently, foreign language (FL) writing pedagogy has witnessed the emergence of genre approach instruction, this approach looks at the ways by which language is used for certain purposes in particular contexts. Hyland (2002) points out that “contemporary views of second language(L2) see writing as involving composing skills and strategies for drafting and revising and also clear understanding of genre to be able to structure their writing experience according to the demands of particular context”(p.15). Furthermore, it is believed that writing is an essential skill in FL because it gives the opportunity to the learners to develop the proficiency they need to write personal letters, essays research papers and journals. It can be said that in teaching writing, strategies become a very important aspect in the teaching and learning process.

A number of studies have been conducted to explore the strategies used by teachers to improve students' writing. Astini (2020) stated that in teaching writing, there are a number of strategies that can be used. Teachers from BintangMandiri and Widyatmika Junior High School were involved as the informant of the study. From several observations, the results

showed that teachers used five main strategies namely: mind mapping, please, guide writing, creative writing and transition action details strategy (TAD strategy)

Kalipa(2014) is another researcher who dealt with this study differently. His dissertation aimed at exploring the teaching strategies used to improve writing skills as an essential requirement for effective learning in schools grade 8 and 9 learners in English as a foreign language. The study also sought to examine the problems that teachers experience when teaching writing skills in English First Additional Language. The study resulted in the following findings: some of the problems encountered by teachers are composed of lack of support for teachers, lack of culture among learners, and lack of competence in English for learners, resulting in lack of commitment which involves learners not doing homework besides poor attendance and lack of participation, the findings showed also that the strategies proposed to improve writing skills are: the importance of creative writing, regular feedback, and the importance of drafts.

There are different strategies that teachers may use to enhance their students' writing skills and these strategies have also their impact on students' achievement. This study is conducted to shed light on the most common strategies used by EFL teachers to enhance students' writing. It aims at investigating the strategies that EFL teachers use to improve the students' writing. To specify, this study will focus not only on the analysis of one strategy but it will determine several strategies which EFL teachers often use when teaching writing for the sake of improving their students' writing.

## **2. Research question:**

What are the most common instructional strategies used by EFL teachers to enhance students' level in writing?

## **3. Statement of the Problem:**

Learning to write effectively is the most difficult skill to improve, especially for those who write in a foreign language in academic contexts. EFL students at Mohammed Seddik Ben Yahia, among other learners of English as a foreign language (EFL) are facing a challenge of writing good products. Therefore EFL teachers are facing the challenge of enhancing their way of writing. Taking into consideration the complex nature of this process, writing skill requires efforts and time to be developed. Hence, teachers should adapt innovative strategies to strengthen the students' writing skill.

## **4. Aim of the Study:**

The present study aims at investigating the strategies that are used by EFL teachers to enhance students' writing skills.

## **5. Hypothesis:**

In order to enhance students' writing, EFL teachers use different strategies such as mentor text, sentence construction, brainstorming, cooperative, PLEASE strategy as well as motivational strategies.

## **6. Research Methodology:**

In order to achieve the aim of the study which is investigating the strategies used by EFL teachers to enhance students' writing, a questionnaire is designed. It is administered to



EFL teachers of written expression at the University of Mohammed Seddik Ben Yahia,  
department of English language.

## **7. The structure of the study**

The present study is divided into two chapters .The first chapter is devoted to the theoretical part which consists of two sections. The first one deals with writing skill while the second one is concerned with the most common strategies used by EFL teachers when teaching writing . The second chapter is devoted to the fieldwork . It contains the analysis of teachers' questionnaire as well as the results obtained.

## **Chapter One: Literature Review**

### **Section One: Writing Skill**

#### **Introduction**

In the process of language learning, there are four language skills that must be mastered by the learners. Writing, as one of the four skills, has also formed part of the syllabus in learning and teaching English. It is a powerful learning experience by which students interact with their teachers using the target language. When writing, students frequently have more time to think than they do in oral activities. This process encourages students to focus on accurate language use.

This section intends to identify the nature of the writing skill by defining it first, stating the connection between writing and reading, highlighting the different steps of the writing process, mentioning the importance of writing, stating the elements of effective writing, and discussing writing assessment.

#### **1.1. Defining Writing**

There are different definitions of writing suggested by linguists and scholars. The most common one is that writing is the representation of language in textual medium through symbols and signs. Kirton & Mc Millan (2006) stated:

The most obvious thing to say about writing is that it is a way of communicating but it is important to add that it is also what is being communicated. In other words, when you write something, you are not just creating a vehicle for your thoughts; you are creating the thoughts themselves. The very process of having to write out your ideas forces you to clarify and organize them (p.1).

For Byrne (1991), “writing is clearly much more than the production of sounds. The symbols have to be arranged according to certain conventions; to form words, and words to be arranged to form sentences”. The same notion was suggested by Hyland (2003) who defined writing as “a coherent arrangement of words, clauses, and sentences, structured according to a system of rules” (p.4). To summarize, writing is a process of inventing ideas, thinking how to express and organize them into statements and paragraphs by which people may communicate with each other indirectly. It is through language writing that students express their thoughts. Generally, writing is a process where students should pay attention to certain aspects such as the structure of the sentence, capitalization, punctuation, and word choice.

### **1.1.1. Writing and Reading**

There have been numerous of research attempts to discover the connection between writing and reading skills. These two skills are two sides of the same coin. By learning to read more effectively, the student will learn to write effectively. Research has also found that when students read extensively, they become good writers. Reading various types of texts may help them to be aware of text structure and language that they can later transfer to their own writing. In addition, reading provides students with prior knowledge that they can use later in their piece of writing. According to Stosky (2007), better writers tend to be better readers, good writers read more than poorer writers and good readers tend to produce more syntactically mature writing. This means that when students combine reading and writing for functional purposes, their background knowledge helps them interpret what they are reading. Consequently, when students read about a topic, this will inspire them to write in a good way.

Additionally, Manzo and Manzo (1995) described the relation between reading and writing as an interrelated treatment; they called this connection the “Two-way relationship between reading and writing” as it is illustrated in the table below:

**Table1: The Differences Between Writing and Reading (Manzo and Manzo, 1995, p.113)**

Reading to write	Writing to read
1. Reading increases the knowledge individuals have to write about.	1. Understanding of subjects making subsequent reading easier.
2. Reading instills knowledge of linguistics.	2. Writing helps one to read like a writer.
3. Reading builds vocabulary and familiarity with writer craft.	3. Revision in writing or making changes at various points in the process involves many of the same high-order thinking strategies involved in critical reading.

