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**Transfer of Knowledge from First-Year-English Writing Classes to Writing  
In the Disciplines: Case Study of Writing across the Curriculum**

**Dissertation submitted in partial fulfillment of the requirements for the degree  
of Doctorate 3ème cycle in Applied Linguistics**

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## DEDICATION

*I dedicate my humble work to my lovely parents who helped, supported and encouraged me along my whole path.*

*I also dedicated this work to all the inspiring teachers of the English Department, the University of Frères Mentouri Constantine, who motivated and left a print in their student's life.*

*This dissertation is utterly dedicated to my lovely and faithful friends and my most loving supporters the "StuliGirls".*

*This work is finally dedicated to the dearest readers.*

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## ABSTRACT

The present study aims at exploring the transfer of knowledge from first-year writing classes to writing in the disciplines. It examined the students' performance in the writing class as well as in the other modules which require a written form; the main objective was to detect if students are applying the writing rules learnt during the writing class towards other modules, or not. Through a questionnaire administered to teachers (of different disciplines) at the Department of Letters and the English Language, University of Frères Mentouri. Constantine, plus our own examination of the 2<sup>nd</sup> year students' exam papers in four modules namely: Written Expression, Linguistics, Literature and Culture, we intended first to check the teachers' opinions about their students' level in writing and how the transfer of the writing conventions through the disciplines is regarded in the Department of Letters and the English Language, University of Frères Mentouri. Constantine. Second, the study investigates to what extent students' writings in different modules reflect the rules taught in the written expression classroom. The results of the present study show first, if students are aware of the close relationship which exists between writing and the other modules, and most importantly whether students transfer the writing conventions form one module to another when they are asked to write different assignments across different disciplines. Furthermore, the study tries to suggest some efficient methods to help both teachers and students to succeed in transferring knowledge across the disciplines.

**Key words:** Knowledge Transfer, disciplines, writing conventions

## **List of Abbreviations**

CSE: Common Standard English

L1: First Language

L2: Second Language

MTSA: The Michigan Science Teachers Association

NRC: Common Standard English

WAC: Writing across the curriculum

W.E: Written Expression

WID: Writing in the Disciplines

WTL: Writing to Learn

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## **General Introduction**

In the present time, communicating in foreign languages is an undeniable requirement for any type of professional activity and it concerns both speaking and writing. Learning to write adequately is not an easy task, and almost all teachers of writing would assert that writing is the most complex language skill among the four others. In addition for not consuming lots of time and effort, teaching writing requires a systematic instruction; in fact, writing imposed itself as an inevitable skill to be taught at all educational levels. At the university level, students are expected to write appropriately in English since their first year, not only in the written expression module, but in all the modules they undertake since all of them require an evaluating written form. Furthermore, students are expected to transfer the writing conventions they learn during the writing class into other disciplines. Writing is seen as a reservoir that feeds subjects like Linguistics, Literature, Culture...etc.; in other words, writing overlaps with those modules in the sense that some important writing conventions must be incorporated into the students' writings. It is hard to imagine students' compositions without technical rules of writing. While writing across the disciplines, students write according to different contexts, different topics, yet, they must take into account that their writing should obey the writing conventions which must be incorporated automatically while writing such as the indentation, topic sentence, unity, coherence, introduction, conclusion...etc. The relationship that exists between writing and the other modules is known as knowledge transfer; it would be quite important to know how learners manage to put into practice what they are learning in writing classes. Teachers generally wonder what the appropriate method to ensure a successful transfer is, even if multiple methods of transfer exist; but teachers have to identify the suitable one for their students. It is clear that the transfer takes place with a full and a

clear instruction. That is to say the job of teachers is not only to provide students with specific rules, but rather to allow them to use these rules and to practice them across all the disciplines.

The present research is designed to investigate to what extent students apply or not the rules learnt in the module of the Written Expression subject within other disciplines. In addition, we want to investigate if there are potential techniques that may help students for a successful transfer of knowledge in order to write effectively across other disciplines.

### **Statement of the Problem**

In the process of learning how to write effectively in English and how to transfer the writing rules towards other disciplines, students encounter great difficulties; that is why it is not recommended to teach writing independently from other disciplines. Each discipline has its own guidelines and has to obey some specific rules, and students must be familiar with the numerous writing conventions before starting to write in each discipline. In other words, students in the Department of Letters and the English Language, have to master the writing skill inside and outside the writing class. Teachers often complain about their students' level in writing, so it would be worth interesting to know the main reasons behind this poor level.

The study also seeks to explain why students are incapable of transferring their knowledge of the writing rules they are provided with during the writing class towards other content subjects such as Linguistics, Literature and Culture. That is why the writing sessions have to be conducted on suitable instruction for students. Therefore, the role of teachers of writing is not only confined in what they teach in the classroom; rather, they should go far beyond and must confirm that what they have been teaching during the writing class should be practiced and used in other subjects.

## **Aims of the Research**

For the difficulties stated above, the present study is designed to investigate the relation between writing and other subjects in the curriculum of the Bachelor Degree in the Department of Letters and the English Language. It is known that some modules like Linguistics, Literature and Culture require a written form during exams; the latter are often compositions which must reflect the content taught previously and the students' ingenuity in writing. To say it differently, students are expected to link between different modules they are taught and to transfer rules from one module to another.

Nearly all teachers, of different disciplines complain about their students' performance and production in writing. The present study aims at investigating the reasons behind this matter by examining the students' exam papers in the modules mentioned above and explains why students are incapable of transferring the writing conventions towards other disciplines depending on the appropriate contexts. This failure may be overcome by providing students with some appropriate and efficient tools to make this transfer operate successfully.

## **Research Questions**

On the basis of these claims, the research questions to be answered can be expressed as follow:

- Do students of English transfer their knowledge of writing to other subjects?
- Do teachers use enough methods with the scope of enhancing students' knowledge transfer?
- If such a transfer exists, what kind of features students transfer more in their writings?



- Are there some efficient techniques or activities that may be implemented into the curriculum as a way to help students transfer their knowledge across the disciplines?

## **Hypothesis**

We hypothesise that an appropriate transfer of writing rules by students of English towards other subjects of the curriculum would lead to a better performance and an adequate production when writing compositions in content subjects.

## **Structure of the Thesis**

The present thesis comprises seven chapters turning around teaching, learning and the importance of writing; it also seeks to define the relationship between writing and other disciplines through a teachers' questionnaire and an examination of the writing rules that students' transfer, or not, when writing compositions in different disciplines.

The first chapter entitled "Writing" is theoretically grounded in the area of writing; it starts first by giving some important definitions of writing and then explains the importance of writing as a skill. Finally, we display theories related to techniques of teaching writing and how the notion of writing is perceived in the English Department at the University Frères Mentouri. Constantine.

The second chapter outlines the most prevailing approaches designed to teach writing and ends with a comparison between the process and the product approaches emphasizing both similarities and differences.

The third chapter entitled "Writing across the Curriculum" introduces some of the most important features used in this thesis. It deals notably with the concept of writing across the

curriculum by defining and clarifying the idea. Then, an effort is made to familiarize students with the notion of knowledge transfer, and the main writing conventions students are asked to transfer from writing class to other modules.

The fourth chapter is a detailed presentation of the methodological procedure that undertaken for this research by identifying the population and the tools used in the investigative process, namely a teachers' questionnaire and a corpus based study concerned with examining the students' papers in three modules: Linguistics, Literature and Culture.

The fifth chapter shelters the analysis of a questionnaire filled in by 38 teachers of different disciplines in the Department of Letters and English Language (University Frères Mentouri . Constantine). The questionnaire is divided into four main sections and includes 24 questions. The questions are related to the way informants perceive the teaching of writing and their points of views about their students' compositions in the writing class as well as in other modules.

The sixth chapter is another field of investigation concerned with the analysis of the students' writing in the modules of Linguistics, Literature and Culture. This investigation aims at determining if students transfer effectively and successfully the rules acquired in the module of writing to other subjects.

The last chapter of the thesis is a series of pedagogical implications and recommendations. The general conclusion points out the advantages and the limits of the present research, the confirmation or not of the research hypothesis, and some other suggestions for further research.

# Chapter One: Review of Writing

## Introduction

Listening, speaking, reading and writing are the four language skills identified by researchers; each one of them plays an important role in EFL syllabus-design. As we are particularly concerned with one of these skills, writing, this chapter will cover a general definition of writing and shifts to the importance given to the writing skill. It also attempts to explain how students can learn to write in a second language. Besides, this chapter considers also how teachers proceed in teaching writing in the English Department.

### 1.1. Definition of Writing

It is true that there are several definitions for the notion of writing, but let us shed light on the most prevailing ones. Generally, writing is defined as the ability to put down graphic symbols, translate a spoken discourse into letters and words which are linked together to form sentences, paragraphs and essays. In other words, we can define writing as a means to represent the language by using signs or graphic symbols.

Writing is considered as a powerful mode of communication; it represents our thoughts and ideas through written language. Writing has always formed an important part of the syllabus in teaching English as a foreign language.

For Spratt, Pulverness and William (2005), writing is the act of transmitting successfully a particular message to other people. In order to do so, we need to have enough ideas that are well organized and should be expressed in an appropriate style (p.26).

Byrne (1979) claimed that writing is transforming our thoughts into language, or more exactly writing is the ability of being able to communicate with the language through graphic representations of ideas.

Writing as defined by Al-Mutuwa and Kailani, in 1989, is an active means of communicating ideas, which means that writing is the productive skill in the written form. They insist on the fact that writing is not an easy task and it can be classified as the hardest one among the four skills not only for students of English as a foreign language, but even for native speakers since writing represents the development and the representation of thoughts in a structured way.

Writing is said to be a translation of our thoughts. In writing, some people express themselves better than others by putting some considered thoughts on papers, which make them be good writers. This explains why many great ideas and observations are born just because their creators have decided to express them.

Language skills are classified either receptive as listening and reading, or productive as speaking and writing. Spratt, Pulverness, and William (2005), once again, pointed out that these two last skills are concerned mainly with conveying information or more exactly a message. Al-Mutuwa and Kailani also agreed on the fact that speaking and writing are similar; they claimed that in order to master the skill of writing, students are asked to practice a lot, exactly like oral practice is necessary to become fluent in speaking a language.

Grabowski (1996) said that writing well has a very close relationship with academic and professional success; he noted down:

Writing as compared to speaking can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties.....The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from standard. (p.4)

According to Harmer (2006), writing is taught to students of English in order to augment their learning of grammar and the acquirement of new vocabulary of the language (p.31).

### **1.1.2 The Importance of Writing as a Skill**

The second part of this chapter attempts to illustrate the importance of the writing skill in the process of teaching English as a second language. Students have troubles in mastering the writing skill; they are highly dependent on the teacher's support and instruction. The role of the teacher is to guide and to teach this skill effectively so that his/her students become better writers, and at the same time they have to understand the impact the writing skill has on their careers.

Writing sounds simple; all what we have to do is to pick up a given topic, then write down all the ideas that come to our mind related to the topic, and later on link all these ideas together to form sentences or paragraphs. Most of us wish to be able to write effectively in the second language, but writing is not as easy task; in fact, it is said to be the least easy skill to acquire in comparison with the other ones, even for the native speakers; it demands lots of time and practice.

Bell and Burnaby (1984) pointed out that the writing activity means that the writer must master the content, the sentence structure, the vocabulary, the punctuation, the spelling, and most

importantly the way the paragraphs and texts are organized in a coherent and a cohesive way (p.36).

Nunan (1989) claimed in his book entitled “Designing Tasks for the Communicative Classroom” that the skilled writers are the ones who are capable of going beyond the sentence (p.36).

For Brown and Hood (1989), the mastery of the writing skill depends highly on practice. In short, students will benefit from lots of practice, so they advise learners to write more often at home even if it is only for them (p.6).

The role of teachers is to help students to become good writers. There are some techniques in order to reach this goal; for example they can start teaching their students how to arrange their ideas, how to use the suitable vocabulary, and how to pay attention to the grammar, the spelling and the punctuation. It is true that these techniques are time consuming but very necessary to any piece of writing. This is exactly what Spratt, Pulverness and William (2005) noted down when saying:

Mistakes in spelling or grammar are difficult to ignore; they must be corrected. Students want their language mistakes to be corrected. Generally, language mistakes are more easily and quickly diagnosed and then corrected than ones of content and organization (p.171).

The common technique that the majority of teachers follow in their classroom is to let students correct each other’s assignments. By repeating this activity, they will be able to detect some shortcomings, and by doing so more often, students will learn how to avoid repeating the same mistakes; and they will get used to profit from each other’ s criticism, whether positive or

negative (p.171). This method will mainly help students to develop the sense of objectivity concerning work.

Nemouchi (1996) wrote in his magister dissertation that” acquiring writing requires an intensive process of training and a long-term pedagogical assistance in a specialised situation”.

Spratt, Pulverness, and William (2005, p.27), once again, pointed out that in order to teach students the writing sub-skill; teachers need to focus mainly on:

- Accuracy which involves spelling correctly, punctuating correctly, using grammar correctly, join sentences correctly, paragraphing correctly, choosing the right vocabulary and using correct layouts.
- Communicating a message; by writing students have something to say, so they have to communicate this message successfully to readers.
- The writing process stages: if teachers encourage using the writing process in the classroom, learners will become more creative.

Writing is viewed by students of English as the less enthusiastic skill. That is why students should be encouraged and motivated to write in English, and this is mainly the role of teachers who are supposed to help their students by finding some clues. According to Harmer (2004) the importance behind mastering students the writing skill is to develop in some way their general language competence (p.39). When helping students to perform well in writing, teachers have a number of tasks to do like: first, finding out ways to attract their attention by making them aware of the writing conventions and the genre constraints in specific types of writing. Second, by motivating them to write especially when we know that students fell themselves ”lost for words” when they are asked to write. To solve this problem, the teacher may help by provoking students

to have ideas and by insisting on the value of the task. For example, students may be asked to complete tasks on the board or to reassemble jumbled texts, or to discuss ideas together before the writing activity starts, or the teacher may give his students the words they need to start writing etc. All these methods will allow students to get involved in the writing tasks and will be prepared to do other activities (p.41).

According to Gordon (2009) there is no a given technique to apply in order to master the skill of writing, but there is a relation that exists between four elements that can help writers as well as students to learn how to write adequately; these elements are: the writer, the content, the reader, and the forms of the language. These elements must be handled together in the act of writing because each one of them completes the other. (p.3).

Sometimes when students are asked to sit and to write, they feel afraid, annoyed and get easily bored, especially if they do not like the topic; so teachers may find solutions in order to allow students to approach the task of writing. Gordon (2009) pointed out that this fear of approaching writing exists not only among students but even among the writers themselves. For example, the novelist Joseph Conrad (2005) said that he always felt afraid and less confident before he starts to write. Russell also, one of the most accomplished writers, mentioned in his bibliography how he sat down for many hours, and sometimes during few days, looking at his paper when he was working on one of his novels (p.4).

Writing as well as the other skills is of much importance since they all contribute in the language learning and teaching. According to an article published on the internet by Hansen (1996) entitled “The Importance of Good Writing Skills”, writing helps students learn how to form and produce language, how to spell, how to make logical argument. In addition, Hansen



claimed that writing skills can be considered as the key that lead to better academic success and achievement.

Tan (2010) pointed out in another article that the writing skills have a direct impact on your career and future. In fact, when one writes a good paper in which he presents himself well, this can have a positive impact to ensure him a job because what and how one writes can say a lot about him as a person. In short, writing well opens the door to advancement in any field one can choose in the future; it is said to be the primary basis upon which the work and the learning of a person will be judged in college, in the workplace, and in the community.

The University of Missouri (2010) published an article showing the importance of writing as follows:

- Writing makes your thinking visible
- Writing gives the ability to explain complex events and situations to the readers and even to you.
- Writing refines your ideas.
- Writing out you ideas permits you to evaluate the adequacy of your argument.
- Writing equips you with the communication and thinking skills you need in your life.
- Writing is an essential job skill.

Some studies on the importance of writing skills have shown that in American schools writing is a common activity; in fact, 50% of teens said they do some writing for school every day, even if their writing assignments are short as a paragraph of one page length. According to Budig (2008), 93% of American teens write for fun; they appreciate the chance of choosing topics which

are sometimes relevant to their own lives and experiences. Teens feel encouraged to write and like having an audience as teachers and other students for their work.

Harmer (2006) claimed that writing encourages students to focus on accurate language use and because they have more time to think as they write, they can consult dictionaries, grammar books, and other materials to help them; this may provoke language development (p.31).

Some rules have been suggested, in an article, to writers by DR. J. Schaeper (2011), to improve their writing and make it efficient; they are called the 10 commandments:

- All good writing must have a clear purpose.
- Too many words can bore the readers.
- The most important information should belong to the beginning of any writing.
- Mistakes in grammar, punctuation and spelling must be avoided.
- Thinking about the readers before starting to write.
- Writers should make their writing powerful and have an impact on their readers.
- Do not use complex words instead of the simple ones.
- Leave out all the information that are not related to the main purpose.
- Use dynamic words in order to bring the writing to life.
- Never assume that your readers know more than you do.

Writers as well as learners should keep in their minds four elements that are considered as the four basic keys that lead to a successful writing, these elements were suggested by Griffies and Perrie (2009), and they are:

- **Concise:** all the important elements should be presented in a simple and a concise way, and they should be placed at the beginning of any document.
- **Compelling:** the more your writing is compelled, the more the readers will be willing to read it properly and the more the message will stick to their minds.
- **Clear:** good writing is simple and clear. Some writers use complicated words to lend importance to their writing. However, your readers may not understand what you mean and you will fail in transmitting your message to them. So, avoid sentences and expressions that are difficult to follow (p.39).
- **Correct:** a misspelled word, a comma in the wrong place, a period instead of a question mark etc. will have a bad impact on your writing, and they will tell your readers that your writing is unorganized (p.43).

### 1.1.3 Effective Writing

Students are required to write different kinds of assignments in English, ranging from short paragraphs to essays, articles, reports, book reviews, research proposals and dissertations. Each different assignment has its own structure; it depends mainly on the purpose of that assignment and on the audience for whom it is addressed. We will attempt, throughout this part, to help students to develop their writing ability in English by breaking down some barriers they face most of the time when they are asked to write. When they are asked to write, students have to deal with the organization and ordering of the ideas, paraphrasing, linking ideas, selecting appropriate words, and using adequate spelling and punctuation in order to write in a good academic style.

Academic English writing is defined as the standard written form of the language; its objective is to inform rather than to entertain.

The Australian School of business (2011) defines academic writing as the product that results from the process of thinking (p.2). According to this school, academic writing must have a clear structure so that the readers will understand from the introduction what the writer wants to convey as a message. In addition, writers should check and edit their writing mainly for the content, cohesion and coherence (p.3).

There are some aspects of writing that students may find difficult, according to Mutuwa and Kailani (1989, p.5) as the organization of ideas, choosing the right words, linking ideas, paragraphing, spelling and punctuation.

Before starting to write, writers as well as students have to learn about the process of writing which is according to Brown and Hood (1989) composed of these three main stages:



1. **Preparing to write:** Most writings require some preparation, how long does this preparation takes place depends mainly on the reader, the purpose of writing, the content and the writing situation. The first thing to do is to search for ideas, then writing them down without paying attention to the mistakes, after that looking through the notes and trying to use numbers or narrows to put them in order of importance in one's writing. It is important to have a look at the language used especially the important expressions (p.10).
2. **Drafting:** drafting stage means to get words onto paper. It is important at this stage to examine clearly what you have written and what changes you have got to make. Do not worry a lot about the beginning since you will often want to change it. One important thing

to do is to carry on drafting without stopping not to interrupt the flow of ideas. Finally, read aloud what you have written so far, and then begin to rewrite (p.15).

3. **Revising:** this is the most important step in the writing process which takes place while or after drafting, so it needs all the attention. At this stage, the writer must check that the content as well as the purpose is clear and appropriate for the reader. In addition of checking the punctuation, spelling and grammar, the revising stage involves also arranging, adding, changing and so on (p.20).

Spratt, Pulverness, and William (2005, p.27) noted down some stages that students should pass through when they are asked to write, these stages are:

- Brainstorming: during this first stage we think about everything we can write about a given topic.
- Writing down these ideas into notes.
- Planning (organizing ideas).
- Writing a draft which is a piece of writing that is not finished and may be modified.
- Editing which means correcting and improving the text.
- Producing a new draft.
- Proof-reading which means checking the mistakes in accuracy.

Most of the time, students are given a specific writing assignment and in order to become good writers they have first to ask themselves what their teachers really want them to write. To help students, two clues were suggested (Grenville, 2001, p.12):

1. The task word, which is the main verb in the assignment that really tells you what you have to do, it might be to discuss, to compare, or to describe.
2. The limiting words: the main objective behind this clue is to narrow the assignment in some way. Students write about a given topic but they have to be careful of not write too many details; they have just to be restricted to the question and give only the appropriate information.

Grenville (2001) insisted on the fact that no one is born knowing how to write, but it is a skill that we can learn and develop with time, and the more we do so the easier it becomes. According to Grenville (2001), there are six steps that both students and teachers may follow in order to learn how to write correctly and effectively, these steps may be applied for all types of writing such as: short stories, essays, reports, novels, poems, reviews, letters etc.,

Grenville (2001, p.8) insists on the application of these steps; she said that they really work well, even for her when she decides to sit and to start writing ().These steps are:

- Getting ideas.
- Selecting the most useful ideas.
- Making a plan by putting down these ideas from the most important until the least ones.
- Writing down a first draft.
- Revising this draft by adding or omitting some details.
- Editing by checking the spelling and the grammar.

According to Mutuwa and Kailani (1989), writing should be developed at an early stage of learning the foreign language: Some experiences of listening, speaking and reading (p.125).

Writers as well as learners should keep in their minds four elements that are considered as the four basic keys that lead to a successful writing, these elements are (Mutuwa and Kailani, 1989, p.125):

- A knowledge of the English alphabet so that students learn how to spell correctly and how to identify letters.
- Learners must know the relationship between sounds and written symbols.
- Knowledge of the mechanics of writing: spelling, capitalization, punctuation, paragraph indentation, leaving space between words, syllable division, and other writing conventions.
- Familiarity with grammatical, referential or anaphoric connectors.
- Familiarity with lexical connectors, for example: repetition of key words or the same word in different forms or the use of synonyms and antonyms....etc.
- An ability to combine sentences in order to create effective paragraphs and knowledge of the organization of the whole composition.
- Familiarity with transitional words or phrases.
- Adequate control of syntax and vocabulary in order to put ideas into writing.
- Some experiences of listening, speaking and reading.

Writers as well as learners should keep in their minds four elements that are considered as the four basic keys that lead to a successful writing, these elements were suggested by Mutuwa and Kailani (1989, p.43):

- **Conciseness:** all the important elements should be presented in a simple and a concise way, and they should be placed at the beginning of any document.

- **Compellingness:** the more your writing is compelled, the more the readers will be willing to read it properly and the more the message will stick to their minds.
- **Clearness:** good writing is simple and clear. Some writers use complicated words to lend importance to their writing. However, your readers may not understand what you mean and you will fail in transmitting your message to them. So, avoid sentences and expressions that are difficult to follow (p.39).
- **Correctness:** a miss-spelled word, commas in the wrong place, a period instead of a question mark.....etc., all of these mistakes will have a bad impact on your writing, and they will tell your readers that your writing is unorganized.

As mentioned before, writing is a complex skill since it demands both physical and mental activity on the part of the writer. Byrne (1979) argues that writing is neither an easy nor a spontaneous skill, it requires conscious mental effort. That is why he divided the problems that make writing difficult into three categories. The first category, called psychological, is mainly concerned with the lack of interaction that occurs between the writer and the reader. The second category involves linguistic problems. In order to avoid such problems, the writer must express himself in a more explicit grammatical manner. The third category involves cognitive problems; writing requires formal instruction in order to be mastered (p.4).

However, learning to write is a gradual process which starts with simple copying and ends with free expression. Students should be trained systematically, under the guidance of the teacher to pass through several stages of writing experience, for instance: handwriting, copying dictation, controlled, guided and free writing. Such graduation is necessary for developing the writing skill. However, before teaching students how to write a paragraph, teachers must teach them first how to



write a sentence. In short, the mastery at one level is necessary before students proceed to the next level.

Abisamra (2011) stated in a web article that an effective writing should follow some conditions, so that the reader would understand the writer's premise, and accepts or rejects the writer's point of view. First, an effective writing should focus on the topic without containing irrelevant information. Second, it should be well organized so that it enables the reader to follow clearly the flow of ideas, that is to say the beginning, the middle and the end. Lastly and most importantly, an effective writing should contain supporting ideas that are developed through the use of details, examples and vivid language; besides, it should follow the conventions of standard written English as: punctuation, capitalization and spelling.

Abisamra (2011), again, reported in the same article what West said about good writing:

“Good writing does not just happen. The best writers spend a great deal of time thinking, planning, rewriting and editing.”

Rosenberg (2010) claimed that the two classes that helped him a lot among the other ones have been English Composition and Business English. He published an article in which he explained why writing skills are important by giving some tips to writers:

- Use a simple language; do not try to impress the reader with your huge vocabulary.
- Stay away from jargon that your reader may not understand; in other words, stick to words the person you are writing for will understand.

- Use the active voice because it makes your sentences stronger and usually shorter.
- Do not be redundant.
- Pay attention to grammar.
- Revise and check your writing from possible mistakes as misspelling words, and proofread your composition, if it is possible , ask someone else to read it too.

Thus, teachers may contribute in the improvement of their students' level in the writing skill. It is true that there is a lack of writing activities by comparison to those of reading and listening comprehension. When we check on books that are concerned with learning and teaching writing, we will find that they are more concerned with gap-filling, reorganizing sentences to make a whole paragraph and sentence completion. However, there are some activities that may be introduced in the curriculum designed to teach writing and which can be applied in the foreign language classroom; these activities include different tasks and are based on the teachers' experiences.

The “Search Learn Center” (2000) provides a sample of these activities and recommended highly their application:

- **Free Writing**

Students are asked to write about a given topic from 2 to 5 minutes without stopping. The aim behind this activity is to develop the writing skill and learn how to arrange ideas. Free writing can be used either at the beginning or at the end of the lecture (p.15).

- **Word Filed**

During this activity, students can work in groups or individually by writing about a specific topic. Word filed can generate meaningful vocabulary on a variety of topics and are good starter activities for writing long narratives (p.17).

- **List Making**

A list of words or ideas is created by students. For example, for a preparation of an exam, learners are asked to write a list of questions relevant to the course material. In groups, students exchange their questions and discuss possible answers. This exercise helps them to process course content as well as encouraging collaboration (p.19).

- **Spelling**

Spelling activities are of a great importance since they are used to reinforce and develop writing skills. Learning to spell correctly is a skill that demands lots of practice and time (p.20).

- **Letters**

Through letters writing, students can learn appropriate forms of correspondence. Students can learn to write formal letters as well as informal ones. This activity can be used in different ways and be practised at all levels (p.22).

- **Summaries**

Summaries of texts, videos, or films can be used to check comprehension and to develop writing skills beyond the sentence level (p.24).

- **Story Telling**

In a story telling, students practice writing with logical sequence of events. Writing stories involves practising many important elements as: description, transition, point of view, interpretation.....etc. as students write their own stories and review the work of their peers, they develop an understanding of these aspects of narration (p.25).

- **Film and Video**

Film and video are very necessary in a foreign classroom because they combine visual, audio, and cultural elements. For instance, after seeing a film; students may be divided into small groups to write sequence analyses by focusing on sound, characters, setting, editing, etc. They can also watch a video without the sound, and then write texts or dialogs for the visual image (p.28).

- **Creative Writing**

Creative writing assignments motivate students to explore, play with and find new ways to use words and languages. Many learners find this activity enjoyable because it makes them think about the foreign language in new ways (p.20).

- **Processing Course Materials**

Writing to learn activities is not only helpful for developing language skills, but it is also for processing course content. For instance, students choose a topic on which they would like to write an essay. They describe in writing how they would approach the topic and how they would plan and structure their essay (p.30).