## **1.2. Steps of Writing Process**

Writing is not only a series of words and sentences. It is rather a complex process which contains different interrelated steps or stages. The writing process is defined by Harmer(2004) as “the stages a writer goes through in order to produce something in its final written form” (p.4). Freeman (2003) described the writing process as “the way we translate ideas into written text”. He added “it starts with an idea and the need to develop it, communicate it to an audience, and preserve it. Every writer at every age and every stage of development and proficiency goes through this process” (p.10).

Several researchers suggest that the process of writing goes through four basic steps. These steps are: planning, drafting, editing, publishing (final version). According to Harmer(2004), the process may be affected by the content and the medium used in writing. Despite of these two factors, he argued that the process goes through the mentioned steps.

### **1.2.1. Planning**

Planning is the first step of the writing process. In this stage, writers plan what they intend to write. Harmer (2004) claimed: “before starting to write or type, they try and decide what is they are going to say” (p.4). He argued, when planning the writers have to think about three main issues which are: the purpose, audience, and content structure.

- ✓ **The Purpose:** it is a very important issue since it will influence the type of the text writers wish to produce along with the language they use and the information they choose to include.
- ✓ **Audience:** this influences the shape of the product (how it is laid, how the paragraphs are structured and the style whether it is formal or informal).
- ✓ **Content Structure:** it is the way of sequencing the facts, the ideas, or the arguments they have decided to include.

### **1.2.2. Drafting**

Drafting is the second step of the writing process. It involves a rough draft. In this stage, the act of writing actually begins and writers organize their ideas using complete sentences and paragraphs. According to Harmer (2004),

Drafting refers to the first version of piece of writing. A lot of time should be given for the first draft, and the students should be reminded that at this point they need to focus

on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuations, or spelling (p.5).

He argued that during the writing process, a number of drafts may be produced until reaching the final version. Hedge (2005) claimed that good writers tend to focus on getting the content written first and leave correcting spelling, punctuation and the grammar until later. The aim behind drafting is to focus on certain ideas (p.53). To specify, the writers during this stage gather needed information, ideas, and arguments, and attempt to organize them depending on a previous written outline without giving attention to mistakes in grammar, spelling, or punctuation.

### **1.2.3. Editing (Reflecting and Revising)**

The common definition of editing is the preparation of any piece of writing for publication or final version by removing errors and extra words. It is the end product by which the writer mentions what he wants in a way to convince others and thus to be understood easily. Harmer (2004) claimed:

When writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then remove paragraphs around or write a new introduction (p.5).

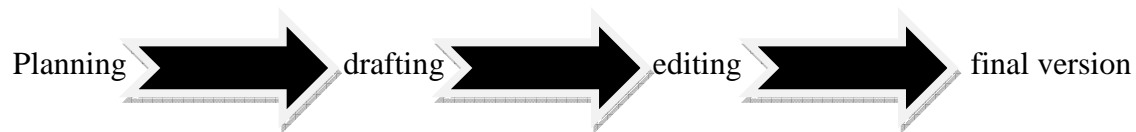
He added that reflecting and revising are often helped by other readers or editors who comment and make suggestions. This reaction will help the writer to make appreciate revisions.

### **1.2.4. Publishing (the Final Version)**

Once the written text has been revised and edited, it becomes ready for its publishing. As Harmer (2004) stated: “once writers have edited their draft, making the changes they consider to be necessary, they produce their final version” (p. 6).

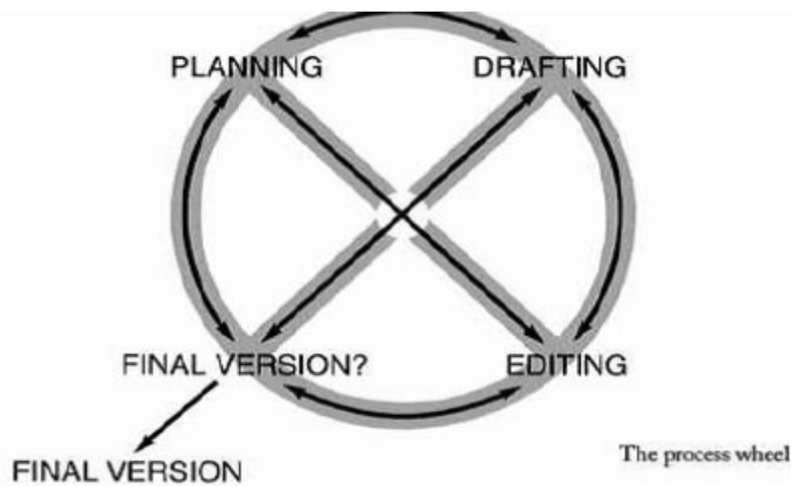
To sum up, the four stages of the writing process have been described as a linear process. This linear process has been represented by Harmer (2004) in the following figure:

**Figure.1. Linear process of writing (Harmer, 2004, p.6)**



However, Harmer (2004) suggested later that the above diagram is not entirely satisfactory. He argued that it tells us little about how much weight is given to each stage. According to him, the process of writing is not linear, as it is indicated above, but rather recursive. This means that the writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. Thus, writers may go through the stages another time even they think they reach the final version. Harmer (2004) then suggested what he called the process wheel which aims at illustrating the different stages of the writing process and their interrelation. Depending on that notion, the writer can move backwards and forwards or he may go up and down at any of these stages until the final version is reached. The following diagram by Harmer (2004) explained more about the cursive nature of the writing process.

**Figure.2. Process wheel (Harmer.2004, p.6)**



### 1.3. The Importance of Writing

Writing plays a vital role in teaching/learning process since it helps students to develop their language. Accordingly, Harmer (2004) stated: “writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts in their minds”. (p.31). Writing is regarded as one of the main difficult and challenging aspects to teach and learn. Correspondingly, Byrne (1988) claimed: “writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it” (p.6). For Reinking&Osten (2017, p. 28), the aims behind writing can be summarized as follows:

- To inform
- To persuade
- To express yourself
- To entertain

Writing is a medium of communication that helps to create interaction between individuals. Hyland (2003) regarded writing as one of the main ways that we use to create a coherent social reality through engaging with others (p. 69).



## 1.4. Elements of Effective Writing

It is fair to say that writing is not easy to be conducted. Thus, students should have the ability to express their thoughts in a correct manner. This means that the students should be able to state their ideas effectively. According to Saadiyah (2009), “the learners should have the knowledge about the components of writing. If the learners have less knowledge about the components of writing, they can’t express ideas and provide information well to the reader”. Hence, the components of writing have a great important and should be taught. Different theories were set about the nature of those elements. According to Harris (1974), there are five general components of writing which are; content, form, grammar, style and mechanics. In addition, Huges (2003) and Starkey (2004) stated five components of writing; they are: organization, grammar, vocabulary, mechanics, and structure. However, other researchers claim that the elements of writing consist of: the purpose, the audience, organization, clarity, word choice, coherence, and mechanics. According to Harris (1969), although the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the following five general components:

- **Content:** is the substance of the writing; the ideas expressed.
- **Form:** is the organization of the content.
- **Grammar:** is the employment of grammatical forms.
- **Style:** is the choice of structure and lexical items to give particular conventions of the language.
- **Mechanics:** is the use of the graphic conventions of the language.

Despite the fact that the elements differ from one researcher to another, effective piece of writing, as Starkey (2004) stated, is the one that is organized, clear, and coherent, with accurate language and effective word choice.

## 1.5. Writing Assessment

We **cannot** talk about writing and its teaching without talking about assessment. Assessing students' writing is one of the main concerns of teachers. This process is undertaken by the instructors to measure the degree at which their students are processing. One way to measure their level is asking them to write. Hyland (2005) defined writing assessment as the way by which we can gather information on the learners' progress towards language and achievements. This term is used to refer to written texts, essays, project reports, portfolios, or standardized examination. Thus, it is quite clear that assessment is an important stage for both students and teachers. It is crucial for the students since they depend on it in recognizing their mistakes and avoid them later. On the other hand, teachers may benefit from assessment as checking students' knowledge, strengths and weaknesses.

In addition, Overmeyer (2009) claimed:

Assessment when used correctly in a formative way, can improve students' and teachers' abilities, not only to improve but also to believe in themselves as writers and teachers of writing. And once students believe they are writers, and teachers believe they are teachers of writing, any barrier no matter how imposing, being to crumble (p.7).

Regardless of the types of writing's assessment, whether it is formative or summative, it is fair to state that this process is not concern with language rules and respecting styles or elements of writing, but also with the content being included in the piece of writing. Harmer (2004) supported this idea when he claimed: "When responding to our students' work we are not only concerned with the accuracy of their performance but also\_ and this is crucial\_ with the content and design of their writing" (p.108).

To sum up, assessment is a crucial issue in writing. It should occur at different stages of the course. It may take different forms which vary according to some factors as the level of students, the topic of writing and the objective.

## **Conclusion**

In conclusion , writing is an important language skill which needs a lot of effort to be mastered . However, this chapter provided an overview about the writing skill. The light is shed on the steps of writing skill . Also, we tried to clarify the relationship between writing and other language skill ( reading ), we find that these skills are interrelated and being good in one of them results in improving the other one. Research in the field of the writing process, pointed to various effective strategies used by teachers which will presented in details in the following chapter.

## **Section Two: Teachers' Writing Strategies**

### **Introduction**

Improving students' writing skills is one of the main concerns that EFL teachers seek to realize. Hence, they use different strategies to achieve the intended aim. This section aims to identify the strategies that are currently used by EFL teachers to enhance students' writing. It starts with a brief definition of the term "strategy", and stating the most common strategies used by teachers when teaching writing:

#### **1.6. Definition of Strategy**

There are various definitions of the term "strategy" offered by different scholars and linguists. Among them Miller & Dess (1996) who stated: "strategy is a set of plans or decisions made in an effort to help organizations achieve their objectives". Accordingly, a strategy is a plan of actions for reaching the intended goals. In this study strategies are the methods used by teachers to teach writing.

#### **1.7. The Strategies Currently Used to Enhance Students' Writing**

##### **1.7.1. Brainstorming**

Brainstorming is one of the effective strategies that are commonly used by EFL teachers when teaching writing. It is considered as the initial point of the prewriting stage. It took considerable interest by many scholars as Bailey (2015) who said: "it is often helpful to start thinking about a topic by writing down the ideas you have in any order" (p.33). Brainstorming was defined by Hochima & Hougues (1997) as a prewriting stage in which students generate many ideas as much as possible about a given topic either individually or collectively. This strategy is widely used by EFL teachers because it helps them to enhance

their students' creativity. This strategy is beneficial since it motivates students to express their thoughts and ideas as much as they can. It is one of the most effective strategies that EFL teachers often use as a key in the writing process. It helps to create an atmosphere of interaction between students and teachers where students may bring up their ideas freely without being afraid of making mistakes. By using this strategy, EFL teachers allow their students to participate and share their views without obstacles. Rao(2014)stated that, “the brainstorming technique encourages students active involvement in the classroom activity. The technique offers the opportunity for students not only to interact with each other but also to share others' opinion”. Thanks to this strategy, EFL teachers can improve their students' linguistic and communicative competence and develop their ability to express themselves in English.

### **1.7.2. Sentence Construction**

The sentence is considered as the basic component of any piece of writing. Thus, most of EFL teachers tend to follow that strategy where the sentence is regarded as the most important part in writing. Most scholars agree on the idea that good sentence is essential to good writing. EFL teachers often use this strategy to enhance their students' writing. According to Browne (1999), limiting the learners' writing to few lines may help the learners to see whether writing is manageable or not and helps them to concentrate on the essential information they wish to include.