Writing is a deliberate, conscious process, which should be planned and organized. Once, learners are taught the writing process and strategies, they can start writing. There are other aspects of writing such as grammar, vocabulary, punctuation, capitalization...etc, which are also important in the writing act. Teachers contribute highly in teaching their students how they can write effectively following some aspects and steps, and most importantly practising in order to become good writers. Teachers can provide their students by introducing some writing activities which can facilitate their learning according to their needs and objectives.

#### **1.1.4. How to write in the L2**

The study of second language acquisition (SLA) has mainly expanded and developed throughout the years. That is not to say that before there was no interest in that field, but since that time the field encountered a clear progression. For example, before it was believed that the process of writing in the first language (L1) is the same as the second language (L2), but many recent L2 researchers have identified many differences between writing in one's mother tongue and writing in a L2. This is what we tend to explain in the following part of this first chapter after defining and explaining how student must write in their L2.

Generally the second language acquisition refers to the acquisition of a new language system which means that students have to achieve the same degree of knowledge and proficiency in the L2 as they do in their native one. For example, teaching English as a foreign language means teaching English to students whose first language is not English by teachers who are themselves non-native speakers of English.

Gass and Selinker (2008) defined the term L2 as the process of learning another language after the native one; it might be the second, third, fourth, or fifth language. This term means both the acquisition of a second language in the classroom as well as in more natural situations (p.7).

According to Grass and Selinker (2008), a L2 learner needs to learn the grammar of the target language as well as other aspects of language such as: phonology, syntax, morphology, semantics and pragmatics (p.8).

Gass and Selinker (2008), once again, claimed that learners rely extensively on their native language in the learning of the L2 (p.89). In this area Lado (1977) stated clearly in his book entitled “Linguistics across Culture” that:

Individuals tend to transfer the forms and the distribution of forms and meanings of their native language and culture to the foreign language both productively and receptively when attempting to grasp and understand the language and the culture as practiced by natives.

Hyland (2003) pointed out that learning to write in a L2 mainly involves linguistic knowledge, the vocabulary choices, syntactic patterns and the cohesive devices that include the essential building block of texts (p.8).

The main goal behind teaching students writing in the L2 is to make them acquire the abilities and skills they need to produce different kind of texts.

In a website article published by Matsuda (1998) the L2 writing emerged in the late twentieth century as an aim to facilitate the advancement of knowledge in the field of L2 writing.

In the past, writing was viewed as something to be taught for its own object; whereas in the L2 writing was most considered with the mastery of the structures studied in class.

In the past twenty years, L2 writing researchers identified some differences between writing in one's mother tongue and writing in a L2. These differences according to Woodall (2002) tend to be quantitative rather than qualitative. An example of a quantitative difference was given by (Hall, 1990; Pennigton & So, 1993) who were cited in Woodall's book. They explained that less skilled writers spend more time pausing while writing short texts and spend more time re-reading their texts than they do while writing in their mother tongue (p.8).

A qualitative difference, on the other hand, means that the L2 writer has two languages or more at his disposal. In addition, L2 writers sometimes switch to their native language during the writing process. Woodall (2002) explained that in the example given by (Cumming,1990; Qi, 1998) the language switching does not have a communicative purpose, but it is usually done as a mean to face and to solve the problems encountered while writing in the L2 (p.8).

Recent studies proved that writing in the L2 differs from writing in the L1. For example, Alasdair (2010) published an article in which he discussed what Silva (1993) did to compare between L1 and L2; in fact she evaluated 72 studies to compare between the two, with regard to both composing processes, she found a number of differences. In the same article, Weigle (2002) pointed out that Silva (1993) found that writing in L2 tend to be "more constrained, more difficult, and less effective" than writing in L1 (35). Beare (2011) discussed also in another article the study Silva conducted to compare between L1 and L2. The subjects in this study were undergraduate

students in USA which means that they have an advanced level of English proficiency. The result Silva came out with at the end was that L2 writing was less effective than writing in L1.

Hyland (2003, p.37), in his turn, talked about the differences between L1 and L2 writers may have, and summarised them as follows:

- Grammatical competence; knowledge of grammar, vocabulary, and the language system.
- Discourse competence: knowledge of genre and the rhetorical patterns that create them.
- Sociolinguistic competence: the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- Strategic competence which means the ability to use a variety of communicative strategies.

Other scholars proposed other differences between writing in L1 and L2. For example, Bardovi-Harling (1995) and Cumming (1989), cited in Alasdair's article, claimed that the writer's relative proficiency in the target language is also considered as a source of differences between L1 and L2 writing.

According to Alasdair (2010), these differences clearly exist, especially for writers with low level of proficiency in their L2, and who most of the time rely on their L1 resources. Even if these differences occur, there is still a considerable variation among L2 writers; Wissberg (2000), cited in the same article, suggests that writing plays an important role for L1 in L2 development of accuracy and also in the emergences of new structures.



Other scholars talked, on the other hand, about the similarities that do exist between L1 and L2. Berman (1994) who was cited in Beare's article found that many learners transfer their writing skills between languages. Berman used an experiment approach where the subjects were divided into three groups who were asked to write essays. Berman's results showed learners' transfer of writing skills from their L1 towards L2. He explained that this students' transfer depends mainly on their English grammatical proficiency.

When students are asked to write in a L2 in academic contexts, they may face problems as the formation of new ideas. In fact, academic writing demands more efforts and more practice in order to compose, to develop and to analyse ideas. While writing in L2, students are asked to acquire proficiency when using the language, writing strategies, techniques and skills.

Myles (2002) published an article entitled "Second Language Writing and Research" in which she claimed that academic writing requires both effort and practice in composing, developing, and analysing ideas. It is the act of composing what students find the most difficult, especially when they are asked to write in L2 in academic contexts. Myles (2002) explained that composing implies the ability to transform, or to formulate information into new texts (p.1). She also pointed that when teaching students how to write in a L2, teachers should take into consideration both strategy development and language skill development while working with students.

Globally speaking, teaching L2 writing turns around:

1. Language structure

2. Text formations
3. Themes or topics
4. Creative expression
5. Composing processes
6. Content
7. Genre and contexts of writing

According to Hyland (2003), only few teachers adopt these steps in their classrooms; they usually tend to adopt an eclectic range of methods that represent several perspectives; in other words, they do not choose only one method to teach their students. It is very rare to apply a particular theory (p.2).

It is believed by many writers that the tasks are fundamental in order to learn how to write. Hyland (1993) stated that the notion of tasks attracted many writers as Cookers and Grass in 1993, and also Nunan in 1989; they said that tasks in the L2 writing class “are regarded as a central concept in curriculum design” (p.112). In fact, tasks played an important role in the L2 class since the contribute effectively in first encouraging writing, and also in developing a clear understanding about the way the language is used for communicative purposes (p.112).

Thus, writing in a L2 is a gradual process which demands both effort and time. Students must devote lots of practice in order to manipulate the structure of the new language which is English; that is to say they must be capable to write different kinds of assignment in that language. Teachers, as well should find solutions in order to help students approaching the L2 and get involved in it.

### **1.1.5. Writing in the English Department**

Learning to write adequately is not an easy task; it requires lots of time and practice that is the main goal behind teaching writing in the Department of Letters and the English Language during three years. The English Department at the University of Frères Mentouri (Constantine) has the charge of teaching English as a foreign language to the Algerian students and permits them to speak and to write effectively and correctly in English. Among the modules that are taught to students we find written expression which is of a great importance since it helps develop the mastery of English in its form. It is taught to first and second year students twice a week, which means three hours per week, and four hours and a half for third year students. This shows the importance of writing in the curriculum especially that the majority of the modules take a written form.

It is worth important to mention that the English Department greets each year a huge number of students (around 700 freshmen), and still this number is in a constant increase. That is why teachers complain about the number of students per group (more than 50) and also about time constraints. In fact, if there were fewer students per group and more time on the schedule, teachers would get better results and feel at ease with their students; and this would certainly lead to a better writing performance of the students.

The first year students are taught, during the first semester, the conventions of writing in details. It is a necessity for students to know the basic principles of the English conventions before they start writing. Learners are familiarized with how to write correct meaningful sentences and how to identify the types of English sentences such as the simple, the complex, the compound and the complex–compound sentence. Besides, the importance of the mechanics as capitalization, punctuation and their impact on writing must also be taken into account; students have to know

when to put commas, semicolons, periods etc. Learners should benefit from lots of practice in order to know how to use these conventions effectively. In addition, lots of time is devoted to teaching appropriately these writing conventions.

During the second semester, students move to another stage which is how to write successful paragraphs. They first start to understand well what a paragraph is; the teacher may spend several days or weeks to explain how many sentences the English paragraph contains, of course, by giving numerous examples to the learners so that they distinguish the difference between a paragraph and an essay. Once they understand the meaning of the paragraph, teachers engage to explain what is meant by the topic sentence and supporting details. During the second semester, students benefit from a lot of practice since they are asked to write different kinds of paragraphs, most of the time individually and sometimes in groups of three or four. Then, teachers may ask them to write their own paragraphs on the board and correct it together; through this method, learners may detect easily each one's mistakes and avoid repeating them again. As they are learning gradually to develop the writing skill, the teacher must guide his students step by step during this stage.

After writing short effective paragraphs, students learn how to develop these paragraphs into essays, and this is what they are expected to do during their second year. The teacher has the task to explain what the form of a paragraph is; that is to say, the introduction which includes the thesis statement followed by three or more paragraphs. The teacher may ask students to write about specific topics or let them choose their own so that they get more involved with the task and develop their thinking abilities.

The curriculum designed to teach writing to third year students is nearly the same as the second year, with slight differences. That is to say, students are exposed to more complex topics

and activities than they used to deal with previously. The role of the teacher is less stressful than it was during the previous years since students are the ones who are expected to write more assignments about different topics.

Teaching writing is a collaborative work between both teachers and students. The ““Search Learn Center” (2000), again, gave some efficient clues to improve students writing:

1. Faculties should reward good students’ writing and penalize the poor ones; it motivates and encourages students for their own efforts.
2. Teachers have to ask students to write about any topic they want either at the beginning or at the end; such an exercise improves their skills.
3. Instructors should discuss with their students the value of the outlines and explain how to narrow a topic and then critiquing the first draft.
4. A non English teacher should always remind students that writing is not an easy task and help them to identify the writer’s key activities such as developing ideas, finding a thesis, composing a draft, getting feedback and comments from others, revising the draft and expanding the ideas, editing and presenting the finished work.
5. Students should have opportunities to talk about their writing; so that they can formulate their thoughts, generate ideas and focus on their topics.
6. Learners should not think that teachers are only judges of grammar and style. Both the quality of their writing and the content should be taken into account.

If all the faculties applied and followed the previous steps, the students’ writing production and level will be clearly advanced. The English Department as well as teachers must be involved

and should try all the possible ways to make students write effectively and appropriately in English.

## **Conclusion**

As a conclusion to this first chapter, it can be said that learning to write is a skill which is gaining more importance than before since it contributes to the integration in social roles. However, writing is the least easy skill to acquire among the four skills; that is why teachers should examine seriously an effective way to introduce that skill to learners. At the same time, teachers should insist on the importance of the writing skill and the role it plays on the learners' careers. Through the writing process, students are guided by their teachers who can recommend some efficient activities that may help in learning how to write in a L2. Similarly, the English departments should try to collaborate with each other and try to adopt a specific writing curriculum so that their students' production in writing progress uniformly.

## Chapter Two: Approaches to Teaching Writing

### Introduction

The teaching of writing has shifted during the last three decades from sentence level to text organization. At the university level, teachers as well as students must be aware that writing takes some particular conventional forms depending on different contexts. These conventional features include choosing a specific topic, addressing a particular audience, developing arguments and adopting an appropriate writing style. Consequently, a number of different approaches and methods appeared in order to succeed in transmitting such conventions to students; although none of these approaches can be considered as ideal, but they have all proved to be efficient in one period or another. Teachers must examine the approaches designed to teach writing in order to help their students improve their academic writing style. The purpose of this chapter is to review, first, the different approaches designed to teach L1; then, it will deal with other approaches concerned with teaching L2 writing and examine each one on its own; there are in fact some prevalent approaches applied to teaching second language writing, but many scholars claimed that there is no best or exact approach better than the other; each approach depends on the context and suits the goal of teaching.

As one of the communicative activities, writing was viewed as an unimportant activity with comparison to other English skills, and this comes back exactly to the time of Plato who considered that speaking was superior to writing since it allows us to tell the truth; whereas writing is only a communicative activity which dictates, edits, and revises, but it does not convey the truth; in writing we can manipulate words and this leads to different interpretations of the readers. Plato compared writing to painting which represents a specific picture but remains silent;

for him this belief still exists even nowadays (p.31). Thus, the teaching of speaking was dominant before the 1960s, and it still affects the view of writing in English learning (p.33).

## **2.1 Approaches to Teaching L1 Writing**

Donovan and McClelland (1986) treated in their book six approaches to teaching L1 writing composition namely the product approach, the prose approach, the experiential approach, the rhetorical approach, and a linguistic system approach.

**2.1.1 The Process Approach:** According to this approach teacher's focus is on what students need to experience rather on what they need to know; moreover, teachers and students work in collaboration in order to convey a correct and complete meaning (p.2).

**2.1.2 The Prose Model Approach:** In this approach, students read and analyze a given text, and then model their writing according to that text. The focus, here, is in identifying and imitating various rhetorical modes. This approach was often criticized since it focuses more on the form rather than on the content, and this can intimate students (p.2).

**2.1.3 The Experiential Approach:** This approach is based on four premises:

- a) The best student writing is motivated by personal feelings and experience.
- b) Writing from experience can be done in many modes of discourse including expository and academic modes.
- c) Writing from experience, generally, requires that students write for a readership; that is to say, someone else than the teacher.
- d) The structure of writing is based on the shape of ideas and the importance of the audience (p.2).

**2.1.4 The Rhetorical Approach:** This approach claimed that writing is not a process but rather an art that can be taught. In 1980, Lauer maintained that teaching writing as a rhetorical art



involves showing students how description, narration, classification and evaluation can be used to structure any type of writing (p.2).

**2.1.5 The Epistemic Approach:** As it was reported by Dowst (1980), this approach starts by reviewing the fundamental aspects of each approach to writing. He explained that this approach connects writing and knowledge; students spend time not only on exploring what they know about the world but also exploring what they know about language and prose (p.2).

**2.1.6 A Linguistic System Approach:** For Horning (2007), the development of writing proficiency in formal, academic English involves learning a new linguistic system the same way adults learn a second language; that is why he stated in 1987: “Basic writers develop writing skills and achieve proficiency in the same way that other adults develop second language skills, principally because, for basic writers, academic English is a new and distinct linguistic system” (p.3).

Horning (2007) claimed that the theory of second language acquisition can be applied to teach native language writing as well. This theory was named by Krashen, cited by Horning, the Monitor Theory and it was founded on five hypotheses: first that learning and acquisition are two distinct processes. Second, that there is a natural order in acquisition of grammatical structures. Third, that learning functions only as a monitor for learning. Then, that language is best acquired when the input is comprehensible and challenging. Last but not least, the acquisition takes place when the acquirer is motivated, self-confident and not anxious (p.3).

In the same context and arguing with Krashen, Horning (2007, p.3) proposed six guidelines in learning native language writing:

- 1) The written form of language constitutes a second language.

- 2) Similar to second language skill, writing skill develops through processes of acquisition and learning.
- 3) What students learn as the basic writing classroom functions only as a monitor on the output of the writing skills they have acquired.
- 4) Comprehensible input is essential if language acquisition is going to take place.
- 5) The presence of an effective filter is essential in order to help students acquire the writing skills.
- 6) The acquisition of writing skills comes about an ordered fashion.

From 1940 to nearly 1960 writing was viewed as a neglected skill in the teaching of the second language. The teaching of writing was mainly based on the controlled and guided composition, but in the mid of 1960, and more exactly in the United States writing began to be one of the objects of researchers' and teachers' attention; they began to doubt about the efficiency of the previous method, which led them to focus more on the rhetorical functions, and from that the teaching of writing shifted from the sentence level to the discourse level. The focus was on the paragraph and on the composition and their types such as description, narration, definition, argumentation, exposition, exemplification, classification, comparison and contrast, cause and effect. Since that, new approaches and principles emerged in the field of teaching writing.

## **2.2. Approaches to Teaching Writing in L2**

However, some L1 teachers faced some troubles with their ESL students about this radical change as it was pointed out by Hirano. He explained that teachers were not ready to change their methods of teaching grammatical and syntactic forms; they did not know how to adjust to this new way of teaching. Some ESL specialists attempted to help L1 composition teachers by making

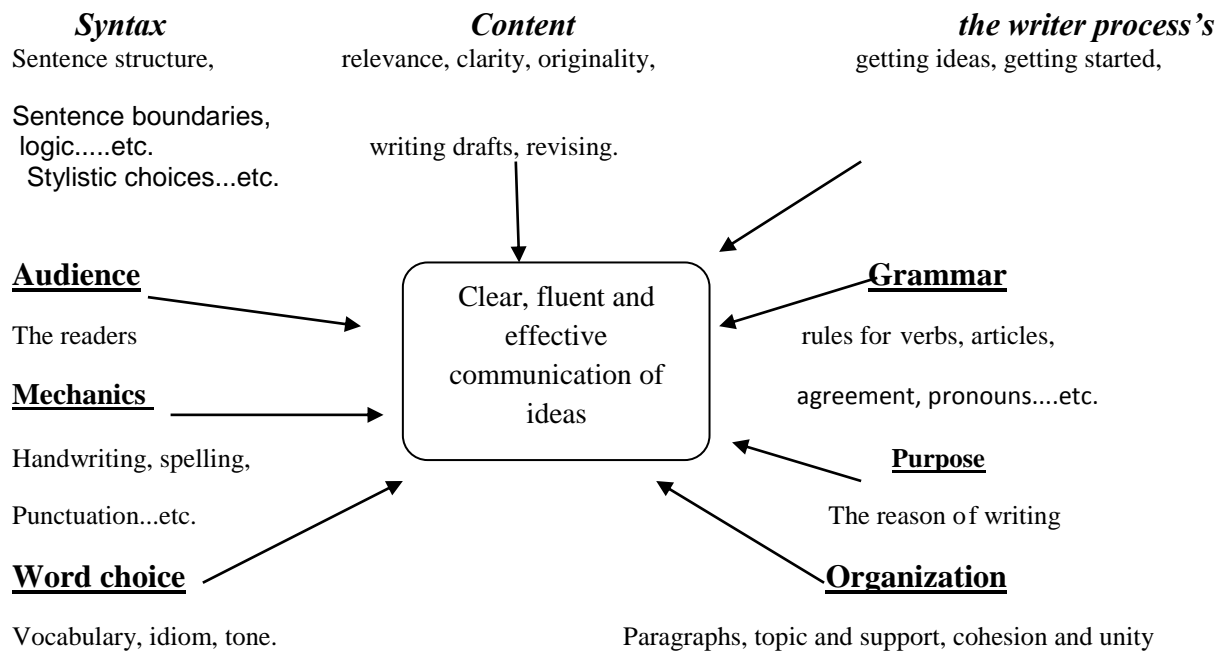
them involved in the manner they have to teach writing in ESL classes. As a result of that, the growth of composition studies and the popularity of second language writing, led to the separation of composition studies and ESL writing and this separation ESL specialists lacked interests and had to engage in teaching ESL writing (p.34).

Hirano claimed that in order to make writing actively engaged in English education, institutions, teachers and researchers have to work in harmony to provide students with the sufficient and the appropriate opportunities to make students learn English as a part of holistic English because as Kaplan (1967), cited in Hirano's book, stated that both speaking and writing are complementary communication activities (p.35).

Raimes (2010) pointed out that the writer has to deal with many features when writing in a second language as content, organization, the writing process, word choice, grammar and syntax. Most of the approaches designed to teaching ESL writing focus on both form and content; some of these approaches are similar to those used in L1 writing since all of them contain some degrees of concentration on L2 (p.3).

According to Catramado (2004), it is through writing that learners communicate their thoughts and that is the reason why teachers must help them by all means to develop that skill. Hence, writing, as well as the other language aspects, must not be taught independently of the other skills. Catramando (2004) added that in addition to being able to write a series of correct grammatical and logical sentences, one must be able to write for a particular purpose and audience, that is why Widdowson (1972), cited in Catramando's book, stated out, "to compose sentences is not the only ability we need to communicate. Communication takes place when we make use of sentences, to perform a variety of different acts of an essentially social nature" (p.31).

There are some features that must be taken into account no matter which way teachers consider is the most suitable one to teach writing. These features have been summarized in a diagram by Raikes, also cited in Catramando's book, as follows:



These features have contributed to the development of a variety of different approaches to teach writing (p.32).

### 2.2.1. The Controlled-to-Free Approach

The Controlled-to-Free Approach aims at developing students' writing skills by providing a model paragraph; then, students change some grammatical issues. By reading, editing, and rewriting, students can learn to edit their own paragraphs based on a writing sample. Baker stated that this approach may be used for intermediate students as well as advanced students because this approach clearly identifies how to write and correct sentences and develops editing skills.

In the 1950's and early 1960's, students dealt with sentence exercises, paragraphs to copy or to manipulate grammatically and controlled composition which is a sort of exercise that encourages students to write with the help of the teacher who intervenes to correct the errors. This

what Leki stated in 1991: “the writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned”. Raimes (1983), cited in Crawford’s book, declared that since students controlled compositions are corrected from errors, it can lead to the free composition. Raimes (1983) added that this approach focuses on accuracy rather than fluency. When discussing the controlled-to-free method, Raimes (1983) wrote: “This approach stresses three features: grammar, syntax, and mechanics.” (p.21)

In this approach, writing is strictly controlled since students bring up some changes on words, clauses and sentences combination. Once they achieve the mastery of such kinds of exercises and reach an advanced level of proficiency, they are permitted to engage in different kinds of writing.

Crawford (2004) cited Crooks and Chaudron (1991:52) who showed the main differences between the controlled and free techniques in the practical stages of a lesson; these techniques are discussed in the table below:

<b>Controlled</b>	<b>Free</b>
Teacher-centred	Student-centred
Manipulative	Communicative
Structured	Open-ended
Predicted- student responses	Unpredicted responses
Pre-planned objectives	Negotiated objectives
Set curriculum	Cooperative curriculum

### 2.2.2. The Free Writing Approach

Free writing is a simple process that is the basis for other discovery process. The Free Writing method means that when we are exposed to write frequently and freely, we are improving our writing skills. Elbow (1998) recommended in an article some guidelines for a successful free writing:

- Writing non-stop for a given period of time (10-20 minutes).
- Avoiding any correction when writing.
- Keep on writing even if it is something like “I do not know what to write”.
- Writing whatever comes to one’s mind.
- Do not judge ourselves’ writing.
- While writing we should drop all the punctuations because it can make one’s writing faster and fluent.

Besides the guidelines, Elbow (1998) discussed the advantages the free writing can have. First, free writing makes us feel comfortable and familiar with the act of writing and helps us in discovering things one wants to write about which can be fun sometimes. Second, it is a means to get rid of the inner voice which keeps telling us we cannot write. Last, by Free Writing we are indirectly improving our formal writing.

Free writing means that the students write without teacher’s interference. Crawford (2008) claimed that students are encouraged to emphasize content and fluency, first. Once the ideas are expressed on paper, the teacher intervenes to provide some assistance to improve grammatical accuracy. It is clear that the Free-Writing cannot be used successfully with beginners because it

requires students to know some basic notions of writing. She pointed out that free writing is of two types: focused and unfocused (p.4).

- a) When it is focused, it answers a question or a topic proposed by the student himself. The teacher's interference is very limited because he gives his instructions at the beginning of the exercise and allows the students to write freely. When reading his students' compositions, the teacher comments only on the ideas expressed in the composition, without paying attention to grammar or spelling which are not of primary concern. Moreover, the teacher may invite from time to time some students to read their compositions aloud to make them involved in writing for an audience. Crawford (2008) considers that the content and the audience are both important parameters in the free-writing method
- b) When Free-Writing is unfocused, it becomes a personal activity which consists in jotting down on paper any idea that comes to one's mind. Sometimes, we obtain short coherent passages, but generally the students generate incoherent non-unified blocks (p.5).

Crawford (2008) pointed out that the main advantage of Free Writing is to allow students write spontaneously especially that they are free to choose their own topics; it is much easier for a student to produce successful compositions when he knows about the subject he is developing (p.5).

According to Raimes (1983), in this approach students are attributed lots of free writing on which they will get a minimal correction. Teachers most of the time assign the topics but students may pick up their own ones. In this approach, students write different assignments according to

the needs of a specific audience. Raimes (1983) advised teachers to follow such an approach once their students' fear to approach writing completely disappears and certain degrees of fluency and accuracy are achieved. This approach is considered somehow effective since it allows students to discover their own techniques and practices exactly as writers do (p.2).

For Ghaith (2001), the emphasis of such an approach is on content and fluency rather than on accuracy and form. He explained in an article that teachers may begin their classes by asking their students to write about a given topic during five minutes without worrying about the grammar and spelling, but teachers are not expected to correct these free writings; they just read them and may comment on the ideas. Students, on the other hand, may be volunteers to read their own writing loudly to the class since both the audience and the context are important in this approach. What is important in this approach is the quantity of writing rather than the quality; it is based on the principle that once the ideas are there, the organization follows.

An experimental study was done by two Korean researchers Song and Minjong (1998) to compare between the controlled and free compositions. Students of two sections of a freshman reading course wrote as a practise dialogue journal in free writing, they were asked to focus primarily on the meaning but they were not guided and corrected. Students in two other sections answered comprehension questions as a practice in controlled writing; students were asked to focus mainly on linguistic features and they were guided and corrected. The results indicate that students writing dialogue journals and getting communicative feedback improved in writing quality, and that this change was greater than that for students practicing controlled writing and receiving evaluative feedback.



### **2. 2.3. The Paragraph Pattern Approach**

By increasing an awareness of second language writers to produce extended written texts led to the realization that there was more to writing than constructing grammatical sentences. The result of this realization was what Raimes (1983) has called the paragraph pattern approach, which emphasized the importance of organization at the above-sentence level.

The major focus is on organization's paragraph level; students are exposed to lots of practice and exercises concerned basically with how writing's parts are organized into one paragraph. The role of teachers, here, is to give their students as much as possible exercises in which they have to reorder a set of sentences and then to link them into one coherent and meaningful paragraphs.

Donovan and McClelland (1986) pointed out that by imitating model paragraphs and putting scrambled sentences in order, identifying or writing out the topic sentences, and inserting or deleting sentences, students develop a kind of awareness of the English features of writing (p.4).

Raimes (1983), in his turn, claimed that the learning of paragraphs is the basic units of writing to develop writing proficiency and the main belief of such an approach is the organization which differs from one culture to another and which must be learned overtly (p.2).

Bachani (2003) argued with Raimes on the principle that depending on different culture and situations, people organise and construct communication with each other in different ways (p.4).

For Hirano (2010), the paragraph pattern approach holds that the correct arrangement of sentences is the key element in effective writing (p.35).

### **2. 2.4 The Grammar Syntax Approach**

According to Catramado (2010) the majority of teachers agreed on the fact that many features must be taken into account when writing; students need to know the grammar, the syntax, the vocabulary and the organization in order to succeed in conveying the message they want to express (p.33).

For Raimes (1983), cited in Van Vlack's book (2010), during this approach students are given a specific writing assignment in which they have to find out what kind of vocabulary items and structures are appropriate to complete the task successfully, the main goal of this task is to make students concentrate on different aspects of writing at the same time. Raimes (1983) stated that the main aim of such an approach is to use forms, more often at the sentence level in order to achieve the clearest meaning possible (p.2).

Donovan and McClelland (1986) pointed out that the tasks designed for this approach are mainly concerned to train students to pay more attention to grammar, syntax and organization (p.4).