### **1.7.3. Motivational Strategies**

Any strategy that motivates students to write is a motivational strategy. Motivation whether it takes the form of praise or rewards plays a crucial role in developing the writing skill. This idea was supported by many scholars as Walberg (2004)when stating that teachers may not only conduct skillful lesson but also stimulates all students to become better writers,

and identify talented writers for special engagement and lessons. This means that the teacher plays the role of motivator. Under the scope of motivational strategies used by EFL teacher lays some ways that may motivate students, among them:

- Setting and selecting the appropriate objectives as motives for learning.
- Engaging students to become active learners.
- Creating a positive learning atmosphere.
- Sharing the outstanding piece of writing to motivate them writing well.
- Making competitions between the students of the same grades through providing a task and making a competition.
- Praising the student who writes well so that to inspire his classmates.
- Selecting positive words when writing feedback even when students make mistakes.
- Showing the students their errors for avoiding them later.

#### **1.7.4. Teachers' Written Feedback**

Written feedback is among the effective strategies that EFL teachers used to enhance students' writing. It concerns with the information received by the students about their language production. It conveys different instructions that teachers use to recognize students efforts. Mack (2009) defined teachers' written feedback as any comments, questions or error corrections that are written on students' assignments. This means that teacher's written feedback can be given in different forms as questions, error corrections, praise, compliment and so on. Additionally, Hyland & Hyland (2006) saw teacher written feedback as a purely informational with its position as a medium for the teacher to channel responses and advice in

assisting students' improvement. That is teachers should try to transform their written to their students to enhance their writing.

According to Park (2006) there are three types of teacher's written feedback which are form –focused, content-based, and integrated written feedback. The first type is linked to grammar correction; the second one has to do with the quality of content and the organization of ideas, while the last type results from the combination of the grammar correction with content-based feedback. The mentioned types are commonly used in classroom when teaching writing to EFL students. Most teachers use written feedback in different ways but they seek to reach the same aim which is encouraging students to write and make revision to their products. As a strategy, teacher's written feedback plays a crucial role in enhancing students writing. However, it does not necessarily lead to positive effects on students' writing achievement. Silver and Lee (2007) pointed out that while praises are good in leveling up students' enthusiasm in writing, it did not encourage students to make revision on their second drafts. They added: "on the other hand, criticism as feedback leads to negative feelings from students." That is to say teacher's written feedback holds its influence on students' revision. However, it does not necessarily leads to successful revision. For instance, the general feedback or the ambiguous one could be confused. Besides, too much criticism on errors could demotivate students to revise and correct their mistakes. So students mostly value teacher written feedback on their piece of writing and their attempts to make revisions based on teacher written feedback. Thus, teacher written feedback could be of great help to improve students writing if it is consistent, clear, helpful, and constructive. According to Hyland & Hyland (2016), teacher written feedback is designed to carry a heavy informational load, offering commentary on the form and content of a text to encourage students to develop their writing and consolidate their learning.



To sum up, teacher's written feedback is an important strategy that can be of a great help in that it negotiates interaction that recognize both the students' struggle to convey the meaning in foreign language and the teacher who is aware of improving their writing. Here the teacher plays the role of a monitor and instructor.

### **1.7.5.PLEASE Strategy**

PLEASE strategy is often used by EFL teachers to determine and identify the problems that students may face in different steps of the writing process. This strategy is considered as a map which reminds the students to apply specific stages and steps when writing paragraphs. PLEASE strategy is an acronym that offers the students a road map for writing texts. It helps students to start first sentence, and to put the data information in their written products. Its main concern is to teach writing through breaking up writing paragraphs using different steps.

#### **1.7.5.1. Steps of PLEASE strategy**

Vaughn, et al (2003) states six main steps of PLEASE strategy depending on the first letters of this strategy.

- Pick the topic, audience, and paragraph type.
- List information about the topic
- Evaluate whether the list is complete and determine how to order the items in the list.
- Activate writing by starting with a topic sentence.
- Supply supporting details in sentences, using items from the list.

- End with strong concluding sentence and evaluate the paragraph by revising and editing.

According to many researchers, PLEASE strategy has a positive effect in improving students' writing. Among them Welch (1992) who claimed that PLEASE strategy was significantly more effective in developing the meta-cognitive abilities. Supporting this idea, Sinambela and Simulingga (2007) said: "the use of PLEASE strategy helped students to organize their ideas and produce readable paragraphs. It also motivates students to write more".

### **1.7.6. Providing Activities**

Writing in EFL has a big role in language instruction because it requires students' constant practice and efforts to improve their level. Thus EFL teachers need to know the kind of activities that they should provide in the classroom when teaching writing. Teachers should facilitate the writing process through engaging students and motivating them. That is selecting the write activities depending on students' needs is among the strategies that EFL teachers use for the improvement of students' writing. It is crucial to engage students with writing activities that are challenging and interesting. The selection of the right type of activity is very important since some activities may be more effective than others to promote writing skill. According to Harmer (2001) the purpose of teaching writing in EFL environment can vary from simple activities such as filling a form to more complex tasks that include writing letters or stories. This means that activities may vary depending on the environment. In providing students with activities, teachers may focus also on the goal of the activity and the end of the product rather than the process. Examples of classroom activities that may enhance students' writing are:

- ✓ Free writing activities
- ✓ Planning

- ✓ Creating ideas
- ✓ Discovering meaning
- ✓ Group or pair work
- ✓ Reading and analysis of texts
- ✓ Imitating models
- ✓ Transforming models provided by the teacher or other texts
- ✓ Story chain activity
- ✓ Word challenge activity

### **1.7.6. Mentor Text**

Mentor text is any text that can be used as a model to teach students some aspects of an author's craft. According to Culham (2014), "a mentor text is any text, printed or digital, that you can read with a writer's eye" (p.31). This means that a mentor text is a text from which one can learn how to write effectively. It can take different forms as books, articles, short stories, letters, essays, and so on. As a strategy, it has a powerful role in teaching writing. Recently, it has attracted the attention of many teachers and scholars as it represents an effective strategy that facilitates writing. Graham & Perin (2007) claimed: "the study of models provides students with opportunities to read, analyze, and emulate models of good writing" (p.5). The benefits of mentor text strategy can be deduced as follows:

- ✓ It provides students with a model to imitate.
- ✓ It helps students to learn about the structure of different texts.
- ✓ It improves the students' writing through identifying, and discussing the writing strategies used by the writer.
- ✓ It helps students to become dependent writers.
- ✓ It motivates students to write.

### **1.7.7. Cooperative**

Cooperative learning is a new strategy that has emerged in recent years. It is based on a basic idea that students learn better and achieve results when they study in groups. For Mandal (2009), “the concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some ways for performance as a group” (p.96). Cooperative writing is a motivational strategy in which students can work together the writing tasks to achieve shared goals and increase interaction between students as well as their teachers. Lowry et al defined cooperative writing as:” an interactive and social process that involves a team focused on common objective that negotiates, coordinates, and communicates during the creation of a common document”(p.). In cooperative writing, students work together to plan, draft, revise, and edit their compositions. Cooperative strategy is commonly used by EFL teachers because it has many advantages and benefits. First, it can help students interact with each other, learn from other peers and evaluate themselves. Moreover, it can increase students’ motivation, enhancing their self-confidence, and reducing anxiety. In addition, this strategy helps students giving and receiving information thanks to the dynamic interaction provided by the teachers in the <classroom.

## **Conclusion**

Inside a foreign language classroom, students are exposed to a set of different strategies, and the present chapter reveals the most common effective strategies used by teachers when teaching writing skill, which are considered as methods help the students mainly to improve their linguistic, enhance their creativity and develop the ability to express in English.

## **Chapter two: Fieldwork**

### **Introduction**

This chapter is designed to investigate the strategies used by EFL teachers at Mohammed Seddik Ben Yahia University to enhance students' writing. It focuses more on the strategies that teachers currently use to enhance their students' writing. This practical part consists of the research methodology used in this study. It also represents data analysis and interpretation and ends with limitations of the study and recommendations for future research.

### **2.1. Research Methodology**

This part of research follows certain methodology. It highlights the research paradigm first. Then, it gives details about the participants. In addition to that, it provides a description to the instrument administered in collecting data as well as the process followed to obtain data. It also identifies the preliminary work and the pilot of the study as well as mentioning data collection procedures.

#### **2.1.1. Research Paradigm**

To accomplish the aim of the current study, both quantitative and qualitative methods were adopted to collect valid data. The data were obtained from a questionnaire conducted for teachers of written expression. The qualitative method is used to support the quantitative one for the sake of having a deep understanding of the topic under investigation. Mason (2006) said: "mixing methods offers enormous potential for generating new ways of understanding the complexities and contexts of social experience, and for enhancing our capacities for social explanation and generalization" (p.9). This indicates that mixed approach is considered as the most appropriate approach to achieve the purpose of answering the research questions.

### **2.1.2. Research Population and Sampling**

The representative population in this study is teachers of written expression in the department of English language at Mohammed Seddik Ben Yahia University. The sample consists of ten (10) EFL teachers who were randomly selected. The reason behind choosing teachers of written expression is to serve the topic which is clearly linked to teaching written expression. Moreover, they are the only ones who have knowledge about the strategies that they use in the classroom to enhance their students' writing.

### **2.1.3. Research Instrument**

To obtain reliable and valid results, the study is based on a mixed method. This method is used to collect and analyze quantitative and qualitative data within one single study. The reason behind selecting this method is that it can provide a clear understanding of the research. Azorin & Cameron (2010) stated that mixed method can provide nuanced understanding of research questions than a single method can accomplish on its own. Appropriately, the questionnaire administered to EFL teachers comprises thirteen (13) questions which vary between open-ended and close-ended questions.

### **2.1.4. Description of the Questionnaire**

Questionnaires are used in social sciences research in general and in applied linguistics in particular to enable researchers to obtain an objective view about the phenomenon under study through examining respondents' attitudes and views about this phenomenon. Brown (2001) pointed that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (as cited by Dornyei 2003, P.1). The questionnaire

is regarded among the most common tools used to collect data. According to Richards (2005),

Questionnaires are one of the most common used. They are relatively easy to prepare, they can be used with large number of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning style, preferred classroom activities and attitudes and beliefs (p.60)

In this study, the teachers' questionnaire was introduced by a short text explaining the aim of the study and guidelines on how to fill the questionnaire. It consists of eleven (11) questions divided into close-ended questions that require the participants to pick up the appropriate answer(s) from number of options or to respond with "yes "or" no". On the other hand, open-ended questions seek the participants to specify their selection or to give more explanation and justification.

The questionnaire comprises eleven (13) questions. The first questions (from Q1 to Q3) seek to collect information about teachers as their degree or qualifications, their position in the department, and how long they have been teaching written expression module. The rest of the questions aim at gathering data about teaching writing in the classroom and the strategies used to enhance students' writing.

### **2.1.5 Preliminary Work and Pilot of the Study**

Pilot studies are regarded as useful part of an overall research strategy. As a strategy, a pilot is used to test logics and collect information prior to large study. This improves the quality and efficiency of the large study. It can provide limited information on predicted



variability of the outcome measures. The main purpose of conducting a pilot is to examine the feasibility of the approach that is going to be used. Therefore, some modifications were made as defining some key terms or giving much time to teachers for achieving reliable and valid data and realizing feasibility and effectiveness of the questionnaire.

### **2.1.6 Data Collection Procedures**

In order to investigate the strategies used by EFL teachers to enhance students' writing, certain stages have been followed. A pilot study was conducted before the distribution of the questionnaire to check whether it contains ambiguous items or not. The questionnaire was given to EFL teachers of written expression in the department of English language at Mohammed Seddik Ben Yahia university of Jijel, they were requested to answer the questionnaire. Giving them sufficient time to answer seeks to get reliable data needed for our study. Generally, the questionnaire aims at identifying the current strategies teachers use to improve students writing.

## **2.2 Data Analysis**

### **Q1: Degree or qualifications**

- a- Master of Art
- b- Magister
- c- Doctorate

**Table 2.1: Teachers' Academic Degree**

Options	Number	percentage (%)
A	2	20%
B	4	40%

C	4	40%
Total	10	100%

This question aims at knowing the qualification or the degree of teachers. The degree teachers of written expression hold is represented in table two above; the results show that 20% of teachers hold the degree of Master, while 40% hold the Magister degree, and the same percentage holds the doctorate degree. The results above give a clear image that the majority are highly qualified.

**Q2: What is your position in the department of English?**

- A. Part- time teacher
- B. Full-time teacher

**Table 2.2: Teachers’ Position in the Department of English Language**

Options	Number	Percentage (%)
A	2	20%
B	8	80%
Total	10	100%

The table above shows that 20% of teachers are part-time teachers whereas the majority (80%) is full- time teachers.