### **2. 2.5. The Communicative Approach**

In the late of 1960's and early 1970's, a new method of teaching appeared and has been accepted as a good method by many teachers. In fact, this new method has been highly recommended since it suits the learners' needs in comparison with the other approaches.

The communicative method focuses on language as a medium of communication and it recognises as well that all communications have a social purpose. To distinguish better between language as medium level of communication and as a message level of communication, Professor Dodson (2000) gave an explicit example in an article about a young lady teacher who is teaching 7

years old pupils to say how old they are in a foreign language. In this case, students are practising the pattern to master the construction. The teacher already knows her pupils' age; according to Dodson (2000) they are performing at the medium level which means pupils are practising how to say "quel age as-tu?" After the practice one of the pupils raises his hand and asks the teacher: "quel age as-tu?" this is what is called *message level* because pupils do not know the real age of the teacher; the one who asks the question uses the construction performed for a specific purpose which is to know the teacher's age. In short, Dodson (2000) gave this example just to point out that one has first to practise the language at the medium level in order to be able to practise it at the message level. For Dodson (2000), the majority of teachers never used to go beyond the medium level, and instead of teaching learners how to use language actively for real purposes, they used to teach them about language, its patterns and rules.

Donovan and McClelland (1986) claimed that the purpose and audience are the most important stressed features in this approach. Students engage in writing real-life tasks as formal and informal letters; they are expected to behave like writers (p.4).

Raimes (1983) considers that the context has a central role in communicative writing exercises since these exercises give the students the ability to use the formality and the content appropriately according to whom they are writing for and what type of writing they are dealing with (p.3).

Bachani (2003) claimed that in this approach, learners deal with some tasks in which they have to behave as writers because this approach can provide them experience. Students have to ask themselves these questions:

1. Why am I writing this?

## 2. Who will read it?

In 1978, Widdowson argued that there are two aspects of language: one is rules, such as grammar which determines correctness, and the second one is the performative ability that allows people to undertake meaningful communication. Hence, he considered correctness as usage and composing is the act of usage. He saw composing as a communicative activity of the written mode as speaking is in the spoken mode (p.35).

For Widdowson (1978) one can compose journals, essays, and academic writing; however, if one does not think of communicating with a target audience, these written materials cannot be considered as communicative products. The reason why the target audience is of a great importance is because it provides the social setting, a specific purpose, the format, and style for communicating. In other words, communicative writing can be defined as writing activity aiming to correspond with a target audience (p.36).

Despite the fact that the communicative approach emerged, the tendency to neglect the writing skill has continued. Hirano (1993) explained that this misestimating is due to the fact that the communicative approach focuses narrowly on speaking and listening. In fact, for Takahashi (1995) who was cited in Hirano's book, the word communication for many people is most of the time associated with oral communication such as oral speaking and listening, whereas communication in the written form tends to be quite different. Moreover, Takahashi (1995) advised teachers to first assign some specific tasks when undertaking with communicative language teaching and second, they should maintain control over the classroom, otherwise these activities will lose their pedagogical importance and would be seen as rather entertaining games (p.34).

Willets and Thompson (1993) of the Center for Applied Linguistics suggested in an article an exercise on communicative language teaching aimed at advanced students taken from a 1987 workshop, called “Eavesdropping”; students were asked to listen to a conversation somewhere in a public place and expected to answer in the target language the following questions:

- 1) Who was talking?
- 2) About how old were they?
- 3) Where were they when you eavesdropped?
- 4) What were they talking about?
- 5) What did they say?
- 6) Did they become aware that you were listening to them?

This exercise puts students in a real-world listening situation where they have to report information, by doing so; students will first have an opinion about the topic, and then classroom discussion in the target language about their experiences and viewpoints.

According to Willets and Thompson (1993) communicative language teaching makes use of real-life situations that require communication; the teacher suggests a situation that students encounter in their real life. Berns (1984), mentioned in the same article, and who is an expert in the field of communicative language teaching, explained that language study has to look at the function of language in context, both its linguistic context and its social or situational one.

### **2.2.6. The Product Oriented Approach**

Broadly speaking, the product approach is concerned with the final result of the writing process. As Soonpaa (2007) defined it, it is a traditional approach in which students are provided a model and encouraged to mimic it in order to produce a similar product. In fact, this approach requires from the learner to be engaged in imitating and transforming texts. The product oriented

approach consists in analyzing the students' writing so that their strengths and weaknesses are identified and quantified. Soonpaa (2007) pointed out that the main goal behind adopting such an approach is to make students familiarized with the writing conventions through a model before getting to the final draft (p.3).

The imitation of a model was considered a crucial step, White, cited in Spoonaa's book, sees the model based approach as follows:

Study the model → Manipulate elements → Produce a parallel text

Badger and White (2000) explained that the model text, which is always taken as a starting point, is studied and analysed from all points of view including: structures of grammar, content, sentences organization, and rhetorical patterns. After the manipulation of these features, students are given a new topic and are asked and invited to realise a parallel writing task.

Badger and White (2000) described such a model by stating that: "what the model does not demonstrate is how the writer arrived at that particular product. In other words, it gives no indication of process." The role of the model is of a great importance since it leads students from a point of departure to an end with a task to replicate (p.3).

Soonpaa (2007) explained that the model in the product approach comes at the beginning and the product comes at the end, White, again, insisted on the emphasis of such an approach by saying:

"Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate is how

the original writer arrived at that particular product. In other words, it gives no indication of process” (p.3).

In 1984, Pincas who was also cited in Crawford’s book (2008), proposed another description of the product approach; she sees that writing is primarily concerned with linguistic knowledge with a great emphasis and an effective use of an appropriate vocabulary, syntax, and cohesive devices. In fact, Pincas (1984) identifies four stages in the product approach namely: familiarization, controlled writing, guided writing and free writing. She viewed that the first thing a teacher should do is proposing a topic which can lead to a classroom discussion, then he explains how students are going to write and invite them to write a composition. During the writing composition, the teacher may guide his students and make some comments focusing on form rather than on the content. Pincas (1984) considered such an approach as a teacher-centred one (p.10).

The product oriented approach has some positive aspects which deserve to be mentioned. Crawford (2008) claimed that the first advantage is seen in the linguistic knowledge it supplies the learners with and the way texts are organized. Besides, it recognizes and satisfies the students’ needs in terms of rules and structures (p.10).

Unfortunately, the product oriented approach does not have only proponents; it has opponents, too. As Crawford (2008) pointed out the failure of the product approach is mainly because it neglects the content; such an approach emphasizes the form and neglects the content (p.11). The Algerian educational system can be considered as a good example of the product approach mainly because the focus was on the students’ final composition rather than on how it

was produced; neither teachers nor students were interested in the process of generating ideas, and this was the main cause of the failure of the product approach.

Harwood (2005), in his turn accused the product approach for being mindless, repetitive and anti-intellectual. The approach seemed to be a scarification for the students' motivation, and it really underestimated the importance of rewriting at the revision stage. Harwood (2005) cited Johnson (1996) and Killingsworth (1993) who talked about another flaw of the product approach; they stated that in this approach the teacher was concerned only with grammatical accuracy whereas in the process approach the teacher is preoccupied with clarity, organization and true self-expression, besides, the role of the teacher is to facilitate rather than to judge the students' writing as in the product approach (p.5).

Some theorists, cited in Sun and Feng's book (2009), made a distinction between the process and the product approaches. For instance, McCrimmon (1994) considers writing which is a way of knowing as the process, and writing as a way of telling which represents the product. For Murray (1980) this difference is demonstrated in the internal and external revision; by internal Murray (1980) means revising to clarify meaning for one-self, and by external he means revising in order to clarify meaning for the readers. Flower (1989) views this difference between the writer-based and the reader-based prose. Nunan (2001) in his turn, stated that these two approaches are different from each other, he explained that while in the product approach the teacher supplies models, and student imitates, copies and transforms, in the process approach students focus on the steps involved in creating a piece of work. In addition to all these characteristics, there is one important point upon which all the theorists agree which is good product depends on good process.



Soonpaa (2007) did a comparison between the two approaches; she claimed that the product approach is a traditional method which provides students with a given model and encourages them to produce a similar one. The process approach, on the other hand, has the task to concentrate more on how to get to the produce by using some techniques as: brainstorming, exploring ideas, pee editing, and rewriting.

Steel (2007) stated that there are few similarities between the two in comparison with their differences; for instance, both of the approaches give the students a considerable freedom within the task:

### **Process writing**

- Text as a resource for comparison.
- Ideas as starting point.
- More than one draft.
- More global focus on purpose, theme, text type.
- Collaborative.
- Emphasis on creative process.

### **Product writing**

- Imitate model text.
- Organization of ideas more important than ideas themselves.
- One draft.
- Features highlighted including controlled practice of those features.
- Individual.
- Emphasis on end product.

According to Steel (2007), the choice of what approach to choose depends on the teacher, the students and the genre of the text. Some genres rely on one approach more than another. For example, the product driven approach would be preferable for formal letters or postcards, since the features of these are more fixed, and also because the focus would be on: the layout, style, organization and grammar. On the other hand, the process driven approach would be more suitable for other genres as discursive and narrative essays, in which the focus would be on the students' ideas. For steel, the two approaches are not incompatible; she believed that process writing can be integrated with the practice of studying written models in the classroom.

There is another explicit and detailed comparison between the two approaches given by Murray (1998):

<b>Product Approach</b>	<b>Process Approach</b>
<p>This is a traditional approach, in which students focus on the study of model texts. Accuracy is given priority and conventions are taken from the model. The following stages have been identified:</p> <ul style="list-style-type: none"> <li>○ Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and</li> </ul>	<p>This is the new trend of teaching writing in which priority is given to fluency. It is mainly based on the identification of the steps a writer goes through in his act of writing. He should be made aware of them so that he can gain control on them. These steps are:</p> <ul style="list-style-type: none"> <li>○ Generating ideas by brainstorming and discussion. Students could be discussing qualities needed to do a certain job, or giving reasons as to why people take drugs or gamble. The teacher remains in the background during this phase, only providing language support if</li> </ul>

<p>students focus on where and how the writer employs these techniques.</p> <ul style="list-style-type: none"> <li>○ This consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, practicing the “I would be grateful if you would....”structure.</li> <li>○ Organization of ideas. This stage is very important. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.</li> <li>○ The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures and vocabulary they have been taught to produce; to show what they can do as fluent and competent users of the language.</li> </ul>	<p>required, so as not inhibiting students in the production of ideas.</p> <ul style="list-style-type: none"> <li>○ Students extend ideas into note form, and judge quality and usefulness of ideas.</li> <li>○ Students organize ideas into a mind map, spider gram, or linear form. This stage helps make the hierarchical relationship of ideas more immediately obvious, which helps students with structure of their texts.</li> <li>○ Students write their first draft. This is done in class and frequently in pairs or groups.</li> <li>○ Drafts are exchanged, so that students become the readers of each other’s work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.</li> <li>○ Drafts are returned and improvements are made based upon peer feedback.</li> <li>○ A final draft is written.</li> <li>○ Students once again exchange and read each other’s work and may write even a response or reply.</li> </ul>
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**Table 1: The Process Approach versus the Product Approach**

### **2.2.7. The Process Oriented Approach**

The process approach as it was claimed by Deqi (2005), originated from the process movement in teaching composition to native English speakers. It emerged after the dissatisfaction with the product approach which was criticized by early reformers who claimed that the main emphasis of the product approach was on teaching literature rather than writing, they explained that teachers designed and assigned writing topics and evaluated students' work without explaining what happened in the writing course and without assisting their students during the writing action. Besides, the emphasis on the correct use of grammar and style in traditional writing class did not help students to improve and develop their writing skill. The process approach is a mean to facilitate writing and guides students through the writing process and helps them develop an awareness of their own writing and provides them with opportunities to practise effective strategies at each stage of writing. In fact, this approach includes four stages that students should pass through: pre-writing, drafting, revising, and editing. For example, at the pre-writing stage, as it was explained by Teqi, students practised brainstorming, quick writing, using techniques as WH questions etc., or order to generate ideas and getting started. Students were allowed to write multiple drafts on the same topic, and teachers, on the other hand, were used to focus on meaning rather than on grammar and language, in addition, they helped their students to clarify ideas and improve writing (p.2).

According to Gen (1997), mentioned in Badger and White's book (2000), the process approach represents a shift in thinking away from the products of writing towards the processes of writing and from text to the writer. He pointed out that the emphasis is on writing as a set of behaviours which can be learned, talked about and developed in different situations (p.2).

Spoonaa (2007) defines as well the process approach in her book by pointing out that: “ The process approach focuses more on the process of getting to the product, by using techniques such as brainstorming, exploring ideas, peer editing and rewriting”(p.18).

In their book discussing the features of the process approach and how can this approach be applied in teaching writing and in different writing models, Sun and Feng (2009) cited many writers who defined the process approach as Graham who views the process approach as a method to treat all kinds of writing as a creative act which requires both time and positive feedback to be done well. For Steele (2004), the process approach focuses mainly on the varied classroom activities which promote the development of language use as: brainstorming, group discussion and re-writing. In 1991, Nunan (2001) acknowledged that such an approach stresses on the steps involved in creating a piece of work and helps the writer to get closer to the perfection by producing, reflecting on, discussing and rewriting successive drafts of a text (p.1).

Hedge (1988), cited in an article about the effectiveness of the process approach by Ouskourt, stated that “the process of composition is not a linear one, moving from planning to compose to revising and to editing. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of re-planning and between”(p.70).

In the same context, Raimes (1983) explained the idea of recursiveness in the writing process by stating that:” Contrary to what many text books advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For a while, a writer’s product--the finished essay, story, or novel--is presented in lines, the process that produces it is not linear at all. Instead, it is recursive, a cyclical process during which writers move back and forth on a

continuum discovering analysing and synthesizing ideas". By recursive Raimes (1983) meant that when producing and preparing the text, writers move backwards and forwards in the composition many times. Tribble (1996), cited in the same article, added that:" the writer may then need to revise the plan radically in order to cope with changes that have developed in the argument, or may want to revise the style of earlier sections before going to write later parts of the text as they come to appreciate how best to their intended audience" (p.70).

According to Hairston (1988), who is cited also in Ousskourt's article, the process approach can be described as follows:

- It focuses on the writing process; teachers intervene in students' writing during the process.
- It teaches strategies for invention and discovery; instructors help students generate content and discover purpose.
- It is rhetorically based on the audience and purpose of writing.
- A teacher evaluates the written product by insisting how well it fulfils the writer's intention and meets the audience's needs.
- It views writing as a recursive rather than a linear process.
- It includes a variety of written modes, expressive as well as expository.
- It views writing as a disciplined creative activity that can be analysed and described (p.70-71).

According to Badger and White (2000), writing in the process approach is seen as predominantly to do with linguistic features such as planning and drafting, and there is less emphasis on linguistic knowledge such as knowledge about grammar and text structure (p.5).

For Raimes (1983), this approach focuses on how writing is to be done based on the techniques and habits of successful writers. In this approach, teachers lead students through the writing steps to create a good piece of writing. Raimes (1983) explained that the most important elements of this approach are the ideas of planning and rewriting. The steps of writing are supposed to act as a process of discovery by which students learn how to write and also learn more about the topic; the goal is to make them autonomous and successful writers (p.3).

Regina, cited in Gen's book, pointed out that the process approach gained a great popularity and was widely adopted in L1 English writing, whereas in L2 writing, teachers worried about the effectiveness of such an approach; they claimed that since the emphasis is on free expression of ideas and writing several drafts on the same topics, it would be a too much consuming method (p.3).

The process approach, according to Ho (2006), has been seen as an improvement over the traditional methods of writing instruction. Leki (1991), stated in Ho's book claimed that the process approach to teaching writing that places more emphasis on the stages of the writing process than on the final product (p.2).

With the process approach students are taught planning, drafting, revising, editing and publishing strategies at each stage of the writing process to help them write freely and reach a final good product quality. Besides, many educators as Raimes (1983), Stewart (1989), White and Arndt (1991) were positive towards the process approach and think that students will benefit a lot from this approach.

Some studies in Hong Kong about the effectiveness of this approach showed that in general the process approach is seen as an effective method since it collaborates in helping students

develop their writing skills. Besides, some researchers as Ho (2006) pointed out in her book, claimed for the implementation of such an approach in the primary school classrooms because that stage is an important one since students build up their basic foundations in writing; if the process approach is proved to be effective and is taught to students when they are still young, it can certainly support them in the right direction through the whole process of writing (p.3).

Bachani (2010) argues that in the process approach students are trained to generate ideas for writing, to think of a purpose, an audience, ways of communication and so forth. In fact, the process approach is demonstrated in two questions:

- How do I write this?
- How do I get started?

Bachani (2010) explained the process approach is a developmental approach which goes from generating ideas to expressing them, drafting, redrafting, and organizing (p.4).

For Montagne (1995), the process approach refers to a teaching approach where the emphasis is on the process a writer is engaged in when constructing a meaning. This teaching process ends with a final stage in text creation, rather than an initial one as in the product oriented approach (p.3).

In 2007, Steele published an article in which she compared between the product and the process approaches. For the process approach, Steel pointed out that such an approach tend to focus on the varied classroom activities which contribute in the development of language use such as: brainstorming, group discussion, and re-writing. The process approach, she explained, can have a set of stages:



**Stage 1:** After proposing a topic, students start generating ideas by brainstorming. During this phase, the teacher remains in the background, he can provide some support only if it is required.

**Stage 2:** Students extend their ideas into notes; they may omit some usefulness of ideas.

**Stage 3:** This stage helps students in linking the ideas all together and thus the relationship between these ideas become obvious.

**Stage 4:** At that stage, students write their first draft in the classroom whether in pairs or in groups.

**Stage 5:** Students exchanged their own drafts, which means they become the readers of each other work. By doing so, students develop a kind of awareness of the fact that a writer is producing something to be read by someone else and thus improving their own drafts.

**Stage 6:** Drafts are return back and then some improvements are done based on peer feedback.

**Stage 7:** After the improvements, a final draft is written.

**Stage 8:** At this final stage, drafts are exchanged and students once again read each other's' work, they may, furthermore, write a response or a reply.

There are some typical activities which can be adopted in a process oriented classroom and may be integrated in a process writing course. These activities, suggested by White and Arndt (1991, p.74), cited in Ouskourt's article (2008), are:

- Classroom Discussion in pairs or in small groups.
- Brainstorming by making notes and asking questions.

- Fast writing by selecting ideas and establishing a point of view.
- Rough draft.
- Preliminary self-evaluation.
- Arranging information and structuring the text.
- First draft.
- Group or peer evaluation and responding.
- Conference.
- Second draft.
- Self-evaluation by editing and proof reading.
- Finished draft.
- Final responding to draft.

This sequence of activities was proposed by White and Arndt (1991), but there are many useful techniques that can be used by teachers to approach writing. These activities help writers as well as students to answer questions like:” what can I say on the topic?” and “What is my overall purpose of writing?”, for example structuring means to organize and reorganize the text to answer the question “How can I present these ideas in an acceptable way to my readers?” (p.75).

It is important to note that the points described above are just a description of the process approach. In fact, Hairston (1988) did not explain how it should be adopted in the classroom; in addition the discussed points dealt only with L1 writing, and in order to apply this process in the L2 writing, some adjustments have to be made. Moreover, Hairston (1988) pointed the importance of the writing class as it helps and develops the thinking process (p.71).

## 2. 2.8. The Genre Based Approach

After the emergence and the use of the process approach, some researchers as well as teachers questioned themselves whether such an approach allows students to write in particular academic and professional settings; this led to particular focus on the kinds of genres students need to know about and control in order to succeed writing according to these settings.

In the mid of 1980, a particular attention has been paid to the genre approach to teaching writing. Many definitions had been given to this approach; we will try to shed light on the most prevailing ones. Miyoun (2006) cited Swale's definition in her book; Swales (1991) defines the genre approach as "a class of communicative events, the members of which share some set of communicative purposes", Miyoun (2006) explained that from this definition Swales (1991) wanted to say that there are some conventions that are generally associated with a writer's purpose. For instance, a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain a good relationship with friends. An argument essay emphasizes its thesis since it aims at making an argument (p.34).

Both of Swales (1991) and Martin (1984), cited in Miyoun's book (2006), argued that all genres control a set of communicative purposes within certain social situations; this means that each genre has its own structural quality according to these communicative purposes. That is why both of the communicative purposes and the structural features should be taken into account and identified when genres are used in writing classes. The structural features that genres are composed of include standard of organization structure and linguistic features. Standard of organizational structure refer to how a given text is sequenced. An example was given by Hammond (1992), also cited in Miyoun's book, described the common organizational structure in a formal letter whose purpose is to file a complaint and suggest a solution to solve the problem as

follows: “sender’s address, receiver’s address, greeting, identification of complaint, justification of complaint, demand action, sign-off, and sender’s name” (p.34).

Linguistic features can constitute a text type. Hammond (1992), again, examined some characteristics of many genres and categorized them according to their similarities in texts type; he gave few examples as follows: recipes are known to have the text type of procedure; personal letters are used to tell private anecdotes; advertisements deal with description; news articles have the text type of recounting; scientific papers prefer passive voice over the active one in presenting reports; and academic papers are likely to have embedded clauses. Hammond (1992) explained that different text types involve both of different knowledge and sets of skills. Thus, teachers have the task to introduce a variety of genres and make their students understand and most importantly practice different sets of skills (p.2).

Harwood (2005) considers the genre approach as a method which stresses the importance of a particular genre the writers and students are attempting to write for. Some corpus basic studies have been done by some researchers cited in Harwood’s book like Hyland (2000), Salager-Meyer (1994), Tang and John (1998) , all of them argued that by the genre approach readers will have certain expectations about writing in a given genre will look like in terms of both organization and linguistic features (p.7).

Miyoun (2006) stated some of the characteristics of the genre approach in her book; she explained that in such an approach writing is viewed as the students’ reproduction of text based on the genre given by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models; systematically learners are exposed to many examples of the same genre in order to develop the ability to write a particular genre. Miyoun (2006) pointed out that by being exposed to similar texts, students can detect the specialized configurations of that

genre, and at the same time they activate their memories of writing experiences whenever they encounter the task of creating a new piece of the same genre (p.35).

For Hammond (1992), cited in Miyoun's book, there are three phases concerned with explaining writing development in the genre approach:

1. Modelling is the first stage and it refers to the time when the target genre is introduced to the students to be constructed. During this phase, discussion focuses on the educational and social features of the genre.
2. The second stage which is about joining negotiation of text is when students carry out exercises and try to manipulate the language forms.
3. The independent construction, which the final phase is when learners produce actual texts through activities such as choosing a topic, researching and writing (p.35).

According to Miyoun (2006), there are various applications of the genre approach in the teaching of writing. For instance, Hyon (1996), cited in Miyoun's book, distinguishes three adaptations of the genre approach namely: English for Specific Purposes (ESP), Australian genre-based educational linguistics, and North American New Rhetoric studies. The majority of the ESP researchers as Bhatia (1993<sup>o</sup>, Flower and Swales (1990), cited in the same book, outlined the genre approach with a focus on the formal distinctions of genre in order to help students understand the communicative purposes and the linguistic features of texts they are required to write in.

Genres are regarded, by these ESP researchers, as devices for examining and teaching written texts that students needed to master like English for academic purposes and English for professional communication classrooms. In Australia, and under the influence of Halliday's

systematic functional grammar, usually defines a genre as “systematic functional linguistics that is concerned with the relationship between language and its function in social settings”; that is to say that the given text can be analysed with a focus on the specific features of the language. Those researchers pointed out that each particular genre reveals a certain type of text, for instance recipes are known to have the feature of command. The Australian genre theory was developed also for the purpose of nonprofessional settings such as primary and secondary schools rather than universities and professional fields. For example, in New South Wales a syllabus called K-English syllabus was designed as a model of the genre approach aims at seeking how the resources of the language system can be used to make appropriate meaning choices in different contexts. This syllabus was seen as a means to develop the students’ writing proficiency by demonstrating that their writing skills may be improved if a major focus is placed on how the content is structured and the language is chosen. In short, a variety of genres are given a great importance in curriculum of primary schools, and these genres are placed either as literary genres, which interpret human experience, or as factual genres which suggest ideas, and for each genre described in the syllabus , a number of documents are provided (p.36).

It is important to mention that the genre approach in the three applications has both positive and negative sides. First, on the positive side, students generally appreciate the models and examples that show them what they have to do linguistically. The genre approach provides them with a global understanding of the social context and the purpose of writing. Swales (1990), cited in Miyoun’s book, insisted on the importance of the rhetorical instruction plays in writing; he pointed out that the genre method first is very beneficial, in this context, since it brings both of formal and functional properties of language in writing instruction, and second, it acknowledges that a strong associations co-exist between them. Bhatia (1993), also cited in the same book,

talked about this co-existence by advising teachers to tie the formal and functional properties of language in order to facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects (p.37).

Another advantage of the genre approach is that it encourages students to comprehend writing as a tool they can use, and to realize and discover as well how writers manage content and organize logically their writing. It also allows them to become more flexible in their thinking and to become more confident in their writing (p.37).

Despite the advantages the genre approach has on students' writing, it also has two important shortcomings as Miyoun (2006) mentioned in her book. The first one is that the genre approach underestimates the necessary skills to produce content; the second problem is that this approach neglects learners' self-sufficiency. The genre approach focuses a lot on conventions and genre features which may lead to a students' neglecting of the correct conveyed messages in the text (p.38).

Badger and White (2000), cited in Miyoun's book, explained that teachers will spend much of their class time explaining how language is used for a range of purposes, and this can be the main cause for blaming the genre approach; it limits the learners' creative thoughts about content (p.38).

For Bawarshi (2000), cited in the same book, the genre approach, at its best, helps students to identify and interpret literary texts, whereas at its worse, it interferes with the learners' creativity, and may lead students to write genres as meaningless reproductions (p.38).

In 1986, Bakhtin stated that genres always develop through incorporating a rich variety of styles, discourse features and points of view. That is to say, the genre approach allows students to be exposed to a variety of genres which implies that students will have the chance to develop their

creativity in the genre approach. Nguyen (2006), cited as well in Miyoun's book, pointed out that in the teaching of genres, students are encouraged to break the style of the existing genre and let it develop (p.38).

After discussing the positives and negative sides of the genre approach, Miyoun (2006) gave an idea of how to apply the genre approach most efficiently. Due to the weaknesses of the genre approach, Badger and White (2000) experimented the idea to use the genre and the process approach together in a model called the process genre approach. By doing so, they affirmed that the dual approach works better if:

- The writing cycle starts with models.
- Describing linguistic features.
- Discussing the social situation in which it happens.
- Analysing the recommended rhetorical patterns of each genre.

Then students' writing is subjected to the sequence of drafts in the process approach (p.38).

Badger and White (2000, p.38) gave an explicit example of a university student who is creating an advertisement describing his used laptop in order to sell it; this student normally should consider the following:

- This writing is intended to sell the laptop; it should be attractive to people who are interested in buying it; it must consist of certain information, and it should follow traditions in which laptops' descriptions are offered.
- After that, the person follows certain procedures such as drafting, revising, editing, and using the best suitable rhetorical functions according to this genre.

This experiment ends up by showing how the process-genre approach involves teaching the appropriate language with uses a set of revision processes which lead to a final produced draft.



The two researchers pointed out that the combination of the two approaches together guaranties that the writing task is reviewed from both the viewpoints' of the writer and the readers at the same time (p.38).

To sum up what has been said up till now, it is highly recommended to use the genre approach joined with the process one. In the process-genre approach, the final draft is created through a sequence of several activities undertaken after an understanding of the structural and linguistic features. Thus, if the process and the genre approach are included in the curriculum, students will certainly improve their writing skills first, and will realize as well the social functions of genres and contexts in which they are used. Together with the process approach, the genre approach can contribute to amplifying students' writing potentials.

## **Conclusion**

What we have discussed in this chapter takes to a specific pedagogical end: how to help teachers approach the writing task following some approaches. Using the appropriate method in the classroom clarifies the concept of writing and helps students learn and comprehend effectively the writing skill.