**Q3: How long have you been teaching written expression?**

- A. 1 to 5 years
- B. 6 to 10 years

C. 11 to 15 years

D. More than 15 years

**Table 2.3: Teachers' Experience in Teaching Written Expression**

Options	Number	percentage (%)
A	5	50%
B	3	30%
C	1	10%
D	1	10%
Total	10	100%

The purpose of this question is to learn more about the teachers' instructional background in written expression. According to the data in the table above, 30% of teachers have six to ten years of experience, while 50% of teachers have one to five years. One teacher has between 11 and 15 years of experience. 10% of teachers with more than 15 years of experience make up the remaining group. The majority of them are skilled educators. This indicates that each teacher is familiar with using various strategies to improve students' writing.

**Q4: How would you rate your students' level in writing?**

A. Poor writers

B. Average

C. Good writers

D. Very good writers

**Table 2.4: Teachers' Evaluation of Students' Level in Writing**

Options	Number	Percentage (%)
A	6	60%
B	4	40%
C	0	0%
D	0	0%
Total	10	100%

This question aims to assess students' writing level. The above table shows clearly that 60% of teachers estimated their students' writing level as being poor whereas the rest of them declared that they were average. Nobody estimated that students are good or even very good. This means that teachers were not satisfied with their students' level. Hence, it is quite clear that it is challenging to enhance their students' writing.

**Q5: In your tasks, what do you give more importance?**

- A. Grammar
- B. Vocabulary
- C. Content
- D. Mechanics

**Table 2.5: Teachers' Focus when Giving Tasks**

Options	Number	Percentage (%)
A	3	30%
B	3	30%
C	0	0%

D	4	40%
Total	10	100%

The findings above demonstrate different views about the elements that teachers may emphasize when assigning tasks. While grammar and vocabulary received the same percentage (30%), the majority of teachers indicated that mechanics is the most important criterion. This means that teachers prioritize multiple criteria when proving tasks to their students, but the main focus is mechanics.

➤ Other(s), please explain

**Table 2.6: Other Writing Criteria**

Options	Number	Percentage (%)
Answered	5	50%
Not answered	5	50%
Total	10	100%

This open ended question has been designed to ask about other criteria. The table above pointed out that 50% of participants did not answer, while the rest gave different answers.

Teachers' answers are clearly presented as follows:

- ✓ All the above components are important to succeed in writing
- ✓ The flow of ideas is important
- ✓ Grammar and style are the most problematic aspects
- ✓ Structure and form

**Q6: What role should the teacher play in teaching writing?**

- A. Participant
- B. Guide
- C. Supervisor

**Table 2.7: Teacher's Role**

Options	Number	Percentage (%)
A	0	0%
B	6	60%
C	4	40%
Total	10	100%

The results shown in the above figure estimated that 60% of teachers believed that their role is to guide students, while the remaining 40% believed that the teacher should be a supervisor. No one stated that he/she should play the role of a participant. This suggests that teacher should play the role of a guide rather than participant or supervisor.

➤ Other(s), please explain

**Table 2.8: Other Teacher's Role**

Options	Number	Percentage (%)
Answered	3	30%
Not answered	7	70%
Total	10	100%

According to the statistics indicated above, 7 teachers did not provide any additional explanation or information. The remaining teachers, who account for 30% of the total percentage, noted that the teacher should play other roles in addition to the ones listed above.

Among them:

- ✓ Being a monitor
- ✓ Being a corrector to mistakes through giving written feedback.
- ✓ Give instructions on how to teach students to write. Then, supervise them to make sure they apply those instructions.

**Q7: In what way do you provide feedback to your students?**

- A. Orally
- B. Written form
- C. Both

**Table 2.9: Ways of providing feedback**

Options	Number	Percentage (%)
A	1	10%
B	1	10%
C	8	80%

The table above contains results that show how teachers provide feedback to their students. In answering this question, the respondents would provide insights into the techniques they used in their feedback delivery. The results reported in the above table show clearly that the majority of teachers (80%) use both oral and written form, while the same percentages 10% of teachers depend on either oral or written forms. This means that teachers

may use one particular technique exclusively, while the most often used is a mixture of both techniques.

**Q8: In your opinion, does mentor text play an important role in enhancing students' writing?**

A. Yes

B. No

**Table 2.10: The Teachers' Views on the Importance of Mentor Text**

Options	Number	Percentage (%)
A	9	90%
B	1	10%
Total	10	100%

This question seeks to know the teachers' views about the importance of mentor text in enhancing students' writing. The results in the above table show that the majority of teachers (90%) estimated the importance of that strategy whereas 10% of them claimed the opposite. This indicates that teachers often use it, as far as stating its important role in enhancing students' writing.

➤ If yes, please explain how?

**Table 2.11: Teachers' Justification**

Options	Number	Percentage (%)
Answered	9	90%
Not answered	2	20%



Total	10	100%
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The question has been asked in order to get more details about the teachers' perceptions towards the importance of mentor text. According to the table above, 90% of teachers agreed to provide a comprehensive explanation about the importance of mentor text, while the remaining percentage did not respond. The teachers' answers are presented below:

- Students need to initiate a model before developing their own style.
- Learners' awareness of all the important aspects is raised simultaneously.
- Students will have a clear idea on the structure and how to organize ideas and details.
- This strategy prepares students and gives them basics upon which they can work to improve their writing.
- It provides enough scaffolding.
- It helps them to concentrate.

**Q9: What are the instructional strategies do you often use when teaching writing?**

- A. Cooperative
- B. Group discussion
- C. Independent study
- D. Role play
- E. Brainstorming

**Table 2.12: Teacher's Instructional Strategies**

Options	Number	Percentage (%)
A	2	20%

B	1	10%
C	1	10%
D	0	0%
E	6	60%

Teachers employ a variety of instructional strategies while teaching writing. The purpose of this question is to identify which strategy teachers favor. The results shown in table 11 indicate that 60% of the total percentage favored to employ brainstorming, while 20% of teachers selected cooperative. 10% of teachers preferred group discussion and the same percentage for individual study. None of teachers selected role play strategy. The results indicate that the majority of teachers depend on brainstorming strategy to enhance students' writing.