We have tried to explain these approaches explicitly, so we dealt first with the history of the traditional approaches concerned with teaching L1 writing and explained each one on its own. Second, we gave a clear idea about the ones concerned with teaching L2 writing by explaining how they emerge and contribute in the second language writing instruction. By doing so, we shed light on the most important features that students must take into account when writing in a second language, and which approach should teachers follow and implement in their instruction to ensure a good students' level.

## **Chapter Three**

### **Writing across the Curriculum**

#### **Introduction**

Writing has become a valuable tool nowadays as it engages students to think, create, communicate and write. Over the past ten years, writing across the curriculum has increased in colleges, universities and secondary schools. More exactly, the writing across the curriculum program emerged in 1980 in American schools which advocated the incorporation of writing into all the classes and all the disciplines. It was seen as a means to help students learn materials and improve their thinking about ideas in the courses and develop their writing skills as well. In the subsequent chapter, we will show first the contours of the operation called writing across the curriculum and try to demonstrate whether an effective transfer of the writing rules across the disciplines does exist or not. Furthermore, we will shed the light on the techniques and strategies that may help students achieve the operation of transfer. We will also try to discuss the students' reaction towards the writing conventions.

#### **3.1. Definition of Writing across the Curriculum**

The term writing across the curriculum has come to have a positive impact on writing. In its broad sense, WAC means that students must be able to write in different specific contexts as Anson and Dannels (2009) stated in a website article “writing belongs to all courses in every discipline”. They claimed that students acquire proficiency in writing through instruction and practice in a variety of courses and fields.

For McLeod and Miraglia (2001), writing across the curriculum is seen as something positive for students as well as faculties. They explained that the WAC programs are defined as a means to help students become critical thinkers, problems solvers, and they develop as well the students' communication skills. WAC aims at transforming pedagogy at the college level, and at moving away from the traditional lecture mode of teaching concerned with the delivery of information to another model of active students' engagement with the material and with the genres of the discipline through writing, and not only in the English class, but in all classes across the universities (p.5).

In another article, Wells (2010) defined the notion of writing across the curriculum as a pedagogical movement that began in 1980 and which is seen as a valuable method of learning since it first acknowledges the differences in writing conventions across the disciplines, and second it believes that students learn best to write in their areas by practising specific writing conventions according to specific disciplines. For Wells (2010), writing across the curriculum courses tends to apply one or both of the following approaches:

- **Writing to Learn (WTL)**

This approach sees writing as a method of learning. Students retain and comprehend information better when they write reactions to information received in the classroom. By writing, students learn to create and develop new ideas and, then, apply what they learn to their own lives and interests, and as they are asked to write more frequently, learners become more familiar and comfortable with writing and besides they develop their writing skills. WTL assignments are known to be informal and short and may be applied inside or outside the classroom as: writing journals, summaries, response papers, problem analysis....etc.

- **Writing in the Disciplines (WID)**

This approach claims that each discipline has its own language conventions, format, and structure. Wells pointed out that the style, the format and the organization that may be acceptable in one discipline may not be applied in another. This approach believes that students must be taught specific conventions and should practice them in various disciplines in order to participate successfully in the academic discourse. Some common WID assignments are: reports, literature review, and project proposals.

Wells (2010) claimed that WID assignments and WTL activities can be combined together as method to help students think about new concepts, ideas, and language in their disciplines

McLeod & Miragila (2001) argued that there are two pedagogical approaches related to WAC: Writing to learn, and Writing to communicate. The former is most identified with WAC programs. It encourages teachers to use ungraded writing, which means writing to the self as audience, in order to make students think on paper, and to objectify their knowledge, and thus this method helps them to discover both what they know and what they need to learn. The latter approach is based on the social construction of knowledge. It encourages teachers to take into account the analysis of disciplinary discourse and the genre theory as they construct and evaluate the writing assignment. For McLeod and Miragila the two approaches cannot be seen in conflict with each other, but most of those involved in the WAC programs consider them complementary and even synergistic. Both of the approaches must be integrated in the individual classroom as well as in the entire programs.

In 2000, McLeod summarises some basic assumptions of writing across the curriculum as follows:

1. Writing and thinking are closely related.
2. Learning to write effectively involves learning particular discourse conventions.
3. Writing belongs to the entire curriculum and not just as a course offered by the English Department.
4. WAC is a faculty- driven phenomenon which involves some changes in the methods of teaching for instance: WAC assumes that students learn better in an active rather than in a passive mode, learning is a collaborative social phenomenon, and writing improves better when it is criticized by peers and ,then, rewritten (4).

The Center Writing Across the Curriculum (WAC) Handouts published a website article (2013) in which some efficient ways and key notions were suggested about the writing across the curriculum programs, were suggested:

- WAC programs discuss every day in class one form of writing as a mean to improve students' understanding and writing in each course.
- WAC programs promote the notion that teachers are considered only as an audience for their students' writing assignments.
- The WAC programs concentrate primarily on the students' final products and they increase, as well, the teachers' workloads.
- These programs are considered as a new efficient method to change the ways in which students' learn and instructors teach.

- WAC programs are an opportunity for students to revise many writing activities.
- The programs advocate a variety of writing assignments; sometimes short answers that do not require great effort thinking.
- The belief upon which these programs are built is that writing is integrated into all the disciplines.
- WAC programs claim for the clarity of expression and complexity of thought with an adherence to the conventions and mechanisms of writing.

For Best, there are some basic principles implied when an institution adopts WAC such as:

- Writing promotes learning.
- Writing must be integrated in across departmental boundaries.
- Writing is the responsibility of the entire community.
- Writing experiences must be continuous throughout students' undergraduate education.
- Students will begin to communicate effectively with a discipline only by practising the conventions of that discipline.

In 1987 ,The Michigan Science Teachers Association (MSTA) pointed out that there are several strategies that teachers have adopted to the need of students to learn content and their need to practise writing in different contexts. These strategies are associated with WAC and underlie many principles as follows:

- Writing promotes learning.
- The integration of writing and the writing process promotes the students' participation and engage them into a critical thinking.

- The opportunity to write in every class develops good writers.
- Using writing as a part of instruction can be used in every classroom.
- Effective writing instruction integrates disciplines.
- By practising thinking and the writing conventions of an academic discipline, students will communicate effectively with that discipline (p.3).

According to McLeod (1992), a more recent survey found that fewer than 50% of all post-secondary institutions in the United States have WAC programs; in the space of a decade and a half WAC becomes a familiar part of the academic landscape. In 1991, Robert Morris produced a videoconference titled "Issues and Conflicts in WAC" which attracted a large audience in 48 states and in Mexico (p.1).

McLeod (1992) pointed out that there are two significant differences in the way WAC programs are instituted. For example, ten years ago it was common to get a fund and start a WAC program. Nowadays, however, most new programs rely on internal funding, except for programs funded by private agencies. Besides, few years ago WAC programs were adopted only by one or two institutions; the idea was seen as a phenomenon, and faculties were afraid to follow such a new program. Today, the situation changed, and the WAC programs gained more support and the idea becomes more common among the faculties and the institutions which adopted the WAC programs (p.2).

For Walwood, cited in McLeod's book, the WAC programs are not additive, but rather transformative; they aim not to add more tests or assignment of writing ability, but at changing the way both teachers and students use writing in the curriculum (p.2).

According to McLeod (1992), there are two main approaches that are not mutually exclusive but yet complementary. The first one called cognitive involves writing to learn; it assumes that writing is not only a way of showing that one has learned but is in itself a mode of learning. Britt and Emig, cited in McLeod's book, pointed out that one powerful way of helping students build and change their knowledge structure is first to make them write for themselves as audience, and second to explain things for them before explaining them to someone else. In the curriculum, this approach advocates write-to-learn assignments, these assignments aimed at helping students think on paper. The best known program using this approach to WAC was developed by Toby Fulwiler at Michigan Technological University. McLeod (1992) claimed that one of the most frequent WAC first questions asked by colleagues to the director is: "What empirical evidence do you have that writing aids learning?" Ackerman, cited in McLeod's book, claimed that if one defines the word learning as a simple recall of facts, the answer to the above question would be that there is a little evidence. Most of the assignments involved in WAC programs define learning as a synonymous of discovery; a way of objectifying thought as Wallas, cited in the same book, viewed. Bereiter and Scardemalia, cited as well in McLeod's book, explained that one should think of writing to learn as a knowledge-transforming rather than knowledge-telling task (p.3).

The second approach to WAC referred to as rhetorical involves learning to write in particular disciplines, or as recent researchers started to think of is as discourse communities. This approach emphasizes more formal assignments; it sees teaching writing as a form of social behaviour in the academic community. This rhetorical approach to WAC considers the discourse community as central to the process of writing, with taking into account the form of the final product, and also it emphasizes the collaborative learning and group work. The designed tasks in the WAC programs introduce first students to the conventions of the academic discourse in



general, and then to the discourse conventions of particular conventions. McLeod (1992) gave an example of literature to clarify the notion of discourse communities; he explained that the present tense is used when quoting literary figures from the past as in “Shakespeare says” because the poet’s words are not of particular age but for all time. However, Gibbon, who was cited in McLeod’s book, gave another example, he pointed out that when writing about history the past tense is used because those who wrote all the words should not be taken by historians to be ageless, but must be considered in the context of time in which they wrote. In the curriculum, the discussed approach presents itself in two ways: the freshman writing course that aims at introducing students to the features of academic discourse, and writing intensive course that focuses on the methods of proof for particular discourse community. The best known program using this approach was established by Elaine Maimon at Beaver College (p.4).

McLeod (1992) viewed writing across the curriculum as a comprehensive program that transforms not only the curriculum but it encourages writing to learn and learning to write in all disciplines. Besides, a WAC program needs a strong administrative support and has to be a bottom-up phenomenon among few committed faculties before growing and being expanded among other ones (p.4).

For Peterson (2010), the writing across the curriculum movement has a main goal which is the dispersal of writing throughout undergraduate education. This goal has both practical and theoretical reasons. For the practical ones, Peterson (2010) gave an example about the English department which assume that writing skills learned in freshman English need reinforcement. The theoretical reasons an example was given about writing which is considered as a mode of learning and undergraduate education need to introduce students to conventions of thinking and writing in various disciplines (p.43).

### **3.2. Students' Reaction towards the Rules of Writing**

Writers as well as students have to use some standard writing conventions to enhance their writing and to make their papers easy to read and understand. These writing conventions include spelling which should be correct on all words, punctuation must be smooth and guides the reader through the paper, capitalization should be used appropriately, grammar has to be used correctly, and paragraphing which should reinforce organization. These conventions are considered as the mechanics of a good and an effective piece of academic writing.

For Peha, who published an article in 2003, the term “conventions” refers to punctuation, spelling and grammar, the writer must pay a serious attention to these conventions when writing. For him, writing correctly is a hard mechanical process which demands lots of human thoughts and efforts. He explained that these writing rules are a kind of agreements between people in a society as to how written communication will be interpreted when it is read. These agreements appeared officially between the 18<sup>th</sup> and the 19<sup>th</sup> centuries and they are still in a continuous change; many rules change depending on who publishes the final copy. According to Peha (2003), there are two main reasons why one’s writing may be regarded as incorrect to the readers: the first one is when readers encounter what they think are mistakes; they will find it hard to read the piece of writing which may lead them to misinterpret something for being confused, and even if they can figure out the message conveyed, the time and the efforts they have been spending during the process will take away their enjoyment. The second reason is when the writing contains some errors this will lead readers to have a negative judgment on the writer’s ideas. Besides, Peha pointed out that there is a common perception in the society which is people who do not write correctly are not very smart and that not worth listening to. That is why writers have to be aware of these prejudices.

According to Thonney (2011), there are some linguistic scholars including Swales, MacDonald, Bazerman, and Biber, who believe that teaching writing conventions to students is of great benefits. Birkenstein and Graff, cited in Thoney's book, agreed by claiming that by teaching conventional ways to introduce topics, and organizing instruments we provide "a valuable tool for clarifying academic mysteries to large numbers of students". In fact, Wilder and Wolf proved that students who were explicitly taught language conventions in a Literature course wrote better essays and show a better enjoyment during the course than those who have received no instruction in writing conventions (p.374).

In an article published on the Internet entitled "All Writing Conventions Recipes", many experts gave their points of views about writing conventions such as Culham who said: "When students let the reader know to pause or stop at punctuation, it's a head nod. When they use accurate spelling, it's a big smile. A capital letter used correctly is the equivalent of direct eye contact that urges the reader to keep going. When conventions are used incorrectly, or not at all, it baffles the reader". Koralek and Collins claimed that:" Children use writing to share information with others. By watching an adult write, they are introduced to the conventions of writing." In the same article, it was mentioned that students benefit a lot from an explicit instruction of writing conventions including punctuation, capitalization rules, and letter formation. There is also an effective tool called "Modelling" that teachers use to verbalize their thought while teaching writing conventions as well as some statements to use when modelling such as:" I know that I need to put a capital letter here because I'm starting a new sentence". One effective way to assess students' writing conventions is to look at their writing; teachers can observe students' use of punctuation, capitalization, and spacing.

Lee (2010) pointed out that researches on the students perspective on feedback have started only in the 1990's, and recently , according to Hyland (2006), who was cited in Lee's book, there has been a research that examined the complexities involved in the issues of feedback by examining the context that surrounds it. Hyland (2006) explains that feedback exists between teachers and students in particular cultural, institutional, and inter-personal contexts, and students' responses are affected by different aspects of these contexts. The findings as it was reported by Ferris (1995) and Hyland (1998), suggest that L2 students believe that the teacher's feedback is useful and can help them improve their writing, and that they prefer teachers to focus more on local than global issues ( Cohen, 1987; Hedgcock & Lefkowitz, 1994, p.145).

According to Mahfoodh (2011) a written feedback is crucial to students' growth as writers. In fact it is considered as one of the most fundamental components of ESL/EFL writing-centred classrooms. It is also seen as an effective and the best way for communication with each student as one-to-one basis. Furthermore, written feedback raises students' writers' awareness of the reader's expectations (p.14).

Therefore, the writing conventions are regarded as a set of generally accepted standards for written English; it teaches the fundamentals by asking students to write on their own experiences as writers. So learners have to become familiar with these writing rules, use them accurately in their writing, and most importantly they should know that each type of writing has its own writing conventions.

### **3.3 Writing in Other Disciplines**

Writing is a means of communication, of learning, and of thinking. Throughout their professional career, students will realize the importance of writing outside the English classes. They will learn that every discipline has its own approach to writing, and its own conventions

which differ from one discipline to another. By writing in all the disciplines, students will improve their writing competence and learn the concepts, and the context of each discipline. Above all, they will notice and acquire the value of writing across the disciplines. Teachers are, hence, required to find ideas and effective ways to connect writing into the other subjects.

For Daniels, Zemelman, and Steineke who published an article in 2007 entitled “Content-Area Writing” the ability to write is essential for students in every subject area, and since writing is considered as the most powerful and efficient tool that teachers use to help students connect with content and expand their understanding of it . They claim that with writing students learn better, retain more, meet content, develop their writing skills, and deal with any test with confidence.

Murray stated in her PhD dissertation that writing across the disciplines is beneficial to all students because it reinforces the importance of an effective communication. As nowadays students write more than the previous generations through e-mail, instant messages, and texting, they have to become effective writers especially that technology is progressing every day. Besides, recent research insists on making students write every day in every subject as writing is considered as a tool of high level thinking. Murray gave the example of effective social studies teachers who support writing instruction in their curriculum because it helps and develops the students’ understanding of history, geography, civics, government, and economics. Thus, those teachers are not teaching writing as a separate subject, but as a tool to teach their subjects better (p.1).

Teachers have to integrate writing into other disciplines, even though this integration seems difficult and time consuming, they have to do it and they need a program to do so. The four language skills overlap all together; however, in the past writing was taught separately from the

other ones. In fact, instructors made rarely the connection between the four. For instance, the reading-writing relationship research found that reading affects writing and vice versa. According to an article written by Brummit-Yale (2011), research has found that reading intensively helps students become effective writers; it helps students to learn text structures and language that they can transfer later on in their writing. The advantage of writing is that it provides learners with prior knowledge they need. Since writing is the act of transmitting knowledge into print, students must have information to share before they began to write, that is why reading plays a major role in writing. There are some techniques mentioned in Brummitt -Yale's articles (2011), which collaborate efficiently in connecting reading to writing and which reinforce development of literacy skills:

- One of the most efficient ways to use the relationship between reading and writing is to get students involved in a specific genre. So first, teachers must identify a given genre and then they have to study this genre with their students from the reading and the writing perspectives which means by paying an important focus on its structure and language as well as on its reading skills including phonetic and comprehension. Once this step is achieved; students will start writing in this genre, and while they are writing, teachers should help them to apply what they have learned from reading genre specific texts to guide their compositions. By doing so repeatedly, students will not only acquire a solid and rich knowledge of the genre, but they will also strengthen their reading and writing skills.

Another successful way to enhance the relationship between reading and writing is to give students the choice in their reading and their writing experiences. Students learn better when they are motivated, that is why teachers should give their students the opportunity to select their own

books and their own topics. This is an encouraging method to improve their reading and writing skills.

According to Nordquist, The Carleton College started a cross-curricular program in early 1970 that encouraged faculty to use writing in their courses and eventually made conferences to train faculty in writing pedagogy and assessment strategies. These early programs were eventually joined by ambitious programs, funded by outside sources. Magnotto and Withaus (2008), cited in Nordquist's article, stated that:

“WAC pedagogies allow students to cross boundaries between textbook learning and practical application, between content mastery and disciplinary discourse, and between rhetoric of action and life experiences. Research shows those WAC pedagogies and the writing assignment they generate increase student engagement with the thought patterns and practices of a discipline”.

In the same context Peterson (2010) argues by pointing out that there are two main goals behind integrating writing into the content area. First, this integration helps reinforce the concepts; second, it helps improve the students' writing.

Anson (2009) pointed out in his worksheet that the growth of WAC appeared also as the dissatisfaction of teachers about their students' low level in writing in their subject area courses; they often turned angry to their English department or composition programs for not adequately preparing students to write. Anson (2009) suggested that writing must be central to learning within every discipline and must continue throughout each person's intellectual development.

According to Rogers and Abell (2007), there was a call in 1996 from The National Science Education Standards (NRC) for an interdisciplinary teaching across the disciplines as a method to

strengthen the students' learning. For Jacob (1989), cited in Rogers and Abell's book, this method of teaching involves a serious and a conscious effort to apply knowledge, principles, and values to more than one academic discipline; those disciplines are related through a central theme, issue, problem, process, topic or experience. Some researchers have found that by transferring some ideas and skills from different disciplines, teachers can maximize classroom time and reinforce concepts and skills across subjects (Collins, Brown and Newman, 1989), cited in the Reading Language Arts Center's article, the interdisciplinary/ cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as knowledge in other contexts.

Lodge (1986) talked about another connection in an article, which is the connecting of literature to composition. She explained that even if such a connection is seen as a fascinating topic, yet it is still complex and very difficult to trace; some doctoral studies, including Lodge (1986), found that the instruments used to measure this connection are few and inadequate. This interaction means that the student is required to write exactly as the writer but using his own language and ideas. Most of the time teachers attempt to realize this interaction between literature and students' composition by asking them three questions: "Did you read the novel/the poem? Did you understand it? And may be a third question may be asked: "What did you do with it?" This is this third question, which is rarely asked, which gets at the interaction between the text and the reader, and as Hodge pointed out, this third question interested first the researchers, and second the teachers who want literature becomes pleasurable and a lifelong experience for their students. Lodge claimed that there is only a minority of students who can write assignments explaining the analysis of a novel, poem, or a short story. By doing so, they have to pay attention to the style,



form, content and the organization of ideas as well as to the writing conventions; they have to respect all of these in order to attempt such a task.

However, the WAC movement brings some conflicts to provide a full understanding of the relationship between writing and the surrounding disciplines. Scholars such as Knoblauch and Brannon, cited in Anson's article, claimed that the efforts made to integrate writing into various academic disciplines appear to be nothing more than just programs in "grammar across the curriculum".

Many teachers as well as researchers appeared to disagree on the goals of WAC. For example, Herrington has shown that the faculties tend to fall into one the two groups with respect when integrating writing into courses. The first group views writing from the perspective of a school community, and it uses writing to foster the acquisition of knowledge and the development of intellect. The second group views writing from a disciplinary perspective. And its goal is to introduce students to the kinds of discourse expected of them in particular professions. Thus, the first group favors "writing to learn" whereas the second "learning to write". In his study of 15 pedagogical journals across the curriculum, Anson found that not only the number of published articles in these content-area journals has increased over the past twenty years, but also their focus has shifted from "learning to write" towards "writing to learn" (p.58).

### **3.4. Techniques of Knowledge Transfer**

Generally, knowledge transfer is defined as the key to transfer knowledge from one discipline to another; aims at examining whether or not students transfer different rhetorical strategies when completing writing assignments. Due to the complexity of writing, there are no exact or prescribed rules that ensure writing successfully in all the contexts; however, there are some techniques that

may help students to realize effectively the knowledge exchange across the disciplines. That is why a great importance has been given to the interdisciplinary approach which synthesizes more than one discipline; however, this approach provides many advantages as well as disadvantages as the interdisciplinary studies revealed.

From her study of transfer, Ford (2004), cited in Saenkhum's thesis (2007), revealed that in order to become successful writers in a new context, writers need to make reference to the familiar rhetorical strategies they have practised in previous texts. Therefore, students need to retain, review, and reproduce strategies learned in the previous context in order to apply skills from one context to another (p.8).

In addition to these rhetorical strategies, students need to possess, as Winterwod (1980) pointed out in Saenkhum's thesis, transferability of writing skills; that is to say, the writer's repertoire that includes both local and transferable skills. For the local skills, Winterwod (1980) that explained the writer has to deal with a given genre and involves his ability with vocabulary, special styles, and the specific tones that particular fields demand. The transferable skills, on the other hand, require the writer to deal with the basics of the writing including syntactic fluency, sense of audience, the ability to organize and the mechanics (p.9).

For Fartushenko (2012), an interdisciplinary approach can be defined as a curriculum structure in which the faculty integrates information, techniques, concepts, and theories from various disciplines in order to advance students' capacity to understand new issues, the word 'interdisciplinary' refers to a collaboration between various disciplines and visual communication design (p.2).

According to Jones (2010), the interdisciplinary method is considered nowadays as a key concept to the advancement of school curriculum at all levels; the concern now is to know whether

or not this approach is the best course for a curriculum. Newell and Green (1982), cited in Jones's book, have defined the interdisciplinary concept as: "inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights". Jones explained that the interdisciplinary approach differs from first the multidisciplinary one, which is concerned with the teaching of topics from more than one discipline in parallel to the other; second it cannot be considered as a cross disciplinary approach since the latter is about the cross of one discipline with the subject matter of another. In fact, the techniques involved in the interdisciplinary approach go beyond these two approaches because they allow student to see different perspectives, work in groups, and make the synthesizing of disciplines the main goal. Jones (2010) mentioned some advantages of the interdisciplinary approach such as expanding students understanding, achievement between all disciplines, and enhancing communication skills. However, the latter approach has also few disadvantages as integration confusion and time-consuming curriculum preparation (p.76).

Fartushenko (2012, p.5) conducted a research to find out how the integration of an interdisciplinary approach can effectively promotes the students' level as well as production. According to the survey results, all the participants believe that an interdisciplinary approach is of great benefit to learning.78% of the participants said that their program incorporates an interdisciplinary approach in its curriculum, whereas 10% of the participants expressed their concern towards implementing such an approach in the curriculum. Fartushenko summarizes the answers into five main categories:

1. Students improve conceptual and critical thinking. Such an approach provides students with a set of tools with which they can communicate, so they become

better thinkers, conceptually and technically, when they are pushed into diverse directions.

2. Students have a better perspective of design as an interdisciplinary subject. This means that incorporating interdisciplinary thinking, theory and skills gives students the opportunity to move into a range of disciplines in design, since design like discipline is situated at the boundaries of diverse disciplines.
3. Students develop skills that are transferable across the disciplines. Being exposed to more than one discipline, students have the chance to brainstorm solutions with other disciplines, and thus gain a broad perspective on how disciplines are related to each other.
4. Students become better designers. An interdisciplinary approach is very helpful in creating good designers. To design is to create an experience, and what will distinguish students as creative and good designers is the additional learning outside of their discipline.
5. Students can be more motivated if working on interdisciplinary projects. The interdisciplinary method can also be very motivating for students to carry out projects. Students learn different ways of thinking and how to work more efficiently to create effective design work, whereas individually or with others.

To Jones (2010), the interdisciplinary approach has been used in many ways and at all levels of education, and is still becoming more and more popular. Duerr (2008), cited in Jones's book, argues on the importance of the interdisciplinary approach in the life of the student by stating that: "With interdisciplinary instruction, students can become more involved in their learning and

teachers can work toward eliminating discipline lines. Students can become independent, confident individuals who ‘learn how to learn’ and develop lifelong learning skills” (p.75).

Among the techniques used to transfer knowledge across all disciplines there is one called “team teaching” that scholars debate about whether or not this method can be considered as the best technique for students’ progress? Jones (2010) claimed that this technique is often integrated within the interdisciplinary approach. Team-teaching is a technique in which teachers from multiple disciplines work with each other to design a curriculum, instruct the class, and arrange team of students for time periods that can possibly extend to more than one year. This idea seemed great at first, but having more than one teacher created some problems in the sharing of responsibilities. In this context, some writers, cited in Jones’s book, were mentioned, like Richards who argues by quoting:

“Team-taught courses that lay a claim to interdisciplinary often fail to achieve their objectives precisely because the individual members of the instructional team themselves never really begin to understand their common concerns in a fashion that may properly be called interdisciplinary...team teaching is a poor vehicle for interdisciplinary undergraduate education” (2002, p. 16).

Klein (2002), also cited in Jones’s book, warns that team teaching can be associated with some problems such as: lack of sufficient time for collaboration work, overlapping roles, lack of training in group, territorial and status conflicts, and inadequate funding. Although the shortcomings of the team-teaching method, Jones declared that it remains still a popular approach with many benefits (p.77).

Boyer and Bishop (2004), cited in Jones’s book, made a study titled “Young Adolescent Voices” in which 77 students from three middle schools were asked about their interdisciplinary

team program. Boyer and Bishop (2004) found that interdisciplinary teaming does not only had a positive effect on students learning, but also inhibited personal growth; students learn tolerance for each other as well as leadership and collaboration skills. The results of this study have shown that the majority of students found the team- teaching experience very beneficial. The interdisciplinary approach used in Boyer and Bishop’s study (2004), was seen as a unique method since in implemented a technique in which students learned to be teachers by connecting with peers of other grades. For example, an eighth grade student gave his opinion about the program by saying : “ We are a six, seven, and eighth grade team which is very important because the younger students can get help from the older students and the older students can take a large leadership role on the team. . . we stick together and work together”. An eighth grade other girl was asked about the benefits she found within this approach, she replied that the interdisciplinary approach inhibits personal grown through team teaching, another one concludes by saying: “It’s helped me to be a better people person I think and to communicate better”. Thus, such a method deserves to shed light on the true benefits it have on the students’ progression; they felt that working in teams gave them a sense of community and gained a sense of personal growth. Many other interdisciplinary techniques are developed, not as much consideration given to team teaching, but they are developed with regard to their methods of pedagogy (p.77).

Peterson (2010) suggested another technique which may be useful. She declared that the freshman English course can provide a major component of comprehensive writing program and if it is well conceived, it can, then, become the basis for subsequent WAC efforts. In general and in all institutions, she explained, freshman English course asks students either to read literary texts and write about them, then it represents writing as training in literary criticism, or it asks students to read and write contemporary prose forms such as the autobiographical essay, the character

sketch, the cultural critique...etc, then it provides an introduction to nonfiction writing. However, if freshman English course asks students to read and write various academic genres, it may then provide a foundation for writing in the disciplines. Peterson (2010) considers this technique very efficient and important for both undergraduates who plan for their advanced work, and also for students who are less prepared and who need a general introduction to the feature of academic discourse. Walwood, cited in Peterson's book, suggested that the English Departments should take a broad view at the English freshman course that includes linguistic, rhetorical, and textual studies (p.43).

In another book, Peterson (2007) discussed the concept of teaching content with the help of WAC, she mentioned Simpson (2003) who explained that "writing not only facilitates the learning of content-area concepts but also engages students in high thinking and reasoning processes" (p.155).

Peterson (2007) declared that content area classrooms are ideal for helping students to develop as writers and as content learners. When teaching writing, teachers help students reinforce and build on their content understanding, and since content concepts are taught, students will be creating pools of knowledge that they can use when they write. For example, if students are asked to write about any topic they choose, using different genres that may seem appropriate for the topic, use their imagination, knowledge, and interest, so this means that students will incorporate what they have learned during the unit. So students have enough time to explore the content knowledge that they have learned and they may connect it to their own experiences, observations, and understandings of the world in ways that make sense to them. Peterson (2007) discussed the content area subjects by pointing out that they provide real-life questions and topics as well as authentic contexts for students writing. In science classes, for example, students may create an

advertisement for a model solar heating device they have designed and constructed. In social studies classes, their writing may take the form of a diary of someone who lived during a specific period of time addressed in the curriculum. Even in subject areas that are not typically associated with writing, topics and contexts can be found. For instance, in music classes, students may write a biography of a musical instrument, describing its history, construction, and use (p.4).

In 2001, Hammond and Austin, also, gave their opinion by explaining that one of the main goals of schools is to help students transfer the knowledge out to new situations. Another kind of transfer occurs when students take what they have learned in a given situation and apply it to another one with the same level of complexity. For example, students can transfer an idea from one situation and use it to a new similar context. In 1960, Bruner claimed that teachers can help students use their knowledge across the disciplines through three ways: by providing a context for the subject matter, capitalize general principles, and encouraging the understanding of structures that link subject matter knowledge together. These three principles influence both learning and transfer (p.194).

The International Reading Association published an interesting article in which it discussed practical methods that may be applied to help students become efficient writers. The writing process encourages learners first to write in a variety of genres, second it develops their creativity, and third it incorporates the writing conventions. This process, according to this association, can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards.

Most of the time, students fail to transfer writing conventions as well as rhetorical strategies towards other subjects. This failure as some studies have revealed, occurred because students



consider writing in other contexts to be different from what they previously had experienced. In 1989, McCarthy and Dhoney-Farina conducted a study about similar writing tasks in different contexts, McCarthy stated about her subject called "Dave" "A College Student writing across the Curriculum":

"As I followed Dave from on class to another, I came to see him, as he made his journey from one discipline to another, as a stranger in strange lands. In each new class, Dave believed that the writing he was doing was totally unlike anything he had done before"

McCarthy and Dhoney-Farina explained that Dave was incapable of transferring strategies he learned from his freshman composition course towards other disciplines such as Biology and Poetry. They stated that:" as students go from one classroom to another, they are presented with new speech situations, and they must determine what constitutes appropriate ways of speaking and writing in each new territory" (p.10).

### **3.5. Features to be Transferred across the Disciplines**

How do students transfer skills, knowledge and rules from one discipline to another? And how can teachers contribute to realize such a transfer? The point is whether or not students are capable of transferring what they have learned in the writing course to a wide variety of contexts outside that course.

According to Hammond and Austin (2000,p 190), there are some conditions that promote that transfer, and therefore teachers have to find out what conditions are needed for knowledge and skills learned in one context to be applied in a new situation. Most of the time, the transfer does not occur when students learned new information in a specific way or in particular context.

For instance, in a quiz, students may memorize new vocabulary words but they cannot use these words in their writing, they may also conjugate verbs in the L2 but they do not know how to use them appropriately. Researchers have found out a number of factors that influence the learners' ability to understand and apply the new language:

- The nature of the initial learning experience.
- The contexts for both the initial learning and the new situation to which it may apply.
- The ability of learners to see similarities and differences across situations.
- Learners' meta-cognitive abilities to reflect on and monitor their own learning.

Teachers from different academic disciplines will give their students different assignments to write and expect from them different things as writers. According to Thomas's article, there are some basic principles which occur in different academic disciplines:

- The purpose of academic writing is to communicate and generate new knowledge and new ideas.

Academic writers examine their sources carefully for their appropriateness for the writer's goals and objectives.

Students are asked to write several assignments depending on the subject represented in essays, laboratory reports, book reviews, diaries, research proposals...etc. rhetorical functions are of a great importance in academic writing

Among the important features that must be transferred there are rules of grammar. Grammar and writing are extremely linked, and they actually overlap. Villanueva (1993) declared in a

website article that: “Grammar is the structural foundation of our ability to express ourselves”; teaching grammar as an isolated subject does not automatically develop good writers, that is why grammar must be connected to writing.

Nordquist (2011) declared that grammar is important because it names the types of words and word and word groups that make up sentences not only in English but in all languages. Among the several types of grammar, there are two types that Nordquist focused on, both concerned with rules, which are descriptive grammar and prescriptive one. Specialists in the former type examine rules or patterns that underlie our use of words, phrases, clauses and sentences. In contrast, prescriptive grammarians as teachers and editors try to enforce rules about what they believe to be correct uses of language.

According to Chin (2010), research strongly suggests that the most beneficial way of helping students to improve their mastery of grammar is to use students' writing as the basis for discussing grammatical concepts. Researchers as Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962, cited in Chin's article, agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills. Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning.

Research conducted since the early 1960s by Braddock, Hillocks and others, shows that grammar instruction that is separate from writing instruction does not improve students' writing competence. In addition, research indicates that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Other detailed studies about students' writing, as the one of Shaughnessy (1977), conclude that teachers encourage students to examine grammatical errors in their own writing. She also cautions teachers not to overemphasize

grammatical terminology to the detriment of students' ability to understand and apply the concepts. Likewise, Weaver (1998) proposes a similar approach to teaching grammar in the context of writing. She writes, "What all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing" .Weaver (1998) proposes five grammatical concepts that enable writers to show improvement in sentence revision, style, and editing. She named these grammatical concepts "A maximum of grammar for maximum benefits", and which are:

1. Teaching concepts on subject, verb, sentence, clause, phrase, and related concepts for editing.
2. Teaching style though sentence combining and sentence generating.
3. Teaching sentence sense through the manipulation of syntactic elements.
4. Teaching both the power of dialects and the dialects of power.
5. Teaching punctuation and mechanics for convention, clarity and style.

So teachers must give a major priority to teach the grammatical elements that most affect the students' writing, they should also pay attention and show sensibility to individual students' readiness to learn and apply grammatical concepts.

Concerning the strategies that teachers may use to teach grammar in the context of writing, there are plenty. For example, to help students revise boring, monotonous sentences, teachers might ask students to read their writing aloud to classmates. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are". Both the student and the teacher can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision. Teachers can also help students edit from passive voice to active

voice. In groups, students can exchange papers and look for verbs that often signal the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence. The student writer can then decide which voice is most effective and appropriate for the writing purpose and audience. Teachers may use another effective technique which is helping students to become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another one for punctuation errors. Collaborating with classmates in peer editing groups helps students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication. As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Such strategies, claimed Weaver (1998), are all valuable methods for incorporating grammar into writing instruction.

### **3.6. Activities Designed for Improving Students' Transfer at the Academic Level**

Effective writing activities can help students to learn any type of content better. There are some activities that we think need to be implemented into the curriculum and reinforce the students' production of any type of assignments. The following discussed activities and examples may help teachers to design a sample of activities that they may incorporate into their courses, a part from the writing one.

Kautzer published an article in 2004 and discussed some basic activities that are designed to help students understand the content and specialized vocabulary of a particular subject. The Marshall University website stated that WAC is “Created to reinforce writing skills in classes outside of English composition, this academic movement engages students directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning”. The appropriate activities, according to Kautzer (2004), are:

- Describing an object: this activity aims at putting writing across the curriculum into practice. Teachers may ask students to write about an oriole’s nest for science, a carved African mask for geography, or a Peruvian flute for music.
- Informative writing is suited as well for WAC. Students may read about historical events, a scientific discovery and then write essays or articles about them.
- Narratives activities which is a good opportunity for students since they write a personal narrative about an emotional event. After reading about an exciting event, students then synthesize and personalize the information in order to write a first-person narrative. Students may choose to write about Albert Einstein (science), Joan of Arc (history), George Frideric Handel (music)...etc. this exercise develops critical thinking and skills.
- These kinds of exercises have some advantages on students’ production. First, WAC exercises increase students’ knowledge of their subject matter. Before writing any assignment, students are supposed to read to gain some information; and thus, while reading they are brainstorming at the same time, and that increases their understanding of the topic. Second, it makes the writing

assignment seem simple and easy. For example, instead of writing assignment about history and another one about literature, students can combine the two in one assignment.

Likewise Kellner (2011) declared about the classroom activities that:

“By incorporating informal writing into your course (as an in-class activity or as homework), you can help students come to a deeper understanding of the course material and you can gain insight into what you students are (and are not) learning.

In 2011, Rubin as well suggested series of classroom activities that may help students such as:

- **Reflective writing:** to help students understand and apply course content, teachers may ask students to complete short informal writing assignments in which they take a key word or idea from their reading and relate it to their personal experiences.
- **Passing Notes in Class:** this activity offers an informal writing opportunity for students to identify, interrogate, and develop things they did and did not understand about the content of the course. Before the beginning of class, teachers may ask every student to post a question or write a note asking about some aspect of the course about which they are unclear. Then, in pairs students can answer questions, use the questions as a jumping off point for class discussions, or post supplemental materials based on questions students raise.
- **Believing and Doubting:** This activity is a good way to get students to move beyond simple “either/or” binaries in their reading. By working in small groups or individually, students identify the main reasons of a course reading and try to outline

three reasons they believe it is and three other ones they doubt it. By doing so, teachers encourage students to think more analytically and complexly.

To land a helping hand for teachers as well as for students, The McGraw-Hill companies published an interesting article in 2005 and suggest some daily writing activities that can easily incorporated in any content-area:

- As a start point, teachers should start on Monday using Perspective Writing. In their instruction, teachers choose a topic in their discipline that can be considered from multiple perspectives. This prompt student to describe compares it with something else, associate it with something, analyze it, discuss it, and argue for it or against it. For the topic, teachers have multiple of choices: The American Revolution in social studies, global warming in science, a literary selection in literature....etc.
- On Tuesday, teachers move to the Focused Free writing by choosing an appropriate topic and encouraged students to write nonstop for 10-15 minutes. Then, teachers record all the interesting thoughts that are connected to the topic, even stimulating questions, misinformation that students may have about the topic should emerge, that is why teachers should follow each step of the discussion.
- For Wednesday, a Visualization Exercises is recommended to end with. Teachers provide students with visual prompt such as an illustration in a text, and encourage students to imagine themselves being transported into that visual; on papers students describe what they see, hear, taste, touch and smell when imagining themselves.

The English Language Arts Resources published an article about the appropriate activities that can be included in the content area; these activities are recommended by Cruz in 2011. First, a think-pair-share which is a quick activity that can be used when introducing a lesson, checking for



comprehension, or helping students reviewing materials. This activity asks students to respond individually, share the response with a partner, and then discuss responses as a whole class. Another activity called collaborative note taking can be especially helpful for difficult texts since students are instructed to read texts in class and after the reading students write down the main points and discuss their responses with the class, and add the missed information.

The use of journals is also seen as a useful activity. Christenbury (2000), cited in the same article, identifies several types of journals which may be used with students in order to increase fluency as well as work with course material:

- Personal journals which tend to be introspective.
- Writers' journals where students can record writing ideas.
- Dialogue journals where students wrote on one side of the page with space left on the back for another student or the teacher to write back.

In 2008, Shults gave some tips to make students write right in the content area. As some content-area teachers claimed that they are not motivated to the task of teaching writing since their field of expertise may be history, culture, mathematics, so they are expert only in the type of writing required in their respective disciplines. These suggestions may encourage more content area teachers to include more writing in their curriculum:

1. Writing products allow teachers to see into the minds of their students.
2. Teachers should choose an array of writing assignment that is relevant to the teacher content and to their classroom practices.
3. Teachers should reduce the assessment anxieties by using rubrics; teachers wonder if they should stop at every grammar, spelling and sentence structure mistakes, because

sometimes they missed some of them that is way they are encouraged to infuse writing into their classroom practices. A rubric allows teachers to determine the essential criteria of an assignment.

4. Teachers should form a collaborative partnership with a language arts teacher.
5. It important for students to learn how to use tools for making citation pages, especially when students write a product derived from a research.
6. In their teaching, teachers should provide their students with lots of models to make their final product resemble these models.

Among the main features to be transferred as well, there are the reporting verbs that are used in the academic writing. Since it is important to present an argument logically and cohesively, writers and students are required to:

1. Comment on someone’s work.
2. Agree or disagree with someone else’s study.
3. Evaluate someone’s ideas.

In 2010, The Writing Centre tries to facilitate the function of the reporting verbs by summarizing them in a table, some of these verbs are weak and others are strong with accordance to their meaning in context, what verbs are followed by a preposition and which ones are followed by a noun:

<b>Reporting verbs</b>	<b>Weaker position</b>	<b>Neutral position</b>	<b>Stronger position</b>
Addition		Adds	
Advice		Advices	
Agreement	Admits, concedes	Accepts, acknowledges, agrees,	Applauds, congratulates, praises

		concur, confirms, recognises	
Argument and Persuasion	Apologises	Assures, encourages, interprets, justifies	Argues, convinces, proves, promises, threatens, warns
Believing	Guesses, hopes, imagines	Believes, claims, declares, expresses,	Guarantees, insists, asserts
Conclusion		Concludes, discovers, realises	
Disagreement and questioning	Doubts, questions	Challenges, debates, disagrees, requests	Accuses, attacks, complains, objects to, opposes, rejects
Discussion	Comments	Discusses, explores	reasons
Emphasis			Accentuates, emphasises, stresses
Evaluation and examination		Analyses, contrasts, considers, examines	
Explanation		Articulates, clarifies, explains	
Presentation	Confuses	Comments, defines, describes, identifies, informs, implies, states, tells, uses, outlines, lists	Announces, promises
Suggestion	Speculates, intimates	Advises, hypothesises, proposes	Asserts, recommends, urges

### Common Reporting Verbs for Academic Writing (p.2)

According to Bloch (2010), L2 writers face often problems with the issues involved in choosing a reporting verb since their primary concern is to vary their vocabulary, so they may substitute one reporting verb for another without paying attention to how much this substitution can affect their academic writing. Hyland (1991), cited in Bloch's book, explained that there are a number of cultural and developmental reasons for this problem: one reason is that students are not

often taught how to express clearly their opinion regarding these claims; the effective use of the reporting verbs represents a complex rhetorical problem for writers using a second language (p.221).

To make their writing coherent and unified, students have to use some connectors to link the sentences together in a whole piece easy to follow and to understand. These connectors are known as cohesive devices and are also among the important features to be transferred. According to Scollon and Wong Scollon (2003), nor linguists or sociolinguists attempt to make a complete list of all the lexical and grammatical cohesive devices, however, students have to learn the most important ones to use them as a tie in their writing such as:

1. Reference: is one of the most frequently cohesive devices used. It is impossible to imagine a sentence which does not make reference in some form. In addition to pronouns, the use of the definite article “the” is frequently used for discourse cohesion. Scollon and Won Scollon gave an example in the following sentence: “Do you have the minutes?” the article “the” makes reference back to the minutes both participants know what they are talking about.
2. Verb forms: all languages have some differences in verb forms which are used to make cohesion. In English, it is the tense which carries out this function, the example given above about the minutes takes place in the present and this use of tense is maintain across all the exchange. If the speakers had used different tenses, it would make a contrast and a violation of cohesion.
3. Conjunction: Scollon and Won Scollon (2003) focused on conjunction because of two main reasons. First, conjunctions are taught widely within the instruction of teaching English as a foreign language, therefore, students are somehow familiar with them.

Second, in many research studies, conjunctions have been found to be problematic as in the study where researchers found that conjunctions like “but” and “and” were used in such a way of confusion and incoherence in the overall structure of the lectures given by Korean, Japanese, and Chinese speakers of English. Conjunctions are defined as lexical items which are placed between two clauses to show the relationship between these clauses.

Halliday and Hassan (1976) identified four types of conjunction of clauses in English:

- Additive which are typically marked with “and”.
- Adversative marked with “but”.
- Clausal marked with “because” or “so”.
- Temporal markers such as “and then”.

The Centre for Academic Success published a website article in 2011 and suggests other types of cohesive devices that can be used between phrases and words to guide the readers through the writing. A good use of these devices will make the writing easy to follow whereas a bad one will affect the writing and make it difficult to follow. The Centre for Academic Success grouped those words and phrases as follows:

- **Listing:** first, second, finally, to begin, to conclude, next.
- **Giving examples:** for example, for instance, as follows, namely, in other words.
- **Generalising:** in general, generally, on the whole, as a rule, in most cases, usually.
- **Reinforcement:** also, furthermore, moreover, what is more, in addition, besides, above all, as well (as), not only but also, in the same way.

- **Result/consequence:** so, therefore, as a result, accordingly, thus, hence, because of this, for this/ that reason, so that, in that case, under these circumstances.
- **Highlighting:** in particular, particularly, especially, mainly.
- **Reformulation:** in other words, rather, to put it more simply.
- **Similarity:** equally, likewise, similarly, correspondingly, in the same way.
- **Expressing an alternative:** alternatively, rather, on the other hand, the alternative is, another possibility would be.
- **Concession:** however, even though, however, nevertheless, still, yet.
- **Summary:** in conclusion, to conclude, in brief, to summarise, overall, therefore.

Students are also concerned with two important features that play a great impact on their writing across the disciplines; these ones are punctuation and capitalization. Teachers must devote much of their time teaching rules of punctuation and capitalization, students have to understand that rules of punctuation play a vital role on the meaning of sentences, and thus, a correct punctuation is essential for an effective piece of writing. The basic punctuation rules are: the use of commas, dashes, apostrophes, quotation marks, parentheses, colons, semi colons, hyphens, exclamation marks, full stops, and question marks. Students must learn the punctuation rules appropriately and have to be familiar with them. Teachers on the other hand can help them by given lots of practice in the classroom so that they become systematic to the students' minds.

Generally, students obey and know only one rule of capitalization which is to capitalize the first letter of the first word in each sentence they write, but, there are some other rules that must be respected too. For instance, the College of Education Writing Studio published an article about what should be capitalized and what should not. It is a necessity for students to capitalize: proper

names, the official titles of a person, titles of books or articles, months, days of the week, geographic names and regions, names of languages and nationalities. Teachers should as well teach them what they must not capitalized in order to make them distinguish between the two and to help them write correctly in all the disciplines they are taking, as in: seasons even when refereeing to a semester, common names of plants or animals, names of majors or disciplines unless a specific course r degree is being referred to, and words or abbreviations when they are not part of an official name. Likewise, teachers must incorporate lots of practice concerning the rules of capitalization and help students learn them as a part of their instruction, and even in writing in other disciplines, they will convey the rules correctly and effectively.

## **Conclusion**

Throughout this chapter, we tried to define what is meant exactly by the concept of “writing across the curriculum” and what impacts of implementing the WAC programs have on the learners’ writing. We tried in this chapter to know if linking writing to other disciplines can lead to an effective transfer of the writing rules.

In our discussion, we attempted to unveil the advantages behind integrating writing in other disciplines, and if this integration can help students write effectively in every subject area. To do so, we shed some light on the most different and helpful strategies that if students apply them correctly, the transfer of the writing rules across the disciplines will be correct and effective.

Last but not least, we discussed in this chapter the most important features that students must transfer from one subject to another. In fact, if the rules of transferring are respected, the transfer will be successful and correct, and the students’ writing production will be satisfying. We

also recommended some pedagogical activities that should be taking into account and implemented in the curriculum, for their pedagogical help for students.



## **Chapter Four**

### **Research Design and Methodology**

#### **Introduction**

The purpose of this chapter is to describe the general research design and methodology where the present study has been carried out. Some important research components, the researcher follows, are described such as the setting, the participants and the methods. The method section describes our two major sources of information. Besides, it explains the procedures we have followed to collect and analyze our data. It includes the presentation and the analysis of data obtained from a questionnaire, a main research tool used in this study, plus a corpus based study which is an examination and observations of the students' exam papers in four modules namely: Written Expression, Linguistics, Literature and Culture, in order to detect a possible transfer of the writing conventions across the disciplines.

The analysis of both the questionnaire and the examination will allow us to build our viewpoints about how writing across the curriculum is seen and undertaken in the Department of Letters and the English Language at the University of Frères Mentouri (Constantine). Then, we will build our own suggestions and recommendations concerning the teaching of writing and the use of some efficient techniques that might be taught to students in order to enhance their writing ability and to help them transfer successfully the writing conventions across all the disciplines.

## **4.1 Research Design**

The global aim of this research, as stated earlier, is to investigate whether students transfer their knowledge towards other disciplines, and if teachers may solve this problem by giving them the appropriate tools to make this transfer possible and successful; thus, our work will mainly have a descriptive shape before a statistical one. Hence, to achieve such a goal, the present research calls for two research paradigms: a qualitative approach and a quantitative one; despite their apparent differences, qualitative and quantitative approaches could be interrelated in carrying out the same study.

### **4.1.1 Qualitative Research**

Generally speaking qualitative research is said to be more descriptive rather than statistical; it has a long history as a method used in a number of fields such as: sociology, anthropology, education, and further contexts. It is used chiefly to gain an in-depth view concerning people's attitudes, behaviors, concerns, motivations, aspirations, culture or lifestyles. This kind of research is mainly concerned with describing the nature or condition and the degree in detail of certain situations; more exactly, to describe the nature of a situation, as it exists at the time of the study and to explore the causes of a particular phenomenon as Hakim pointed out in 2000. The main aim of a descriptive research is to obtain an accurate profile of the people, events or situations. Scholars suggested many definitions to the qualitative research as Denzin and Lincoln (2000), cited in Ospina's article book in 2003, who claimed that qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them".

In 2002, Shank, also cited in the same article, defined as well the qualitative research as “a form of systematic empirical inquiry into meaning”. By systematic Shank means “planned, ordered and public”, which means following some rules agreed that have been upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience, and by inquiry into means Shank means that researchers try to understand how others make sense of their experience.

According to Ospina (2003), there are many advantages behind doing a qualitative research, these advantages include:

- Flexibility to follow unexpected ideas during research and explore processes effectively.
- Sensitivity to contextual factors.
- Ability to study symbolic dimensions and social meaning.

As far as second language research is concerned, qualitative research has become recently widely used depending on investigations’ scopes as Brown pointed out in 2004. On the light of the above discussion, the present research is carried out to detect whether or not there is a transfer among the disciplines since all of them require a written form, or more exactly an effective transfer of the writing rules from the written expression module towards other modules.

#### **4.1.2 Quantitative Research**

Unlike qualitative research, quantitative method seems to have another research scope that will be clarified in this section. Quantitative research is said to be a formal, objective, systematic process in which numerical data are used to obtain information about information as Burns and Grove defined it in an article published in 2005.

Like qualitative research, lots of researchers give different definitions to quantitative research; thus, as it was cited in Sukamolson's PhD (2007), quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology. Cohen (1980) in his turn defines the quantitative research as a social research that employs empirical methods and empirical statements. According to Cohen (1980), cited as well in Sukamolson's PhD, the quantitative research is a social research that employs empirical methods and empirical statements. He explained that an empirical statement refers to a descriptive statement about what is the case in the real world rather than what ought to be the case. Typically, empirical statements are expressed in numerical terms.

A very explicit definition of the quantitative research has been given by Creswell (1993); he claimed that this type of research is concerned with collecting data that are analyzed using mathematical methods (p.233).

Usually, as Hopkins stated in 2000, quantitative research tends to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population; quantitative research designs could be either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment) according to the purpose of the conducted study. It is frequently used to measure how many people feel, think or act in a particular way; such investigations tend to consist of large samples. Structured questionnaires are usually used as an appropriate tool to collect data adopting a quantitative approach. It has certain aspects to be followed when designing a quantitative study as Glesne and Peshkin explained in 1992; when adopting a quantitative approach, researchers attempt to arrive at outcomes that will

be generalized to other people or places through prudent sampling strategies and good experimental design.

In addition, objectivity seems to be the most important quality for quantitative researchers as it was indicated by Thomas in 2003. This sort of research has specific features that were summarized by Newman and Benz in 1998 as: generating a hypothesis that will be proved or disproved through numbers and statistics, specifying a defined population, establishing relationship between variables, and analyzing data deductively. As far as the present research purpose is concerned, quantitative approach is assumed to be really suitable in collecting the research data. Therefore, to know if a transfer of the writing rules exists among other disciplines or not one should use appropriate tools like questionnaire to know the teachers' opinions about writing across the disciplines. Henceforth, we conclude that while collecting the needed data to test the research hypothesis, we find it appropriate to follow both quantitative and qualitative procedure that fit the present investigation.

After introducing the research design, it seems logical to indicate our research setting which is considered as a crucial component in conducting any scientific research.

## **4.2 Research Setting**

In carrying out a research, it is worth importance to specify the environment or the place where it took place. The role of a research setting contributes chiefly in assuring the validity of a given study, as far as this idea is concerned, Bailey and Burch stated (2002) the following:

“Because environment-behavior relationships are determined by manipulating contingencies in these settings, the first step in conducting a study should be the selection of a setting where research is most

readily accomplished. Because the core of sound applied research is tight experimental control, any setting under consideration must guarantee this requirement at a minimum. The researcher will need to schedule observations at specific times, post signs in a certain place, have announcements made in a consistent manner, have staff carry out procedures in a special way, and so on”.

The present research took place in the Department of Letters and the English Language University of Frères Mentouri Constantine. The latter has an active and an important role in the academic and professional life of teachers, researchers, and students. Henceforth, our research is a corpus-based study and such type of study has been performed in order to answer the important research questions mainly concerned with the transfer of the writing rules towards other disciplines. Specifically, by analyzing a sample of 40 students’ exam papers in four modules, it should be possible to detect or not the existence of a possible transfer of the writing rules towards other modules. With such an analysis, we will be able to identify what kind of writing conventions students transfer more during their writings.

### **4.3 Research Participants**

Selecting a group of people to take part in a research is a fundamental step known as sample selection. Whatever the research approach used to collect data, the notion of choosing a sample is much recommended. According to Blaxter, Hughes and Tight (2001), in any research, one should give some considerations to the related issues of sampling and selection.

As far as the present research is concerned, we dealt with a sample of 40 second year students selected among a whole population of nearly 400 students studying English and attending second year classes in the English department at the University of Frères Mentouri Constantine. Our sample is made up of one Second year group (N°14); we selected four modules for gauging the transfer. These

modules are: Linguistics, Literature, Culture and Written Expression. The rationale behind selecting 2<sup>nd</sup> year is, as we believe, convincing since all the modules require the written form; students are required to write different assignments at the end of each term. We measure the students' writing performance in different modules, more exactly how they proceed to transfer knowledge acquired in written classes to other disciplines.

In other words, if we worked with first year students who are experiencing the university life for the first time, we would certainly find it inappropriate. Furthermore, 1<sup>st</sup> year students' writing production is not yet ready to be measured and evaluated; they are gradually developing their English background, trying to get familiarized with new structures, but they are not creative enough to be tested at this level. Therefore, all these pedagogical motives are, in our stance, a good reason for working with 2<sup>nd</sup> year groups and avoiding 1<sup>st</sup> year ones. Third year students, on the other hand, seem more mature and their English is undoubtedly better, their experience with university is surely rich; however, in the LMD system, 3<sup>rd</sup> year students are requested to prepare a memoire in the final semester as a basic requirement to get their diploma. For such reasons, 3<sup>rd</sup> year students are not invited to take part in this study. Therefore, 2<sup>nd</sup> year students is the most appropriate sample that fits the goal of our investigation which aims to indicate if there is a transfer of the writing conventions across the curriculum disciplines. The subjects are Algerian students i.e. their first language is Arabic which is entirely different from English from the structural point of view. These students use Arabic and French in their daily life; while in the classroom, English is the language of academic communication. Providing such a brief review of our sample seeks to introduce the research instruments used to collect the necessary data.