➤ Other(s), please specify

**Table 2. 13: Other Instructional Strategies**

Options	Number	Percentage (%)
Answered	1	10%
Not answered	9	90%
Total	10	100%

This question seeks to give other instructional strategies. The table demonstrates that only one teacher added another strategy which is free writing.

**Q10: What is the motivational strategy(s) do you often use in your class to enhance students' writing?**

- A. Setting specific and appropriate objectives as motives for learning
- B. Engaging students to become active learners
- C. Creating a positive learning environment

**Table 2.14: Teachers' Motivational Strategies**

Options	Number	Percentage (%)
B	1	10%
C	3	30%
AB	1	10%
BC	5	50%
Total	10	100%

This question aims to give information about the motivational strategies used by teachers to improve students' writing. The above table shows that 50% of teachers chose both engaging students to become active learners and creating a positive learning environment. 30% of teachers selected the strategy of creating positive environment alone, while the remaining percentage is evenly divided between the second strategy and a combination between the first and second strategy. This indicates that teachers often use multiple strategies to motivate students in order to enhance their writing.

**Q11: In your opinion, what are the strategies that the teacher should use to improve students' writing?**

- A. Suggest interesting topics to write about.

B. Encourage students and give support to their attempts.

C. Giving extra grades for being active and productive

**Table 2.15: Teachers' Opinion about Motivational strategies**

Options	Number	Percentage (%)
A	4	40%
B	5	50%
C	1	10%
Total	10	100%

The results demonstrated in the above table show that 50% of teachers chose the second strategy whereas 40% of the total participants preferred the first strategy. The remaining percentage of teachers selected the third strategy. This indicates that teachers generally favor the strategy that focuses on encouragement and support.

➤ Others, please explain

**Table2. 16: Other Teachers' Strategies to Improve Students Writing**

Options	Number	Percentage (%)
Answered	5	50%
Not answered	5	50%
Total	10	100%

This question aims to deeply investigate the strategies that teacher should use to improve their students' writing. From the total percentage, 50% of participants answered this question and they listed the following additional strategies:

- ✓ Giving the students the opportunity to practice as much as they could
- ✓ Asking them to write personal accounts about their daily life
- ✓ Providing students with activities and asking them to write about different topics
- ✓ Giving home works.
- ✓ Providing enough scaffolds and analyzing some samples

### **2.3. Data Interpretation**

This section presents the findings obtained from the teachers' questionnaire employed to investigate the strategies used by EFL teachers to enhance students' writing.

Concerning the teachers' experience, the results showed that the majority of teachers (80%) are experienced teachers with different qualifications and positions. This indicates that EFL teachers in the department of English language are familiar with the strategies used to enhance students' writing.

Moreover, the results showed clearly that teachers use multiple of criteria when providing tasks to their students. The majority claimed that mechanics is the most important aspect to be considered. However, teachers add additional criteria such as structure and form, fluency and coherence, and the flow of ideas. This indicates that teachers focus more on mechanics rather than other elements of writing.

In addition, the results obtained show that the majority of teachers considered the teacher as being a supervisor and guide. Other roles can be summarized as monitor or a corrector of mistakes. This entails that teachers should provide feedback to their students. Depending on the results about teachers' feedback, the majority of teachers (80%) prefer to employ both forms.

Furthermore, the results assembled from the teachers' questionnaire revealed that teachers use different strategies to enhance students' writing. To begin with mentor text, the majority of teachers believed that it is an important strategy because it prepares students and it provides enough scaffolding to help them concentrate. Second, among the instructional strategies, the majority of teachers (60%) prefer to use brainstorming strategy. Last but not least, among the motivational strategies, the teachers focus on both engaging students and

creating a positive learning environment. According to the majority of teachers (50%), the best strategy to improve students' writing is encouraging students and giving support to their attempts.

To sum up, the study that has been carried out with EFL teachers of written expression confirms that teachers use different strategies to enhance their student writing. Therefore, teachers favor the selection of what is beneficial and what would really help the students improve their writing.

## **2.4. Pedagogical Recommendations**

Based on the mentioned results, this study suggests the recommendations for teachers and learners:

- ✓ EFL teachers should try to use appropriate strategies and methods to enhance students' writing taking into accounts their needs and levels.
- ✓ Teachers have to motivate the students to practice writing.
- ✓ Writing competitions can be introduced to motivate students to improve their writing.
- ✓ Students must be provided with activities and home works.
- ✓ Teachers should provide written feedback and mark the mistakes to students.
- ✓ Student must listen attentively to teachers' advice and solve the tasks provided.
- ✓ Students should take their teachers' instructions seriously.
- ✓ Students must practice writing as much as they could.
- ✓ Learners are advised to read a lot of academic writings to acquire vocabulary and to gain knowledge about the formal style.

Generally speaking, the enhancement of the students' writing performance is the responsibility of both teachers and learners. Hence, they should work hand in hand to improve this skill.

## **2.5. Limitations**

Through conducting this research, different limitations have been confronted.

First:

Researchers found difficulties in finding resources about certain strategies.

Two:

Constraint was the major difficulty against the accomplishment of this study.

Three :

The lack of cooperation particularly in the practical part; some of participants did not provide justification and additional information to some questions.

## **Conclusion**

This chapter was devoted to the practical part; it concerned with discussing the research methodology. It provided data collection tool, detailed analysis of the questionnaire as well as the presentation and interpretation of the results. The results obtained in this study have led to the conclusion that there are different strategies currently used by EFL teacher to improve students' writing: mentor text, some motivational strategies, brainstorming, and cooperative strategy.



## **General Conclusion**

Writing is an important aspect in teaching learning process. It requires considerable attention and awareness. It is important to investigate the strategies EFL teachers often use to enhance this skill. This study is induced by the attention to explore and identify the strategies that EFL teachers employed to enhance their students' writing. Through the fieldwork the researchers sought to answer the following question:

What are the main motivational strategies used by EFL teachers to enhance students' writing?