#### **4.4 Data Collection Tools**

It is worth to introduce the research instruments one uses in gathering data; the selection of instruments should fit the objective of the research. They usually serve as measurement tools and are of different types; self-report instruments, scales, or questionnaires. A research instrument must

be reliable; i.e., consistent and valid, to measure what it aims at. In 2001, Brewerton & Millward considered some aspects to select the suitable data collection tool to conduct a given research; the research instrument should be:

- Appropriate to the research purpose.
- Able to produce a form of data appropriate to test the research hypothesis and answer the research questions.
- Practicable given time, resource constraints and the feasibility of using it within a chosen or given context.
- Adequately piloting.
- Used appropriately, in the context of its original formulation and development.
- Reliable, valid, and relevant to the research scope.

In a research investigation, each variable needs to be measured separately. Because of this, a researcher may use more than one instrument according to the study focus. Thus, our research deals with more than one instrument. The aim of testing the research hypothesis and to find answers to the research questions, we have used two basic instruments; first, a questionnaire for teachers of the English Department (University of Frères Mentouri Constantine) to express their opinions about what extent students' writings in different modules reflect the rules taught in the written expression classroom; and second, an examination of the students' exam papers in four modules namely: Linguistics, Literature, Culture and Written Expression. The aim is to examine the students' performance in such modules.

#### **4.5 The Questionnaire**

The questionnaire is a widely used instrument to collect information from people. More frequently, it is designed to collect some specific information used for research work by scientists,



businesses, teachers, and linguists. According to Wilkinson and Birmingham (2003), the questionnaire is a research instrument made of a series of questions for the purpose of gathering information from respondents; they are often designed for statistical analysis of the responses; known to be cheap, flexible, structured, and effective tool of data gathering. For Coolican (1999), questionnaires are usually used in surveys and constructed for a specific research topic and tend to test for current opinion or patterns of behavior.

Concerning the administration of questionnaires, one may choose several ways as it was claimed by Blaxter, Hughes and Tight in 2001; questionnaires can be administered through a variety of ways; they can be sent by post to informants who would send back the responses, they can be administered over the telephone or handed out in a face-to-face context, and can also be sent via the Internet. As far as the questionnaire items are concerned, Cohen, Manion and Morrison (2000) restricted them to two types such as closed questions (like: dichotomous questions, multiple choice questions, rating scales) that prescribe a range of responses from which the respondent may choose, without adding any comment, remark, or feedback. On the other hand, there are open-questions that ask informants to write free responses using their own terms and explanation.

The first research instrument used in the present study is the questionnaire which was addressed to teachers of English of different modules. Its aim is to come close to the teachers' responses and see how they view the concept of 'writing across the curriculum' and to show how knowledge transfer, if any, takes place from one subject to another. Thus, the present research uses the questionnaire for multiple reasons; besides being fast and flexible they can provide the necessary data we need to test the validity of our research hypothesis. The one used in this

research was administered to 38 teachers of English teaching different modules at the Department of Letters and the English Language, University of Frères Mentouri Constantine.

#### **4.5.1 Description of the Questionnaire**

It is of great importance for a researcher to provide a detailed description of his/ her data collection instruments, because it may contribute to facilitate the readers' understanding and clarification of the questions scope. Henceforth, it would be ingenious to provide an exhaustive description of the questionnaires distributed in the context of this research project. The present teachers' questionnaire comprises 24 questions distributed through four main sections and articulated through a variety of formats. The first section entitled "General Information" includes four items that seek factual data (answers). The second section "Evaluating Students' Writing" is made up of 6 items each of which look for a personal selection of alternatives; the questions seek how teachers estimate their students' level in writing, and they were also asked to classify the students' weaknesses in writing from the most important to the least important ones. The third section entitled "Writing Performance" includes 5 items that are concerned with the students' performance in writing, and what kind of features that are said to be essential in writing. The last section entitled "relationship between writing and other disciplines" composed of 9 questions, is regarded as an important part in the present research. The aim of this section is to determine the relation that co-exists between writing vis à vis the other subjects, and what writing across the curriculum really means. The majority of the questionnaire items are closed questions that vary from 18 dichotomous questions with: 6 alternatives in items number (8, 9, 13, 18, 20, and 23); 13 multiple choice questions like items number (1, 2, 4, 5, 6, 7, 11, 12, 14, 15, 16, 17, and 22); there are 5 open-ended questions that require specific answers from the informants.

The aim behind choosing such types of questions is to reach the data we seek because through their answers teachers will point to the way they follow in teaching writing and what are the techniques they suggest to help students in transferring the writing rules taught across the disciplines. Therefore, all their responses will be interpreted according to our research scope and hypothesis. The selection of closed-questions type is not done haphazardly, but it targets at providing the sample with some options in each question in order to limit their range of answers. Furthermore, the teachers' responses help us to probe which kind of students' level in writing is, and how they succeed in transferring their knowledge across the disciplines.

#### **4.5.2 The Administration of the Teachers' Questionnaire**

The questionnaire was handed out to 38 teachers of First, Second, Third and Master Classes. Most of the teachers were responsive and accepted promptly to fill in the questionnaire. The teachers' questionnaire is intended to gather information about the teachers' views about teaching the writing skill and the importance they give to transferring the writing rules towards other disciplines. Teachers were interested to answer and to participate in the research carried out in the same department where they teach. This helped and allowed us to gather data which we believe are reliable.

#### **4.6 Examination of 2<sup>nd</sup> Year Students' Exam Papers in Four Modules**

The second research instrument used in this study is a corpus based study, specifically an examination of the 2<sup>nd</sup> year students' exam papers. Four modules were selected for this study namely: Written Expression, Linguistics, Literature, and Culture. These modules have been chosen mainly because the students' exam responses were in the form of compositions; this means that their production will help us examine and analyze the writing conventions selected easily. The researcher's aim is to determine the relationship that exists between the written expression module

and the three other ones, In order to do so, some important writing conventions were chosen for this examination. The writing conventions can be defined as ties or mechanics that enhance the readability of a given paper. These writing rules include correct grammar, smooth punctuation, correct capitalization and good organization of ideas and paragraphing.

In a published document, Peha (2003) classifies the writing conventions into nine components:

- **Correctness Counts:** there are two important reasons why one's writing must be correct. The first one is when a piece of writing is full of mistakes, reader will get lost, confused and they may misinterpret the message conveyed. Second, writers who do not write correctly are seen as people who are not very smart. Peha (2003) explains that such a negative judgement is very common in society, and writers who are seen this way are considered as not good listeners as well. That is why writers should be aware of such judgement.
- **Conventional Wisdom:** Peha (2003) mentioned some steps that he follows in the process of his writing. First, learning deeply about the rules so that he can apply them with consistency. Second, working hard so that the message will be conveyed successfully to the audience. Third, Peha (2003) made his best to make his writing as clear as possible for his readers. Last but not least, Peha (2003) keeps in mind a quotation written by Murray (1985); this quotation is about the importance of correctness in writing: "The writer should not follow rules, but follow language toward meaning, always seeking to understand what is appearing on the page, to see it clearly, to evaluate it clearly, for clear thinking will produce clear writing."

- Punctuation: Peha (2003) classifies punctuation into two types: outside and inside punctuation. The outside punctuation is called so because it appears on the outside parts of sentences. This kind of punctuation includes the initial capital letter that shows the beginning of a sentence and the period, question mark, or exclamation mark that shows the end. The main role of such kind of punctuation is to show where one idea ends and where the next one starts. The inside punctuation, also called the internal one, is used between the parts of sentences. When mentioning the sentence fluency, it is quite important to mention that generally sentences are made up of many parts. The important marks of inside punctuation are the comma, the semicolon, the colon, the dash, the apostrophe, parentheses, and quotation marks.
- Capitalization for Names, Places, and Things that are one of a Kind: capitalization is of great importance, and at the same time not easy to apply. The basic thing to remember is that capital letters indicate that some words are more important than others such as words in names, places, and things that are one of a kind. We also capitalize the first word of a sentence, of course, because it marks the beginning of a new idea.
- Paragraphing That Group Related Ideas Together: A paragraph is a collection of one or more sentences that are closely related. Paragraphs are extremely useful to readers because they break the piece into small, manageable chunks, and they highlight the organizational structure.
- How Many Sentences are in a Paragraph?

The idea of how many sentences should a paragraph contain, vary from one writer to another. Different types of writing tend to have different lengths of paragraphs, for example novels tend to have shorter paragraphs than reference books, and newspaper stories have many paragraphs of only a single sentence. Peha pointed out that in general, longer paragraphs are harder to understand, but they are perfect for focusing a reader's attention on something important. Shorter paragraphs are easier to understand and to skim for readers who only want to read certain parts of a piece. This is one of the reasons why newspaper stories have so many one sentence paragraphs; they are designed for efficient skimming because many newspaper readers do not read entire articles.

- Spelling that makes your writing easy to read: Just a few hundred years ago, English spelling was a mess; nobody cared or agreed on anything. Later on, Noah Webster came in the 19th century and he made the English spelling look pretty tricky, but at least the tricks do not change every time someone publishes something new. Spelling is an important area that should be taken into consideration while writing.
- Grammar: In the United States and at the beginning of the 21st century, the grammar most people in school and in the business world would like one to use when writing is called "Standard English" grammar, or "Common Standard English" (CSE) as it is known more officially. If someone grew up speaking this way, this will not be too hard for him. But if he did not, he will probably need someone to check his writing and help him learn to fix it.

## 4.6.1 Writing Conventions

What does the word “convention” refer to? Writers use conventions to enhance and clarify the meaning of what they are writing. Conventions allow writers to specify the exact way a word or phrase should be interpreted by the reader; they help the reader to understand exactly what the writer had in mind. Generally, the writer is not here to read his work to someone else, so conventions will do this for him.

Peha (2003) advises writers, whatever they are writing, to hear first in their minds to know exactly how it should sound. The aim of conventions is to guide readers through the writing by telling readers when to stop, when to go, when to speed up, when to slow down etc. In short, they make one’s writing sound just the way it sounded first when the writer wrote something down. At first, conventions can seem difficult to handle but the more the writer works with them; the more he will be able to use them efficiently. Conventions are a powerful part of writing, and you can tap into that power with something as simple as a comma or a pair of quotation marks. Since the ideas are important, they deserve to be read and to be understood *exactly* the way the writer intended them.

According to Peha (2003), the importance of the writing conventions can be summarized as the following:

- Without the writing conventions, writing would be a mess.
  
- Without the convention of correct spelling, writers could never be sure if readers were able to read the words they had written; and thus, writers would still have trouble in getting their message across.

Without conventions we might be able to communicate very simple ideas and emotions in our writing, but we would not be able to capture the complexity of our thinking or the rich rhythms of human speech. Our voices would be mute because we would never be able to make what we write match the way we wanted it to sound.

Learners are asked to transfer these conventions from one subject to another to make their writing correct, meaningful, and easy to follow and to understand. To find out if such a transfer of the writing conventions really exists across the disciplines, or not, the researcher would provide useful information, specifically by analyzing a sample of students' exam papers in the modules mentioned above; besides, it should be possible to detect the existence of a possible transfer of the writing rules towards other disciplines. Such an analysis will guarantee, to a great extent, to identify what kind of writing rules students transfer most in their writings. The results from this study would provide us with the basis to collect the specific information we require. Accordingly, we focus on particular important and common types of writing conventions such as: capitalization, the use of connectors, the use of articles both definite and indefinite, and the "S" of the third person pronoun (she, he, and it). It has been noticed, indeed, that teachers are in a continuous complaint about their students' poor level and production in writing. When one asks teachers about the problems behind this bad and dissatisfactory level, they cite many causes; but the most frequent ones are those related to the application of the writing rules. In academic writing, students must apply correctly and efficiently the writing conventions; these rules are important and essential for any type of academic writing. As mentioned above, four basic writing conventions have been chosen for the present research, and this is due to multiple reasons:

- From the secondary school and since they start learning English, students are taught the rule of putting "S" for she, he and it in the present tense. This problem



arises among non-English students, and not only in the module of writing, but in all the disciplines. At the university level, students are asked to write from their first year multiple assignments across different disciplines, sometimes they put the “S”, but most of the time they miss it completely. This is considered as a crucial problem since forgetting an important rule like the “S” makes the students’ writing inaccurate and inappropriate. Teachers are instantly struggling so far with this phenomenon hoping that students ultimately apply this rule whenever writing in different contexts and across all the disciplines they undertake.

- Capitalization is one of the most important areas for the conventional system. Students are taught different rules of capitalization and sometimes they get confused and they do not know and understand what they should and should not capitalize. The most common rules they are undertaking are the ones concerned with capitalizing at the beginning of each new sentence, proper nouns, titles preceding and following names, names of countries, nationalities and specific languages... and so forth. Although they practice constantly these rules, students still encounter difficulties in applying capitalization appropriately.
- Three types of articles exist in English: the, a, an, and zero article. The learner should know which one is to be used. Native speakers have no difficulty in doing so; English learners on the other hand, need some guidelines from their teachers to make the right choice about which appropriate article to insert. Teachers give their learners a specific clue to clarify the idea about which article to use; they ask them to categorize words into two types: countable and uncountable nouns. The article

system is a complex one because sometimes English learners may be successful in the operation of categorizing words.

#### **4.6.2 General Information about the Pilot Study**

The first pilot study conducted in this part allowed us to determine the students' level in writing and most importantly to reconsider appropriately the transfer of the writing rules between the disciplines. The sample selected in the pilot study is a set of fifteen exam papers of the 2<sup>nd</sup> Year Students in the Department of English at the University of Frères Mentouri Constantine (i.e. N= 15). The students' marks have been analyzed very quickly to provide us with a general overview of writing proficiency. Our approach was initially to identify the writing conventions used in the students' academic writings across the disciplines. Besides, we wanted to check if teachers are giving equal importance to both form and content or only to one at the expense of the other.

Our second experiment is conceived around the idea of trying to examine the teachers' mode of evaluating their students' writings. It has been particularly noticed, indeed, that students have a poor level in writing, and eventually a poor writing performance. This second experiment has also been conducted according to our research hypothesis:

- An appropriate transfer of writing rules by students of English towards other subjects of the curriculum would lead to a better performance and an adequate production in writing.

During this pilot study, a Pearson Correlation Coefficient Test has been calculated respectively between: Writing and Linguistics, Writing and Literature, and Writing and Culture.

### **4.6.3 Results of the Pilot Study**

The first results obtained from the pilot study revealed that there is a positive correlation; thus, a weak transfer of the writing rules across the modules. This means that students are not applying what they are learning and taught during the writing class into the other modules.

If we decided to sort out a pilot study as such, it was to probe the attitudes of the students towards the writing rules. The first results obtained from this questionnaire allow us to understand that, for example, when students are asked to write in Linguistics, Literature or Culture modules, they give no more attention to the writing rules they should obey while drafting. The same students, sometimes, do not apply the writing conventions even in the writing module; they just write for the sake of writing without obeying any rule. Such results allow us to know what type of writing conventions are to be examined in our study according to the interest of the present research.

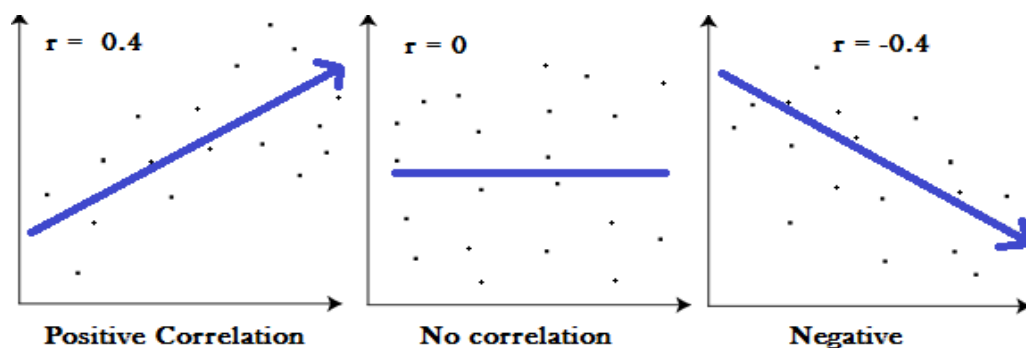
## **4.7 Re-examining the Students' Exam Papers Using a Specific Standard Protocol**

### **4.7.1 Materials and scoring**

For our examination, we decided to re-correct the 40 exam papers (N=40), again, according to our own specific standard answers protocol. Concerning the scores, we used 0.25 rating scale for each use of the “S”, 2.5 for the correct use of “Capitalization”, 3,75 for connectors, and 4 for the use of articles. To obtain the final mark, which is going to represent the score of each student, we divided the total of the writing rule we got by four, then all the scores we obtain have been calculated, again, through the Pearson Correlation Coefficient, the Frequency, the Mean, the Variance, and the Standard Deviation. To clarify the idea, or more exactly to justify why such

statistical calculations have been used, we will try to give some explicit definitions on them. In an interesting published document entitled “Statistics How To”, we find some important definitions about all the statistical calculations we are interested in:

- A correlation is said to be the relationship that exists between the variables. In statistics, the most common correlation is called the Pearson Product Moment Correlation which shows the relationship between two variables. It is important to point out that a correlation does not differentiate between the dependent and the independent variables. The letter “r” represents the sample in the Pearson Correlation. The results obtained from a Pearson Correlation vary between -1 and 1. If one obtains the result -1 this means that a strong negative correlation exists between the two variables, whereas the result 1 means that a strong positive relation between the two values. It is very rare for one to obtain a correlation between 0, 1, or -1; generally, one gets a value in between as follows:



- Frequency is defined, in its general meaning, as the number of occurrences of a repeating event per unit time. In our present research, the frequency tables include a list of students' marks within each selected variable and the number of times each category occurs. In other words, we will count the number of the same mark obtained by students and this will be considered as the frequency.

○ The Mean can be defined as the average of the numbers. To calculate the mean, one has just to add up all the numbers, and then divide by how many numbers there are. Therefore, the mean is the sum divided by the count, for example if we want to find the mean of: 6, 11, 7 the first thing to do is to add the numbers, and second to divide the total obtained by how many numbers we have:  $6+11+7= 24$ ,  $24/3 = 8$  (3 represents the three numbers), so the mean here is “ $\mu = 8$ ” ( $\mu$  is the symbol given for the Mean).

○ Standard deviation is a statistical measure of spread or variability. The standard deviation is the root mean square (RMS) deviation of the values from their arithmetic mean. The symbol for Standard Deviation is “ $\sigma$ ” and the formula is:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \mu)^2}$$

To find the Standard Deviation of, for instance 1, 2,3,4,5 there are some steps that should be followed:

- **Step one:** each of the scores should be squared

X	X <sup>2</sup>
1	1
2	4
3	9
4	16
5	25

- **Step two:** applying the formula

$$s = \text{square root of } [(\text{sum of X squared} - ((\text{sum of X}) * (\text{sum of X}) / N)) / (N - 1)]$$

$$= \text{square root of } [(55 - ((15) * (15) / 5)) / (5 - 1)]$$

$$= \text{square root of } [(55 - (225 / 5)) / 4]$$

= square root of  $[(55-45)/4]$

= square root of  $[10/4]$

= square root of  $[2.5]$

**s = 1.58113**

- Before calculating the Variance, the researcher has first to calculate the Standard Deviation; a variance is often used in conjunction with Standard Deviation because this later represents the square root of the variance. The aim of calculating a variance is to measure how far a set of numbers is spread out. In order to calculate the variance one should first calculate the mean, second subtracting the mean for each number and square the result, and then the average of those squared differences should be worked out. For example, to find the variance of: 1,2,3,4,5:
  - Perform the steps 1 and 2 as seen in the example of Standard Deviation.
  - Step 3: finding the population standard deviation using the formula :  $\sqrt{10}/\sqrt{5} = 1.414$

Hence, it was highly recommended to follow such procedure and such statistical calculations to confirm or disconfirm our research hypothesis. The results obtained from this examination reflect every student level and performance, and it is followed, as well, by the researcher's observations. To some extent, the above mentioned methods of calculation turn up to be suitable for the research aim; the questionnaire is designed to probe teachers' views and suggestions, and the examination is elaborated to find out the existence of a certain transfer concerned with the writing conventions.

## Conclusion

This chapter explains the whole research procedure retained for this study. Concerning writing across the curriculum, the transfer of the writing conventions imposes itself as an issue of paramount importance. Concerning this issue, we have administered our questionnaire to teachers of the Department of Letters and the English Language (University of Frères Mentouri Constantine ); the data obtained from this questionnaire will help us determine the appropriate inferences. Furthermore, teachers proclaimed the true students' difficulties and problems related to the transfer of these conventions from one discipline to another. In addition to the questionnaire, we have done an interesting examination on the students' papers to determine if such transfer really exists, or not. Through this examination many important calculations have been conducted among the variables namely writing versus linguistics, literature and culture, such as the correlation coefficient, the frequency, the variance and the standard deviation. These statistical calculations would confirm the research hypothesis which claims that a good learning of the writing conventions lead to an effective transfer across the disciplines. The methodology chapter opens the door for further practical investigations in the next chapters. Henceforth, the forthcoming chapters concern the analysis of the obtained data and the interpretation of the research results.

## **Chapter Five: Questionnaire Analysis and Interpretation**

### **Introduction**

The present chapter is regarded as the opening door to present and analyze the practical field where the present research paper has been carried out. It includes the illustration and the analysis of the data obtained by means of the mentioned research tools.

To implement general plans for our present research, we selected the questionnaire as a method of data collection. The questionnaire remains, as we believe, an indispensable research tool that in many respects yields data; besides, it remains easy to administer. Our teachers' questionnaire was administered to teachers of writing and of different modules; they were asked to fill in the questionnaire to tell us how transfer of the writing conventions through the disciplines is regarded in the Department of Letters and the English Language (University of Frères Mentouri Constantine )

The questionnaire is divided into four main parts entitled as follows:

- General information.
- Evaluating Students' Writing
- Writing Performance
- The relationship between writing and other disciplines
- A short section was devoted to further suggestions.

The main aim for such a questionnaire is to probe which kind of students' level in writing is, and how they succeed in transferring their knowledge across the disciplines.



## 5.1. The Questionnaire Analysis

As already mentioned in the previous chapter, this questionnaire seeks to investigate to what extent students' writings in different modules reflect the rules taught in the written expression classroom. For our present research, we wanted to probe our respondents attitudes, how they think, perceive, and behave towards writing across the curriculum. Therefore, we will analyze the totality of the questions in order to highlight the number of frequencies and options teachers select.

### 5.1.1 General Information

#### Question One: Status

The opening section seeks to state the status of teachers as a primary identification. The results reveal that among the 38 teachers questioned, many of them are “Adjunct Vacataire”; they represent 16 (42.10%); all of them are involved in Doctorate research theses, some of them are beginners in teaching at the English Department, University of Frères Mentouri Constantine; yet, all of them were enrolled in teaching different modules for nine hours a week (sometimes more). It is also to be mentioned that all of them deliberately chose to teach writing, or another module, either to first, second or third year students.

“Magister B class” category represents a percentage of 23.68%; their contribution in teaching writing is of a great importance since they are experienced in the field of writing. They gather regular meetings with other teachers to discuss new elements that may be implemented in the curriculum designed to teach the written expression module in order to achieve the objectives required and to improve the students' level.

Among the informants, there are the “PhD Holders” with a percentage of 18.42%. Teachers who belong to this category can be identified easily because some of them contributed to teaching writing as well as some other modules for many years; therefore, their participation would certainly be significantly beneficial for this study.

Lastly, the “Magister A class” categories complete the list of informants by showing equal percentage of 15.78%; this category is seen as an important one, even if they have been teaching writing recently; however, they still remain reliable.

<b>Status</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>PhD Holder</b>	7	18.42%
<b>Magister A class</b>	6	15.78%
<b>Magister B class</b>	9	23.68%
<b>Adjunct Teacher</b>	16	42.10%
<b>Total</b>	38	100%

Table 1: Teachers’ Grade

**Question Two:** Which module do you teach?

<b>Modules</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Written Expression</b>	17	44.46%
<b>Linguistics</b>	15	42.10%
<b>Literature</b>	3	13.15%
<b>Culture</b>	3	7.89%

<b>Total</b>	38	100%
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Table 2: Teachers and Modules

The second question taking place in making up this first section is about the module the teachers ensure at the English Department. It is clear that in our study teachers who teach Written Expression represent the majority of the sample with 44.46% followed respectively by those who teach linguistics, literature and culture who capitalize only 7.89%. The category involved in teaching writing holds the great percentage (44.46%), which means that some of these teachers have been involved in the field of teaching writing for more than 28 years, whereas others have done so since five years or less as the “Adjunct Teachers”, who are PhD candidates, chose to teach writing for a year or more, to achieve certain goals in their research doctorate papers. The second category represents teachers in charge of Linguistics with an estimation of 42.10%, followed by teachers of Literature 13.15%, and lastly teachers of Culture with a percentage of 7.31%. The main aim of this question is first to determine the number of teachers in the modules of Linguistics, Literature and Culture. Second, we wanted to detect the correlation that may exist between those modules and the module of writing. The contribution of those teachers would certainly be beneficial to this study. We notice here that the number of teachers is 41 rather than 38; this is due to the fact that some teachers ensure more than one module.

**Question Three:** How long have you been teaching?

<b>Number of Years</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>1 year</b>	2	5.26%
<b>2 years</b>	2	5.26%
<b>3 years</b>	8	21.05%
<b>4 years</b>	2	5.26%
<b>5 years</b>	4	10.52%
<b>6 years</b>	1	2.63%
<b>7 years</b>	1	2.63%
<b>8 years</b>	1	2.63%
<b>9 years</b>	1	2.63%
<b>23 years</b>	1	2.63%
<b>25 years</b>	1	2.63%
<b>26 years</b>	1	2.63%
<b>28 years</b>	2	5.26%
<b>29 years</b>	4	10.52%
<b>30 years</b>	2	5.26%
<b>More than 30 years</b>	5	13.15%
<b>Total</b>	38	100%

Table 3: Experience in Teaching

As far as this question is concerned, we are attempting to estimate the teachers' experience in the English Department, University of Frères Mentouri Constantine. The results reveal that the highest percentage is 21.05%; .i.e. teachers who taught writing for three years either to freshmen,

second or third year groups. Those teachers chose to teach the written expression module deliberately or, as mentioned before, for some professional purposes such as their PhD thesis completion. The second category is concerned with teachers, who have been teaching for “more than 30 years”; those teachers have been exerting in the field of writing since a long time; thus, they gained an advanced experience in teaching writing, especially when we know that those teachers have been involved in both the classical and LMD systems.

The last two categories of teachers who complete the list include the ones who taught for “5 years”, and the ones who have been teaching between 2 and 1 year.

**Question Four:** Which level(s) have you been mainly teaching?

<b>Levels</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>1<sup>st</sup> Year</b>	20	28.57%
<b>2<sup>nd</sup> Year</b>	22	31.42%
<b>3<sup>rd</sup> Year</b>	16	22.85%
<b>Master</b>	12	17.14%
<b>Total</b>	70	100%

Table 4: Teaching Levels

The objective of this question is to identify the main levels teachers have been teaching during their careers. From the results, we obtain 31.42% of those who teach the 2<sup>nd</sup> year and they represent the highest percentage among the other levels. Teachers who are concerned with 2<sup>nd</sup> year students may be seen as an important category since they are in a better position to debate about the students’ progress in the modules they are teaching, especially when teachers know what

students have learned exactly during their first year. Among the informants, there are 20 who replied that they teach freshmen. Their preference to work with 1<sup>st</sup> year students may be due to several reasons; they may find the program designed to teach 1<sup>st</sup> year students somehow challenging as they are providing students with important feedback; and thus, they prepare them to face the program of the coming years.

The third group of teachers are the ones concerned with teaching 3<sup>rd</sup> year students with an estimation of 22.85%; these teachers may feel at ease to work with an advanced level rather than first or second. The last category of teachers is the one concerned to teach Master students with a percentage of 17.14. Even if the category represents the lowest percentage, but still remains quite important simply because students who are studying a Master degree need qualified teachers with a higher capacity throughout their two years of studies. The table demonstrates that the total number of teachers is 70.

### **5.1.2 Evaluating Students' Writing**

Recently teachers have been complaining about the students' writings in all the disciplines and at all educational levels. Teaching writing is not an easy task because it is mainly concerned with evaluating numerous and complex stages in the process of writing. The second section of this questionnaire aims at determining the teachers' interest in the different modes of evaluating the students' assignments in all the disciplines by focusing whether on the form or on the content. Another aim is to detect the students' weaknesses in writing and to classify them in order of importance so that teachers can find out the appropriate techniques to help students produce and perform better across the curriculum

**Question five:** Generally, how do you estimate your students' level in writing?

<b>Teachers' Estimation</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Very Satisfactory</b>	0	0
<b>Satisfactory</b>	7	18.42%
<b>Dissatisfactory</b>	24	63.15%
<b>Very Dissatisfactory</b>	7	18.42%
<b>Total</b>	38	100%

Table 5: Students' Level in Writing

This is the first question asked in the second section of this questionnaire, and it deals with the teachers' opinion about their students' level in writing. The results demonstrate that the large majority of the research participants are not satisfied with their students' level in writing. In fact, no teacher expressed his total satisfaction except a few minorities of 18.42% who are somehow satisfied.

From the teachers' perspectives and based on the informants who replied that they are dissatisfied with the students' level in writing (63.15%), students are poor writers. This may be due to the fact that students are not aware of the importance of the writing skill, notably that some of the modules require a written form; therefore, students are expected to write different assignments about different subjects. As nearly all teachers complain about their students' level in writing, it would be necessary for them to revise the content designed to teach writing and introduce a new policy to teach writing. Teachers of all other modules are invited to contribute to the improvement of the writing across the curriculum by providing constant instruction and proposing the writing rules that should be transferred most in the students' writing. In short,

teachers should try to identify the causes of this deficiency instead of stating their dissatisfaction with the students' level. The same may be explained to teachers who select "very dissatisfactory" as an answer.

Concerning the seven remaining teachers who answered that they are satisfied with their students' level in writing, we can explain that their perspective about writing is not the same as that of their colleagues; they may not give much importance to the quality of writing students produce and perform.

**Question Six:** How do you classify, in order of importance, your students' weaknesses in writing?

<b>Students' Weaknesses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Lack of practice	5	13.15%
Lack of reading	19	50%
Lack of interest in writing	7	18.42%
Wrong use of the writing rules	1	1%
Lack of time devoted to writing	1	1%
Problems of language interference	0	0%
Poor vocabulary	0	0%
Too many spelling mistakes	5	13.15%
Total	38	100%

Table 6: Classification of the Students' Weaknesses in Writing



To the question related to classify the students' weaknesses in compositions across different disciplines, 50% of teachers' answers relate them to the lack of reading. Teachers ought not to neglect that the reading and writing overlap and one reinforces the other. By reading often and widely, students develop their writing skill as they discover rich vocabulary and different styles of writing, too. Teachers should expose students to frequent reading of all genres and different styles of literature; this method is likely to enhance their writing across the curriculum and helps them transfer their knowledge with easiness.

For other teachers, the problem is the one concerned with practice. In fact, students lack practice outside and inside the classroom. Teachers should find some efficient ways to encourage their learners to get familiar with writing, and this may result from collaboration between teachers of writing and those in charge of other modules.

The rest of the problems that students encounter differ between the lack of interest in writing, the wrong use of the writing rules, the lack of time devoted to teaching writing, the problems of language interference, the poor vocabulary and finally lots of spelling mistakes. The table above shows clearly the options as ticked by the respondents.

**Question Seven:** When correcting the students' papers, do you focus more on content, form, or both?

<b>Corrected Aspect</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Content</b>	2	5.26%
<b>Form</b>	0	0%
<b>Both</b>	36	94.73%

<b>Total</b>	38	100%
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Table 7: Focus on Content/Form

The purpose of this question is to illustrate the main text aspect teachers evaluate in their students' compositions. Almost all teachers (94.73%), except two, replied that when evaluating their students' papers both content and form are taken into account. Therefore, the purpose of writing instruction is not only to teach sentence structure, parts of paragraphs and essays, but also how to convey effectively the messages that make up any piece of writing. In addition, students should be aware of the importance of form and content; they should not be taught separately.

Only two teachers choose content as an answer, may be because the aim of any writing is to communicate a given idea, so they do not give much importance to the form as they do for the content. They may consider that only teachers of writing should concentrate on both form and content, whereas in the other modules the features involved in the form should not be included when evaluating students' compositions.

**Question Eight:** Do students apply the rules learnt in writing sessions in other modules or not?

<b>Application of writing rules in other modules</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Yes</b>	5	13.15%
<b>No</b>	31	81.57%
<b>Sometimes</b>	1	1%
<b>Don't know</b>	1	1%
<b>Total</b>	38	100%

Table 8: Transfer of Writing Rules to Other Subjects

Since all the modules require a written form, students are asked to write different assignments in different disciplines; that is why teachers were asked whether or not students apply the rules learnt in writing sessions. From the results, we notice that the majority of teachers (81.57%) replied negatively which means that they confirm the current idea that there is no application of the rules learnt in the other disciplines. Students tend to apply the writing conventions more inside the writing class, as they are more exposed to them; but seemingly, when students are asked to write in another module, they give less importance to the rules of writing.

Only five teachers consider that there is a transfer of the writing rules across the disciplines; their answers will certainly not alter the final results of this research. The plausible explanation one can give is that students are applying just one or few of the writing techniques while the aim of the writing across the curriculum is that all the rules taught during the writing session are to be used in literature, civilisation, linguistics and other modules.

**Question Nine:** Are you satisfied with your students’ level of writing compositions?

<b>Teachers’ Satisfaction</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Yes</b>	3	7.87%
<b>No</b>	35	92.10%
<b>Total</b>	38	100%

Table 9: Rate of Satisfaction with Students’ Writings

The current question is supported by two alternatives “Yes” or “No”. It seeks to measure the teachers’ opinions about their students’ level of writing compositions. From the results below we notice that 92.10% proved their total dissatisfaction with their students’ level of writing compositions. At the university level, students are expected to write clearly and correctly at all levels, but obviously it is not the case. The reasons behind this poor level may be multiple as their lack of the components skills involved in writing such as: reading comprehension, writing mechanics (poor grammar, sentence structure, spelling, and punctuation), organizing the ideas effectively, poor vocabulary, communicating clearly the message.... etc. If students lack these components, their writings would certainly be unsatisfactory, and in many ways. Teachers should provide students with good and efficient supports to overcome these difficulties they encounter when they write.

**Question Ten:** As teachers what do you suggest to improve the students’ level in writing?

<b>Suggestions to improve students’ writing</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Practice writing</b>	9	18.36%
<b>Reading Intensively</b>	20	40.81%
<b>Devoting more time to teach writing</b>	8	16.32%
<b>Other answers</b>	7	14.28%
<b>No answer</b>	5	10.20%
<b>Total</b>	49	100%

Table 10: Suggestions for Improving Students’ Level in Writing

This question was designed to confirm the informants’ opinions about the students’ bad level in writing and tries to give some clues. Again, 40.81% of teachers declare that students must

read and highly recommend it simply because reading influences writing in many positive ways. Nine other informants advise students to practise in order to improve their writing skill. For instance, regular assignments across different disciplines may lead them to a better writing performance; those assignments might be done in the class under the guidance of instructors simply because students may benefit from their teachers' critics; practicing outside the class is also seen as a successful method to familiarize students with the writing skill.

Eight teachers suggest that in order to help students to write adequately across the modules, teachers should devote more time to teaching writing and provide learners with the necessary and detailed feedback; three sessions per week are not enough. This change may lead to a better production in writing across the disciplines.

From the informants, there are seven teachers who come up with other propositions. For instance, they claim for a regulation of a new curriculum designed to teach some modules; they explained that new elements should be implemented, within each module, such as grammar, the vocabulary required for each topic, sentence structure...etc. Teachers also invite other teachers to discuss their students' compositions whether good or bad, to allow students to use the dictionary to check difficult words. The five remaining teachers did not answer this question, may be because they have no specific ideas or hope for improving the students' level in writing. We notice in the table that the number of teachers is "49" rather than "38" this is because some teachers proposed more than one answer.

### 5.1.3 Writing Performance

**Question Eleven:** How often do you encourage students to write?

<b>Encouraging students to write</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Often</b>	30	78.94%
<b>Sometimes</b>	7	18.42%
<b>Rarely</b>	1	2.63%
<b>Total</b>	38	100%

Table 11: Encouraging Students to Write

The third section of this questionnaire deals with an important aspect which is the students' writing performance. To improve their writing production, teachers should help and encourage their students to write that is why the following question was administered. We probe to know if teachers try to encourage their students in order to improve their writing skill or not. The results show that the great majority 78.94% replied by "often" because they know that this is the only way to make students become efficient writers. From their first year at the university, students are asked to produce different assignments across different modules, and as we mentioned it before, and according to the teachers' answers, these ones are not satisfied about their students' level, consequently, they "often" encourage students to write.

Seven teachers selected "sometimes" as a reply to this question. Those teachers may not consider practice as the main solution to solve the students' problem in writing. However, they contribute in encouraging students to write, as well. Only one teacher selected "rarely" as his/her answer.

**Question Twelve:** If often or sometimes, which strategy do you use?

<b>Strategies Used</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Asking students to write</b>	5	13.15%
<b>Advising students to write</b>	23	60.52%
<b>Reward students</b>	7	18.42%
<b>Oblige students to write</b>	3	7.82%
<b>Other answers</b>	0	0%
<b>Total</b>	38	100%

Table 12: Strategies Used to Improve Students' Writing

Since the majority of teachers answered the previous question saying that they 'often encourage their students to write' to make them better writers, we wanted to know which strategies they use to do so to find out if all of them adopt the same strategy or follow different procedures. The table above shows that 60.52 % of the informants advise students to write massively. This is seen as the best method among the other ones.

Five teachers from the informants ask their students to write, most probably inside the classroom under their supervision whereas seven others prefer to "reward their students" as a way to motivate them to engage in the writing process. The three remaining teachers view that the best method is to oblige students to write.

**Question thirteen:** Do you think that students’ compositions can be improved by lots of practice?

<b>Improving student’ compositions with practice</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Yes</b>	36	94.73%
<b>No</b>	2	5.26%
<b>Total</b>	38	100%

Table 13: Practice for Better Writing

Globally, all teachers of all disciplines would certainly answer the following question by “Yes”; indeed, 94.73% answered this item positively. This means that they all agree that practice, without no doubt, improves students’ writing. It should be clear from this that not only teachers of writing insist on practising, but also teachers of other subjects. Only two teachers select “No” option, may be because the module they are teaching does not require a lot of writing practising, or they may think of another method to improve their students’ writings.

**Question Fourteen:** According to you, efficient writing means:

<b>Efficient Writing Means</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Correct Grammar</b>	1	2.63%
<b>Good Organization of ideas</b>	1	2.63%
<b>Appropriate Spelling</b>	0	0%
<b>Good Content</b>	0	0%
<b>All combined</b>	36	94.73%
<b>Others</b>	0	0%
<b>Total</b>	38	100%

Table 14: Efficient Writing in Teachers’ Stance



Through this question, we attempt to find out what are the essential combined elements that lead to efficient writing. A significant number of teachers, 94.73%, answer that correct grammar, a good organization of ideas, an appropriate spelling and a good content must all be combined together to obtain a good and correct piece of writing. These are the basic mechanics of good writing and if combined together, teachers will certainly obtain correct and significant pieces of students' writing, whatever the module they are writing in.

One of thirty-eight teachers select "Good Organization of ideas"; they may be classified among teachers who consider that form is highly important in writing, and thus a convenient form is certainly combined with a good content as well.

Another single respondent replied that efficient writing means correct grammar. Consequently, grammar rules should appear in the students' writing as grammar is a fundamental aspect. Once students understand how to use rules of grammar effectively, they will improve their writing proficiency.

**Question Fifteen:** Classify the following features in order of importance in writing:

<b>Classification of items</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Grammar</b>	15	38.46%
<b>Vocabulary</b>	4	10.25%
<b>Ideas Arrangement</b>	10	28.20%
<b>Content</b>	7	17.94%
<b>Context</b>	2	5.12%
<b>Total</b>	38	100%

Table 15: Classification of Important Features in Writing

This question is mainly asked to determine how teachers classify the most important features in writing. The answers of fifteen informants indicate that grammar is the most important feature in writing. Teachers of writing, more than others, know that grammatical rules are applied to all pieces of writing; and thus, students should master these rules before embarking on writing. One can deduce, from the teachers' answers, that writing and grammar overlap; grammar occupies an important role in the act of writing simply because students have to think carefully about the structural rules before producing any text of any type.

Ten teachers selected "arrangement of ideas" as the most important feature in the act of writing. Freshmen learn how to organize their ideas from the most important to the least ones; they may create an outline to make the task easier, and then start editing them. The purpose of organizing is to make the flow of ideas easy to follow and to understand.

From the teachers' answers, we can see that seven of them choose "the content" for their answers. Content is a fundamental aspect in academic writing, and students should learn its importance and may follow some principles to create an effective content for their compositions. The content should be informative and well organized.

Four other teachers view vocabulary as a key to successful writing. Writing should be filled with grammar, punctuation, capitalization and strong vocabulary. The latter is seen as an essential tool in writing as it makes writing more powerful, effective and clearly delivers the message. When asked to write different assignments across different disciplines, students encounter lots of difficulties to find the suitable words that can express their thoughts; teachers may help them solve this problem by offering some solutions like: practising lot of reading, providing students with the necessary feedback in the class, using the dictionary to look up for new words or synonyms...etc.

If students follow such steps, they will certainly develop their vocabulary and they will be able to write through different subjects.

The last remaining two respondents prefer to select “context” as the suitable answer. The context plays an important role in writing, as students are taught different modules, so they are expected to compose in these modules; therefore, the context differs from one module to another. Students should select and assemble the information according to the topic they are writing about; the premise here is clear: once students identify the context they should write in, the writing process becomes easier.

#### **5.1.4 The Relationship between Writing and Other Disciplines**

The most challenging aim of teaching writing is to develop the students’ ability to write in any authentic situation. Teachers should teach in a way that learners feel comfortable in any writing situation. To reach such an objective, teachers should meet regularly and debate about effective measures which would enhance the students’ development as well as encouraging them to put into practice everything they learn in all types of writing. The last section of the present questionnaire comprises eight important questions and aims, first, at highlighting to what extent writing is related to other modules as Linguistics, Literature and Culture. Second, we want to know if students are transferring the writing rules towards other modules, or not; we want to measure the difficulties that prevent students from transferring their knowledge from one module to another. All teachers were invited in question 21 to recommend some efficient methods that may contribute to the improvement of the writing skill so that students can transfer their knowledge towards other modules. Last, we asked teachers to tell us what writing across the curriculum means for them; this section is highly important since the informants’ answers would highly contribute in the achievement of the present study.

**Question Sixteen:** Number the modules that you consider closely related to writing

<b>Modules Close to Writing</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Linguistics</b>	5	13.15%
<b>Grammar</b>	19	50%
<b>Literature</b>	12	31.57%
<b>Phonetics</b>	0	0%
<b>Culture</b>	1	2.63%
<b>ESP</b>	0	0%
<b>Translation</b>	1	2.63%
<b>Total</b>	38	100%

Table 16: Writing Closeness to Other Subjects

In the fourth and last section of this questionnaire, the informants were asked to mention the modules that they consider closely related to writing; the informant have been given seven disciplines to choose from. The results show that 50% choose “Grammar” as the first close discipline to writing followed respectively by Literature, Linguistics, Culture and Translation.

Grammar occupies an important role in teaching because it contributes in organizing the language components. In the English Department, University of Frères Mentouri (Constantine), the primary purpose of the grammar module is to help students improve their mastery of language in both spoken and written forms. Teachers of grammar may collaborate with those of writing to design a specific program which takes into account the most essential features that should be taught to students; this kind of collaboration might be seen as a way to facilitate the teachers’ job and to improve the students’ performance in writing in all the modules.

Twelve teachers pointed out that the module of Literature is the most related to the one of writing. Students may use different formats when writing in the Literature module such as poetry, criticism and supporting their writing with persuasive arguments. Literature shares some similarities with the Written Expression module from multiple angles; both of them try to communicate a message, and both use the written form. When reading literature texts, students get inspired as they face new ideas and learn new skills as how to think critically and analytically. Teachers of literature should give a prior instruction and devote lot of time to analyze literary texts during the course, especially when we know that some students intend to specialize in the “Language, Literature and Civilisation” domain. The module of literature occupies an important place in the curriculum of the Department of Letters and the English Language; it has to be mentioned that writing and literature belong to the same Teaching Unit, even if a higher coefficient is attributed to writing over literature. Since both modules belong to the same teaching unit, a collaborative work should be achieved between teachers of these modules to design a shared curriculum which traces the shared objectives. In short, teaching writing with literary texts would improve the technical skills of composition, the cultural knowledge, the linguistic forms and the literary content.

Among the informants, five have selected “Linguistics” as the first option. Students are asked, during exams, to answer the questions of the Linguistics” module in a form of paragraph or an essay. The essential elements should be used both in paragraphs and in essays as: indentation, capitalization, punctuation, correct grammar, sentences should be coherent, and the ideas should be stated clearly. If students answer in forms of essays, their answers should come in three parts namely: introduction, two or three developmental paragraphs and a conclusion. It is also worth mentioning here that linguistics belongs to the same Teaching Unit as writing and an important

coefficient is attributed to it. The students in the English Department, University of Frères Mentouri (Constantine), may show knowledge of some grammatical rules in their compositions but it does not necessarily mean that they are apt to practice them especially when we know that that throughout the years, teachers have noticed that students have developed the negative habit of learning by heart to fill up their linguistic deficiency.

Only one teacher selected the module of Civilization as an option. A quick investigation with the teachers of civilization revealed that because of the overcrowded classes, they prefer to adopt the American Multiple Choice Question rather than essay writing. Thus, the teacher’s answer is not reliable enough for giving significant explanation as students do not transfer any knowledge when answering the questions; they just choose “Yes” or “No” answers.

**Question Seventeen:** Do you believe that students transfer knowledge from one subject to another?

<b>Knowledge Transfer</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Fully</b>	2	5.26%
<b>Partly</b>	18	47.36%
<b>Poorly</b>	18	47.36%
<b>Total</b>	38	100%

Table 17: Knowledge Transfer

The subsequent question is regarded as an important one as it focuses on the main goal of the present research. It is clear that the same percentage is shared by teachers who selected “Partly” and those who went for “Poorly”; whereas only 5.26% claimed that students fully transfer their writing knowledge from one subject to another.

Students are asked to transfer what they learn in the writing class towards other disciplines; .i.e., the writing conventions have to be transferred. The situation is seen as worrying because another question should be asked like ‘why are students incapable of transferring their knowledge into other disciplines?’ Since two informants specified that their students transfer the writing rules in their modules, we cannot consider that only students are to be blamed for this problem. Teachers are also responsible; they should organize meetings with teachers of other modules like Grammar, Linguistics, Literature, Culture, Oral Expression and so forth to decide about what they should teach and how they should evaluate their students. Adopting a common strategy in teaching can solve the problem of transferring the writing conventions that should be reflected in the students’ papers and across all the disciplines.

Teachers who answered “partly” consider that students transfer knowledge from one module to another, may be they must be talking only about good students. One cannot deny that students, who are good in one module, are not systematically good in another.

The same should be said for the two informants who replied that their students fully transfer the writing conventions in their module; they should have only good elements in their groups which facilitates the transfer procedure.

**Question Eighteen:** What, in your stance, prevent students from transferring their writing knowledge into other disciplines?

<b>Reasons for no-transfer</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>No respect of the writing rules</b>	2	5.26%
<b>Influence of the mother tongue</b>	4	10.52%
<b>Lack of practice</b>	3	7.89%
<b>Ignorance of the relationship between writing and other modules</b>	14	36.84%

<b>Other reasons</b>	11	28.94%
<b>No answer</b>	4	10.42%
<b>Total</b>	38	100%

Table 18: Reasons that Prevent Students from Transferring Their Knowledge

After we got the answer related to whether or not students transfer their writing knowledge towards other disciplines, we come to wonder about the main reasons that may prevent learners from doing so. In fact, the majority of the informants replied that students ignore that there is a link between writing and other subjects; they view writing as an isolated module with no evident link with others. There are other reasons beside this one such as: the influence of the mother tongue, the lack of practice, and the fact that students do not respect the writing rules while writing in other disciplines.

Fourteen teachers from the informants claim that students are not aware of the relationship that relates writing to other modules. Teachers have to make students aware of this relationship; they have to explain that what students are learning in the module of Written Expression, is to be transferred and reflected in all their academic writings. Experience in teaching different modules at different levels allows the informants to believe that knowledge transfer is not present in the students' writing performance. They may suggest solutions like showing what features should be taken into account when correcting their students' assignments, and they may also collaborate with teachers of grammar to discuss the grammatical aspects students must learn; and hence, apply them when writing in any module.

Eleven Teachers think that there are some other reasons that prevent students from transferring the writing conventions. These reasons are summarized as follows:

- Students think that the writing rules belong only to the module of writing.



- Students are not taught to do so; there are no efficient methods used by teachers into the classroom.
- Students think that Written Expression is an entity on its own i.e. an “independent” module.
- Students do not concentrate when writing in another module on the writing conventions; what is important for them is only the content and no interest is given to the form.

These problems should be viewed as serious ones and should be taken into consideration to overcome the problem of transferring knowledge from one module to another.

Among the 38 informants, four teachers replied that the main problem which prevents students from transferring is simply the influence of the mother tongue. When starting to write, students tend to relate the new vocabulary they learnt to their mother tongue, and the problem is that that languages differ and what a word means in one language, may certainly mean something different in another language. So the idea to abandon the first language when writing may be stressful for learners, as a result teachers should help students feel able to experience the English language with confidence so as to enhance their achievements in writing in English and make their production relevant, communicative and interesting.

Four other teachers give no answer to the question related to the problems related to what may prevent students from transferring knowledge. We can explain this by stating that those teachers may not be experienced enough in the domain of teaching to give us appropriate answers.

Three other teachers relate this problem to the lack of practice. In fact, if students practise the writing skill outside and inside the classroom, and in all the modules, they will certainly have

no problem with transferring knowledge towards other modules. Thus, practice may be seen as one of the best and the most efficient way for improving the students' performance in writing in English.

The last two informants think that students do not respect the writing rules. This is probably true, especially when noticing the teachers' answers in the previous questions related to the students' level in writing, and if they transfer the writing conventions in the module they are studying. Students do not obey the writing rules even in the writing class and they are not familiar with the word knowledge transfer.

**Question Nineteen:** Do students show readiness for writing in your module?

<b>Showing readiness for writing</b>	<b>Number of Teachers</b>	<b>Percentage</b>
<b>Yes</b>	13	34.21%
<b>No</b>	24	63.15%
<b>Sometimes</b>	1	2.63%
<b>Total</b>	38	100%

Table 19: Students' Readiness for Writing in Others Subjects

It is clear from the previous answers that teachers are not satisfied with their students' level in writing. We consider it necessary to ask the following question, with three alternatives, to have an idea about the students' reactions when they are asked to write in different modules; this question concerns students, but it is addressed to teachers exclusively. From the teachers' answers, we notice that 63.15% choose "No" and only 34.21% answered "Yes"; whereas 2.63% ticked "Sometimes". This clarifies the fact that students are not motivated for writing neither in the writing sessions nor in the other ones.

The great percentage of teachers who ticked “No” option are mainly those of Written Expression, Literature and Linguistics. This can be seen as a handicap because students must know that writing is fundamental in every class that is why teachers of both modules should discuss to adopt a specific content which emphasizes some important aspects as a way to make their students motivated and able to write in all the modules. Teachers should not teach their modules as isolated subjects from the others; a clear and a total cohesion should exist between subjects belonging to the same unit of teaching. Teachers of linguistics and literature devote about half of their instructional time explaining and describing techniques of writing which means that collaboration between the actors in charge of Writing, Linguistics and Literature is absolutely necessary.

Surprisingly, thirteen teachers have answered the same question positively. Those respondents are also concerned with teaching Written Expression, Linguistics, Literature and Civilization. After observing closely the informants answers, we may deduce that some of these teachers have their own strategies when teaching (this is mainly our concern in the following questions 21). The techniques used in class may be seen as efficient and helpful by these teachers and may serve as a means of gauging the use of the writing techniques across the disciplines.

**Question Twenty:** As a teacher, what are the techniques or strategies that you may use to help students transfer their writing knowledge towards other modules?

<b>Techniques Used for Better Transfer</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Lots of practice	8	21.05%
The relationship between writing and other disciplines	11	28.94%
Others	8	21.05%
No answer	11	28.94%
Total	38	100%

Table 20: Techniques for Boosting Knowledge Transfer

Teachers are supposed to help students by all possible means to make them better writers. The main goal behind asking the current question is to know the means used by teachers to overcome the problem of transferring the writing rules towards other modules. The results prove that 28.94% of the informants make the relationship between writing and other modules clear to the students' mind, whereas 21.05% of teachers insist that making students practice a lot can be the right solution.

Having regular meetings and discussions between teachers of Writing and those of Linguistics, Literature and Culture may serve as a feedback for subsequent teaching. It should be clear for both teachers and students that the modules which belong to the same Teaching Unit have a close neighbouring link, and teachers should collaborate with each other rather than relying on themselves individually to transpose the notions of writing to other subjects. In short, it would be beneficial for teachers to debate about the content of their course with their colleagues so that they adapt their teachings to their needs and expectations; by doing so, their students will successfully transfer the writing rules across the curriculum.

Lots of practice, again, is highly recommended by the informants who clearly insist on it. In fact, eight teachers claim that by constant practice, students will first be familiar with the writing rules; and second, they will know how to apply them appropriately. Teachers of Culture, Literature and Linguistics recommend those of writing to introduce some topics during the writing sessions and vary them to enhance the students' vocabulary, context, and knowledge about how the ideas should be organized in different text genres: literary texts, scientific texts, linguistic and cultural texts. It is important to mention that each module obeys some specific rules as the

language that should be used, the grammatical structures that should be reflected in the students' writing, and the organisational features such as the ideas in paragraphs and essays.

Eleven teachers out of thirty-eight did not answer the question whereas eight others gave us some other answers. For instance, a PhD teacher with a long experience in teaching (35 years) suggests that during exams, students should answer in forms of essays in the modules of Linguistics, Literature and Culture; in so doing teachers will contribute in helping students perform better in writing, and this exercise would certainly facilitate the transfer across the curriculum. Another PhD teacher declares that when evaluation students, all teachers should give equivalent importance to both content and form. Few Magister A class teachers pointed out that when asking their students to write, they always remind them to watch their writings for grammar, vocabulary, sentence structure and other basic mechanics, teachers consider that doing so will help students overcome the problem transfer.

**Question Twenty-one:** According to you, writing effectively across the Curriculum means:

<b>Meaning of WAC</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>An improvement of the writing skills</b>	3	7.89%
<b>An improvement of the thinking skills</b>	1	2.63%
<b>A good use of the rhetorical aspects</b>	1	2.63%
<b>All combined</b>	33	86.84%
<b>Total</b>	38	100%

Table 21: Meaning of Writing across the Curriculum

The present question enables us to gather the different definitions of how the term writing across the disciplines is seen by teachers. Form the results; we notice that a significant majority

(86.84%) agree that it is a combination of all the features that we have proposed to the informants to choose from.