The study is composed of two main chapters; the first one was devoted for the theoretical part and contains two sections. The first section provides a brief definition of writing. Subsequently, it moves to identify the connection between reading and writing, highlighting the different steps of the writing process. Finally, it concludes with the importance of writing, stating the elements of effective writing, and discussing writing assessment. On the other hand, the second section was devoted to present writing strategies. It provides definition to the term "strategy", and discussing the different strategies that are currently used by EFL teachers.

As far as the second chapter is concerned, it deals with the field of investigation. The data were gathered by means of questionnaire. This latter was administered to teachers of written expression in the department of English language at Mohammed Seddik Ben Yahia University, Jijel to collect information about writing strategies. This was followed by analysis and interpretation of the obtained results.

The results obtained from the teachers' questionnaires revealed that there are multiple strategies used by written expression teachers to enhance students' writing; some of

them are instructional and others are motivational. Moreover, there are a lot of strategies that are not applied by the teachers. All in all, the results of this study confirm the hypothesis which suggests that teachers use different strategies to enhance students' writing. Among them: mentor text, sentence construction, brainstorming as well as motivational strategies. However some strategies as sentence construction and PLEASE strategy are not commonly used.

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## Appendix

### The teachers' questionnaire

**Dear teachers,**

This questionnaire is a part of a research work that aims at investigating the strategies used by EFL teachers to enhance students' writing. We would be so grateful if you could answer the questionnaire that would allow us to determine the strategies you use to improve students' writing. Your answer will be of a great help for the completion of this research.

**Guidelines:** for each item please put (√) in the right box or justify your answer when asked to do so.

#### Questions:

1/Degree or qualifications

a- Master of Art

b-Magister/ M.A

c-Doctorate / ph

2/How long have you been teaching written expression?

a- 1 to 5 years

b- 6 to 10 years

c- 11 to 15 years

3/How would you rate your students' level in writing?

- a- Poor writers
- b- Average
- c- Good writers
- d- Very good writers

4/In your tasks, what do you give more importance?

- a- Grammar
- b- Vocabulary
- c- Content
- d-Mechanics

e-Other(s), please explain.....

.....

.....

5/What role should the teacher play in teaching writing?

- a- Participant
- b- Guide
- c- Supervisor

d- Other, please explain.....

.....

6 /In your opinion, what can improve students' writing?



- a- Teaching grammar
- b- Teaching vocabulary
- c- Organization of ideas
- d- Content
- e- Other(s), please explain.....  
.....

7/In what way you provide feedback to your students?

- a- Orally
- b- Written form
- c- Both

8/what type of work do you give for your students?

- a- Individual work
- b- Pair work
- c- Group work

9/In your opinion, what are the strategies that the teacher should use to improve students' writing?

- 
- a- Suggest interesting topics to write about
- b- Encourage students and give support to their attempts
- c- Giving extra grades for being active and productive
- d- Other (s), please specify.....  
.....  
.....

**10/**In your opinion, does mentor text play an important role in enhancing students' writing?

**a-**Yes

**b-**No

If yes, please explain how?

.....  
.....

**11/**What kind of instructional strategies do you often use when teaching writing?

**a-**Cooperative

**b-**Group discussion

**c-**Independent study

**d-**Role play

**e-**Brainstorming

**f-**Other(s), please specify.....

.....

.....

**12/** What is the motivational strategy(s) do you often use in your class to enhance students' writing?

**a-**Setting specific and appropriate objectives as motives for learning

**b-**Engaging students to become active learners

**c-**Creating a positive learning environment

**d-Other(s), please explain.....**

.....

**Thank you for your collaboration**

## المخلص

تطوير مهارة الكتابة مهمة صعبة. لهذا السبب، يستخدم مدرسو اللغة الإنجليزية كلغة أجنبية استراتيجيات مختلفة لتحسين كتابة طلابهم. هذا البحث الوصفي يهدف إلى التحقق من الاستراتيجيات المستخدمة من قبل اساتذة اللغة الإنجليزية كلغة أجنبية من اجلتحسين مهارات الكتابة لدى الطلاب. تمت هذه الدراسة بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى جيجل. من الآن فصاعدًا ، يعتمد البحث على افتراض أن اساتذة اللغة الإنجليزية كلغة أجنبية يستخدمون استراتيجيات مختلفة. لفحص صحة الفرضية ، تم استخدام استبيان للتحقيق في مشكلة البحث هذه. تم تصميم استبيان المعلمين وإدارته لعشرة (10) مدرسين للتعبير الكتابي للغة الإنجليزية كلغة أجنبية ،الذين تم اختيارهم عشوائيًا في جامعة محمد الصديق بن يحيى بقسم اللغة الإنجليزية. وعليه ، أظهر تحليل النتائج أن غالبية الاساتذة يستخدمون استراتيجيات تحفيزية وتعليمية. علاوة على ذلك ، تظهر النتائج التي توصلنا إليها أن معلمي الكتابة يستخدمون استراتيجيات أثبتت فعاليتها في تحفيز الطلاب ، وتسهيل عملية التعلم،وبالتالي تعزيز مهارات الكتابة لدى الطلاب .

## resume

Développer une compétence en écriture est une tâche difficile. Pour cette raison, les professeurs EFL utilisent différentes stratégies pour améliorer l'écriture de leurs étudiants. Cette recherche descriptive vise à investiguer les stratégies utilisées par les professeurs d'anglais comme langue étrangère afin d'améliorer les compétences en écriture des étudiants. Cette étude a été menée au Département de langue anglaise de l'Université Muhammad Al-Siddiq Bin Yahya Jijel. À l'avenir, la recherche est basée sur l'hypothèse que les profs d'EFL utilisent différentes stratégies. Afin d'examiner la validité de l'hypothèse, un questionnaire a été utilisé pour étudier ce problème de recherche. Le questionnaire de professeurs a été conçu et administré à dix (10) professeurs d'expression écrite de l'anglais comme langue étrangère, qui ont été choisis au hasard à l'Université de Muhammad Al-Siddiq Ibn Yahya, Département d'anglais. Ainsi, l'analyse des résultats a montré que la majorité des enseignants utilisent des stratégies motivationnelles et pédagogiques. De plus, nos résultats montrent que les professeurs d'écriture utilisent des stratégies qui se sont avérées efficaces pour motiver les élèves, faciliter le processus d'apprentissage et ainsi améliorer les compétences en écriture des élèves.