Teaching students how to write, at the university level, is a complex procedure which requires the integration of several actors all along the training process. Thirty-three teachers, out of thirty-eight, replied that writing effectively across the curriculum is a combination of an improvement of the writing and thinking skills, and an efficient use of the rhetorical aspects of writing. The achievement of these goals assigned depends enormously upon the good matching of the strategies adopted by teachers and the contents of the different subjects. Teachers should show a kind of interest in the students' use of the rules and techniques they learn; they should try to know if their students who manage to be good elements in their module, tend to be the same in other modules. If some students tend to be good in the writing class, but not in other modules, this can be seen as a failure as they do not put into practice what they learnt during the writing class; and this is partly the teacher's fault. Consequently, teachers of writing and others of Linguistics, Literature and Culture must cooperate at different levels and must develop collaborative tasks, between full time and part time teachers, to ensure efficient students' achievements and productions across the curriculum.

**Question Twenty-two:** Do you think that if the writing conventions were taught efficiently, their transfer towards other subjects (modules) would be successful?

<b>Efficient Teaching and Successful Transfer</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>Yes</b>	33	86.84%
<b>No</b>	5	13.15%

<b>Total</b>	38	100%
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Table 22: Efficient Teaching and Knowledge Transfer

An important item in this last section is seen as crucial since it answers positively the question we asked about whether efficient teaching of writing conventions would lead to a successful transfer towards other disciplines; this is the main concern of the present research.

A significant majority of the respondents (86.84%) confirm the issue. When students are taught all about the techniques of writing, it is obvious and legitimate to expect them to reproduce what they have learned whenever an occasion requires their use. When the most important number of features of writing can be taught and are clearly identified by the syllabus designer and teachers, the realistic idea of seeing our students transferring what they learned in writing to other modules may be reached.

It seems important to mention that the teaching of writing should not be limited to teachers of writing; instead, students should be taught in a way that provides them with enough competencies to approach writing and be able to write about any subject. Once writing teachers are aware of this, they can use a set of techniques and recommendations in each composition course to explain and convince their students that what they teach must be used in all writing situations.

Five informants among the rest replied negatively; two Adjunct teachers, two Magister A class and one Magister B class teachers. First, we may deduce that the five informants did not understand the question; second, they have no clear idea about what strategies to use to ensure a possible transfer across the curriculum.

**Question Twenty-four:** Other Suggestions on Knowledge Transfer from Writing to Other Subjects

The aim of this last question is to give the teachers the opportunity to share with us some additional useful suggestions that may help and guide us in the present study. The informant's suggestions are classified as follows:

- First, the answers which stress collaboration of teachers are grouped together:
- “Magister A class” 3: there must be collaboration between teachers of writing and those of Oral Expression, Linguistics, Civilization, Grammar and Literature. Other factors, apart from those concerned with grammatical rules, organizing the ideas and content, should be considered; for instance, teachers of all the modules should collaborate and decide on interdisciplinary selection of what should be taught to students, and how teachers should evaluate them.
- “Magister B class” 2: the module of Written Expression should be taught by teachers whose capacities in writing are proved (efficient). The low level of students is due to the lack of interest because English was not the first choice of all students.
- “PhD Holder” 2: from the right beginning, teachers should clarify the purpose of the written expression module; the main aim is transferring the writing rules to all types of texts concerned with the modules of Literature, Civilization, scientific topics...etc.
- “Adjunct Teachers” 8: teachers of writing should expose students to a large variety of writing in different topics across different modules; they should also devote more time to teach writing. Students are not aware of the importance of the writing skill; they just write for the sake of writing without paying attention to the rules; besides, most of their



writing products do not reflect what they have been taught in the writing class. Students ignore that all the modules overlap; they tend to separate between modules; they must be aware of this connection and they should transfer the knowledge concerned with the writing rules into other modules of the curriculum.

Concerning the first category of teachers (Magister A class), they insist on the collaborative act. In fact, we noticed in the questionnaire that the informants wish to see more cooperation between teachers of different modules. They must be right because the primary and final aim of the training program is to make students able to speak and to write in efficiently in English. Writing should not be regarded as an isolated module; it teaches students basic mechanics of writing that should be applied in all kinds of writings. Researchers proved that there is a close relationship between writing and other modules; Grammar may be placed upstream as it feeds the writer with all necessary rules that are indispensable to produce good compositions, whereas Literature, Linguistics, Culture and other modules are seen downstream because these are considered as the fields of application about what students learn during the writing classroom.

Two teachers of “Magister B class” recommend that the importance of the written expression module should not be neglected. Writing is not an easy task, for this reason they see that only professional teachers who are more proficient to teach writing at all levels should teach writing.

Concerning the PhD holder teachers, the purpose of writing should be stated right from the beginning; what students learn in the composition class, should be transferred towards the other modules. All teachers of the English Department have expressed their discontent of the students’

ability in writing; thus, there is a need to find out what appropriate measure should be taken to tackle the problem.

The third proposition made by eight adjunct teachers is about the lack of students' interest that students do not give any importance when asked to write in another module apart from the one of writing. They seem to ignore the relationships that overlap writing with the other modules; this is a huge problem because if teachers of writing are complaining of the low production of students, what should be the reaction of the other teachers? Teachers of the English Department should design an interdisciplinary curriculum which combines the modules of the same Fundamental Teaching Unit with the aim to improve all aspects of teaching writing ranging from grammatical structures to the rules that must be transferred in each discipline.

## **5.2 Results and Discussion**

As specified before, the foremost reason that motivated the contact with the thirty-eight teachers of the English Department, University of Frères Mentouri Constantine, who contributed through this questionnaire, is to investigate to what extent students' writings in different modules reflect the rules taught in the Written Expression session. The results of this questionnaire might contribute in determining the nature of the problems encountered in the teaching of writing as a central discipline in the curriculum, and then trying to find out some solutions that may facilitate the knowledge transfer from the writing class towards other modules of the curriculum.

Through their answers, the informants show their total dissatisfaction with the students' writing performance in all the modules. Besides, the students' weaknesses are mainly due to the lack of reading. Teachers consider that students who read a lot have better chances to become

good writers; when students are asked to write particular kinds of texts, it would be helpful if they had already read about that kind of text; the same would be said about the style of language students have to use when writing. Teachers should explain to students that a real connection exists between reading and writing, how the two skills strengthen and reinforce each other. Another serious problem related to the students' weaknesses is the one concerned with the lack of practice outside and inside the classroom. Writing about different topics across different disciplines can enhance the writing ability and make students perform better.

Teachers tend to neglect the relationship that overlaps writing with the other modules. We notice through the analysis of the present questionnaire that there is an absence of any kind of cooperation between teachers of the English Department, University of Frères Mentouri Constantine. Some important modules as Literature, Linguistics and Culture, which belong to the same Teaching Unit, require a written form; therefore, composition teachers need to remain in close contact with their colleagues exactly as writing is central to other modules. The module of grammar is seen as the closest one to writing as it feeds students with basic and important grammatical structures such as types of constructions, varieties in sentence opening, transitional expressions, sentence fragments and so forth that can be used in any type of writing.

There is also an interaction that occurs between writing and some other modules of the curriculum such as writing and Literature where students are supposed to write critical and analytical essays inspired by the literary theme they were taught during the Literature lectures. In the English Department, University of Frères Mentouri Constantine, teachers of Literature devote more time to teach features related to literature as plays, characters, and poetry, rather than giving

some importance to the writing rules that students must reflect in their current writing. This can be due to the huge number of students per group and the lack of time designed to teaching.

According to the teachers' answers, writing is also close to Linguistics, Culture and other modules. This is true since these modules use the compositions as a form i.e. students should reflect when writing in these modules all the techniques and rules they learnt in the writing sessions.

Overall, the results of the questionnaire do confirm our aim which stresses the probability of implementing some efficient techniques in the curriculum which may lead to a better performance and an adequate production of the students' writing ability across the curriculum.

## **Conclusion**

As already stated in the introduction, the researcher is seeking a quantitative process to determine the students' transfer of the writing rules across different disciplines. The study also tends to know if teachers and students are aware how deep writing is close and connected to other subjects of the curriculum; what is learnt during the written expression class should be applied efficiently across all the disciplines.

Therefore, the above tables can clarify the amount or the number of personal teachers' opinions about the students' level in writing, and more exactly the transfer of the writing rules across the disciplines.

## **Chapter six: Analysis of Students' Exam Papers in Four Modules**

### **Introduction**

The experimental area of the study demonstrates that the corpus based method is the research instrument that extends along the whole data collection period. Thus, the examination checklists are explicitly described in the present chapter only to help readers notice the manner, frequency, and ability of students' transfer of the writing rules across the curriculum.

The secondary major aspect highlighted in that chapter is the data scoring of the main research variables; thus, the researcher will attempt to drive score for the students' level and performance while writing across the curriculum. Eventually, scores are significantly prepared to enable the researcher calculate patterns to establish the possible correlations between the dependent and independent research variables.

### **6.1. The Pilot Study**

As afore-stated, we will deal with a second tool for the present research which is an explicit examination of the 2<sup>nd</sup> year students' exam papers. For time constraints, we carry out, first, a pilot study of 15 exam papers in W.E, Linguistics, Literature and Culture. This allows us to collect our first data about the student' level and performance in writing in the modules mentioned above to answer the question about whether students transfer the writing rules learnt from one module to another or not.

Thus, we will analyze 15 students' exam papers one by one among a sample of 40. Our examination was supported by a checklist that mentions all the necessary aspects of the research purpose. Therefore, the table below illustrates each module with the mark obtained by each student in every subject. Last but not least, this table contains the students' marks concerning their writing proficiency and how they enrich their

writing with the essential writing conventions such as articles (definite and indefinite), cohesive devices, capitalization and the “S” for the three pronouns respectively she, he, and it. To measure the students’ writings performance, a correlation test has been calculated between: W.E and Linguistics, W.E and Literature and W.E and Culture.

### 6.1.1 Correlation between W.E and Linguistics

Scores	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
S1	10,75	7	75,25	115,5625	49
S2	3	8	24	9	64
S3	5,5	5	27,5	30,25	25
S4	9,5	5	47,5	90,25	25
S5	16,25	17	276,25	264,0625	289
S6	8	3	24	64	9
S7	7,5	8	60	56,25	64
S8	7,5	8	60	56,25	64
S9	3,5	5	17,5	12,25	25
S10	7,5	8	60	56,25	64
S11	7,5	8,5	63,75	56,25	72,25
S12	4,5	5	22,5	20,25	25
S13	10,25	5	51,25	105,0625	25
S14	4,5	5	22,5	20,25	25
S15	6,5	8	52	42,25	64
N= 15	Σ =112,25	Σ =105,5	Σ =884	998,1875	Σ =889,25

Table 24: Correlation between W.E and Linguistics

$$R = \frac{N \sum XY - \sum X * \sum Y}{\sqrt{([N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2])}}$$

$$R = \frac{(15*884) - (112.25*105.5)}{\sqrt{(15*998) - (112.25)^2 * (15*889.25) - (105.5)^2}}$$

$$R = \frac{13260 - 11842.375}{\sqrt{(14970 - 12600.06) * (13338.75 - 11130.25)}}$$

$$R = \frac{1417.625}{\sqrt{2369.94 \cdot 2208.5}}$$

$$R = \frac{1417.625}{\sqrt{5234012.49}}$$

**R = 0.6**

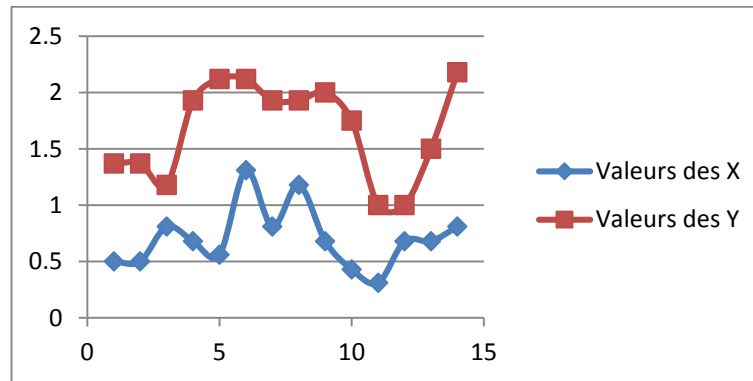


Figure 1: Correlation between W.E and Linguistics

### 6.1.2. Correlation between W.E and Literature

Scores	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
S1	10,75	2,5	26,875	115,5625	6,25
S2	3	1	3	9	1
S3	5,5	2	11	30,25	4
S4	9,5	3,5	33,25	90,25	12,25
S5	16,25	13	211,25	264,0625	169
S6	8	4,5	36	64	20,25
S7	7,5	3	22,5	56,25	9
S8	7,5	5	37,5	56,25	25
S9	3,5	3	10,5	12,25	9
S10	7,5	6	45	56,25	36
S11	7,5	0,5	3,75	56,25	0,25
S12	4,5	10	45	20,25	100
S13	10,25	10	102,5	105,0625	100

<b>S14</b>	4,5	5,5	24,75	20,25	30,25
<b>S15</b>	6,5	5	32,5	42,25	25
<b>Σ= 15</b>	112,25	74,5	645,375	998,1875	547,25

Table 25: Correlation between W.E and Literature

$$R = \frac{N \sum XY - \sum X * \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{15(645.375) - (112.25 * 74.5)}{\sqrt{15(998.1875) - (112.25)^2 * (15(547.25) - (74.5)^2)}}$$

$$r = \frac{1318}{\sqrt{2372.75 * 2658.5}}$$

$$r = 0.5$$

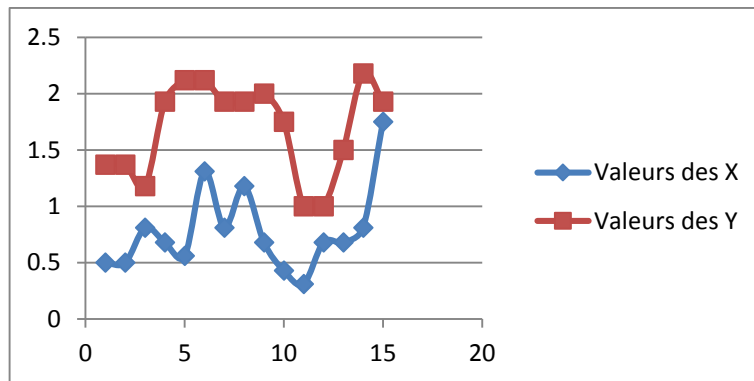


Figure 2: Correlation between W.E and Literature



### 6.1.3. Correlation between W.E and Culture

Scores	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
S1	10,75	11	118,25	115,5625	121
S2	3	7	21	9	49
S3	5,5	9	49,5	30,25	81
S4	9,5	3	28,5	90,25	9
S5	16,25	16	260	264,0625	256
S6	8	7	56	64	49
S7	7,5	12,5	93,75	56,25	156,25
S8	7,5	14,5	108,75	56,25	210,25
S9	3,5	12	42	12,25	144
S10	7,5	10,5	78,75	56,25	110,25
S11	7,5	5	37,5	56,25	25
S12	4,5	4,5	20,25	20,25	20,25
S13	10,25	8,5	87,125	105,0625	72,25
S14	4,5	14	63	20,25	196
S15	6,5	5	32,5	42,25	25
<b>Σ= 15</b>	<b>112,25</b>	<b>139,5</b>	<b>1096,875</b>	<b>998,1875</b>	<b>1524,25</b>

Table 26: Correlation between W.E and Culture

$$R = \frac{N \sum XY - \sum X * \sum Y}{\text{Sqrt} ([N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2])}$$

$$r = \frac{15(1096.875) - (112.25 * 139.5)}{\sqrt{15(998.1875) - (112.25)^2 * (15(1524.25) - (139.5)^2)}}$$

$$r = \frac{794.25}{\sqrt{2372.75 * 3403.5}}$$

**r = 0.2**

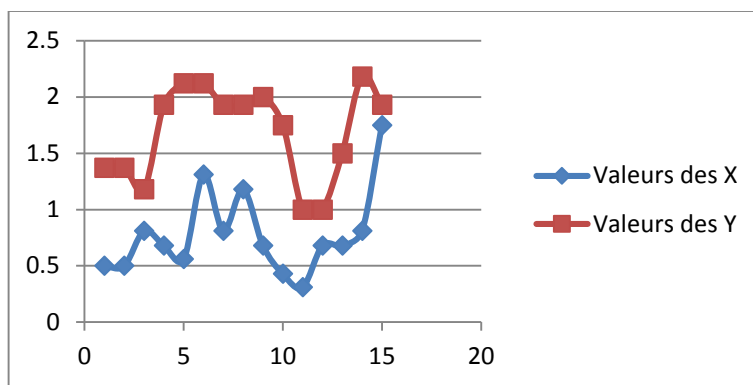


Figure 3: Correlation between W.E and Culture

#### 6.1.4. Results of the Pilot Study

The pilot study revealed that there are different correlations between the variables, yet all of them are moderate positive ones, the value “r” summarizes the results as follows:

- a) - W.E and Linguistics  $r = 0.6$
- b) - W.E and Literature  $r = 0.5$
- c) - W.E and Culture  $r = 0.2$

One can deduce that while correcting their students’ papers some teachers took into consideration only the content while others the form; they should have focused on both since they are significantly important in writing. Students from their first year learn the writing conventions explicitly in the module of written expression and they are supposed to apply and to transfer these conventions across other subjects; i.e., from one module to another. We have noticed that students do not, always, transfer these conventions:

Conventions uses	Number of students
The use of “S” (3 <sup>rd</sup> singular pronoun)	The majority of students do not put the “S”
Capitalisation	Many students do not respect the rule of capitalization
The use of cohesive devices	Only six devices are reflected into the students’ papers

Table 27: The Use of the Writing Conventions in the Students’ Compositions

Through the analysis of the students’ papers, we noticed that the transfer is almost inexistent. It might easily be argued that students encounter more difficulties with the rule concerned with putting the “S” to the third singular pronoun. The question which comes up to our mind is: why do the students meet difficulties with this feature? The most obvious answer is that this rule does not exist in Arabic and in the French languages, and while writing students tend to refer to these languages; that is why they frequently forget to apply this rule to the foreign language.

Another typical difficulty that the students meet is the one relative to the wrong application of capitalization which is highly important in the writing skill. Although learners know that they must capitalize at the beginning of each new sentence, yet they do not apply this rule. The immediate solution to this problem is that students should be informed repeatedly that the rules they are learning during the writing class must be used across other modules.

The third difficulty is the one related to the use of cohesive devices in writing. After analyzing the students’ papers, we have noticed that the most frequent ones are: *and, because, but, which, that, so*, as the following table reveals:

<b>Cohesive Devices</b>	<b>Number of times used</b>
And	78
Because	60
But	35
Which	18
That	15
So	7

Table 28: The Use of Cohesive Devices in the Students' Papers

The challenge involved in using cohesive devices is that students should show willingness to learn and use new cohesive devices whenever they come across them; this can be as an efficient strategy for enriching students' register. From the table, we can notice that many types of conjunctions such as: additive, causal, adversative, temporal and lexical should be in the academic writing; the use of cohesive devices is fundamental in writing as it shows the difference between the weak and good writing. To provide a detailed portrait about the use of cohesive ties, the researcher made the following table moving from the most frequent devices to the least ones:

<b>Most Frequent</b>	<b>Least Frequent</b>
Additive: and, in addition, besides.	Demonstrative,
Lexical: synonym, repetition	Adversative devices: however, but, on the other hand
Temporal: first, second, lastly, in conclusion.	Causal devices: as a result, so, thus.
Definite articles	

Table 29: Most and Least Frequent Cohesive Devices used in Writing

The use of articles is the only application where students obtained nearly the whole mark in the three modules selected for the examination: Literature, Culture and Linguistics. It seems an easy exercise for students to implement their assignments with articles, most of the time correctly; this was the only successful transfer among the other ones.

## 6.2 Re-examining the Students' Exam Papers Using a Specific Standard Protocol

After the results obtained from the pilot study, we decided to re-examine the students' papers, a second time, using a specific standard protocol. We examined each module on its own by taking into consideration four important features, exactly as we did in the pilot study. The specific standard protocol we used to examine the forty papers was as follows: 0.25 for each use of "S", 2.5 for capitalization, concerning the use of connectors we put 3.75, last but not least, we put 4 for the use of both definite and indefinite articles.

### 6.2.1 W.E and Linguistics Scores

Scores	Written Expression	Linguistics	Total
1	-“S”: 0/1.25	“S”: 0.5/1.25	0.5
	Capitalization:0.25/2.25	Capitalization:1/2.25	1.37
2	-Connectors:0.75/3.75	-Connectors: 2/3.75	
	- Articles:1/4	- Articles:2/4	0.5
3	-“S”: 0/1.25	-“S”: 0.5/1.25	0.5
	Capitalization:0.25/2.25	Capitalization:1/2.25	1.37
3	Connectors: 0.75/3.75	-Connectors: 2/3.75	
	- Articles: 1/4	- Articles: 2/4	0.81

	-Capitalization: 1.25/2.25 -Connectors: 1/3.75 - Articles:1/4	Capitalization:0.75/ -Connectors:2/3.75 - Articles:1.5/4	1.18
4	-“S”: 0.5/1.25 -Capitalization:0.75/2.25 -Connectors:0.75/3.75 - Articles:0.75/4	-“S”: 0.5/1.25 Capitalization:1.5/2.25 -Connectors:3.5/3.75 - Articles:2.25/4	0.68
			1.93
5	-“S”: 0/1.25 -Capitalization:0.25/2.25 -Connectors: 1.75/3.75 - Articles:0.25/4	-“S”: 1/1.25 Capitalization:1.5/2.25 -Connectors: 2.25/3.75 - Articles:3.75/4	0.56
			2.12
6	-“S”: 0.5/1.25 -Capitalization: 0.75/2.25 -Connectors:1.75/3.75 - Articles:2.25/4	-“S”: 0/1.25 -Capitalization:0.75/2.25 -Connectors: 3.75/3.75 - Articles:4/4	1.31
			2.12
7	-“S”: 0/1.25 -Capitalization:1/2.25 -Connectors:1.25/3.75 - Articles:1/4	-“S”: 0.25/1.25 -Capitalization:1.5/2.25 -Connectors:3.5/3.75 - Articles:2.5/4	0.81
			1.93
8	-“S”: 0/1.25 -Capitalization:0.75/2.25 -Connectors: 3/3.75 - Articles:1/4	-“S”: 0.25/1.25 -Capitalization:2/2.25 -Connectors:2.75/3.75 - Articles:2.75/4	1.18
			1.93
9	-“S”: 0/1.25 -Capitalization:0.5/2.25 -Connectors: 1.75/3.75 - Articles: 0. 5/4	-“S”: 0.25/1.25 -Capitalization:1.5/2.25 -Connectors: 2.5/3.75 - Articles: 3.75/4	0.68
			2
10	-“S”: 0/1.25 -Capitalization:0.25/2.25 -Connectors:0.25/4 - Articles: 1.25/3.75	-“S”: 0.25/1.25 -Capitalization:1/1.25 -Connectors: 3.75/4 - Articles: 2/3.75	0.43
			1.75

11	-“S”: 0/1.25 -Capitalization:0.25/2.25 -Connectors: 0.25/3.75 - Articles:0.75/4	-“S”: 0/1.25 -Capitalization:1.25/2.25 -Connectors:1.25/3.75 - Articles: 1.5/4	0.31
			1
12	-“S”: 0/1.25 -Capitalization: 0.25/2.25 -Connectors:2.25/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 1.25/2.25 -Connectors: 1.25/3.75 - Articles:1.5/4	0.68
			1
13	-“S”: 0/1.25 -Capitalization: 0.25/2.25 -Connectors: 2.25/3.75 - Articles: 0.25/4	-“S”: 0.5/1.25 -Capitalization: 0.5/2.25 -Connectors: 2.25/3.75 - Articles: 2.75/4	0.68
			1.5
14	-“S”: 0.25/1.25 -Capitalization: 0.25/2.25 -Connectors: 2.5/3.75 - Articles:0.25/4	-“S”: 1.25/1.25 -Capitalization:1/2.25 -Connectors: 3.5/3.75 - Articles: 3/4	0.81
			2.18
15	-“S”: 0.25/1.25 -Capitalization: 1.5/2.25 -Connectors: 2.75/3.75 - Articles: 2.5/4	-“S”: 0.25/1.25 -Capitalization: 2/2.5 -Connectors: 2/3.75 - Articles: 3.5/4	1.75
			1.93
16	-“S”: 0.25/1.25 -Capitalization: 0.25/2.25 -Connectors: 1.5/3.75 - Articles: 0.75/4	-“S”: 0.25/1.25 -Capitalization: 1.5/2.5 -Connectors: 3.75/3.75 - Articles:2.25/4	0.68
			1.93
17	-“S”: 0/1.25 -Capitalization: 0.25/2.25 -Connectors: 1.25/3.75 - Articles:1/4	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 0.75/3.75 - Articles:2.75/4	0.62
			1.06
18	-“S”: 0/1.25 -Capitalization: 0.75/2.25	-“S”: 0/1.25 -Capitalization: 1 /2.5	0.93

	-Connectors: 1.75/3.75 - Articles:1.25/4	-Connectors: 1.5/3.75 - Articles: 3/4	1.37
19	-“S”: 0/1.25 -Capitalization: 0.75/2.25 -Connectors: 2.87/ 3.75 - Articles: ¼	-“S”: 0.25/1.25 -Capitalization: 2.25/2.5 -Connectors: 1.5/3.75 - Articles: 1 /4	1.15
			1.25
20	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.5/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 1 /2.5 -Connectors: 2.25/3.75 - Articles: 2/4	0.62
			1.31
21	-“S”: 0.5/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.25/3.75 - Articles: 1.75/4	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 2.25/3.75 - Articles:2.25/4	1.43
			1.31
22	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles:0.5/4	-“S”: 0.5/1.25 -Capitalization: 1.5/2.5 -Connectors: 1.75/3.75 - Articles: 4/4	0.68
			1.93
23	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.75/3.75 - Articles: 2/4	-“S”: 0.5/1.25 -Capitalization: 1 / 2.5 -Connectors: 2/3.75 - Articles: 3 /4	1.25
			1.62
24	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.5/3.75 - Articles: 1/4	-“S”: 0.25/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.75/3.75 - Articles: 2.5/4	0.81
			1.68
25	-“S”: 0/1.25 -Capitalization: 1 /2.5 -Connectors: 1.25/3.75 - Articles: 1 /4	-“S”: 0.25/ 1.25 -Capitalization: 1.5/2 -Connectors: 2.25/3.75 - Articles: 1.5/4	0.81
			1.37



26	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2/2.5 - Articles: 0.25/4	-“S”: 0.5/1.25 -Capitalization: 0.5/2.5 -Connectors: 3/3.75 - Articles: 2.75/4	0.62
			1.68
27	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.25/3.75 - Articles: 2/4	-“S”: 0.25/1.25 -Capitalization: 0.5/2.5 -Connectors: 2/3.75 - Articles: 3.5/4	1.37
			1.56
28	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.25/3.75 - Articles: 0.5/4	-“S”: 1.25/1.25 -Capitalization: 1.25/2.5 -Connectors: 3.25/3.75 - Articles: 3.75/4	0.5
			2.37
29	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 3/3.75 - Articles: 0.5/4	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 2/3.75 - Articles: 3.25/4	1
			1.62
30	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.5/3.75 - Articles: 1.25/4	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 2.25/3.75 - Articles: 2.75/4	0.81
			1.56
31	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles: 2.25/4	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 2.25/3.75 - Articles: 2.75/4	1.31
			1.56
32	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles: 2.25/4	-“S”: 0/1.25 -Capitalization: 1 /2.5 -Connectors: 2.25/3.75 - Articles: 3.5/4	1.31
			1.68
33	-“S”: 0/1.25 -Capitalization: 0.5/2.5	-“S”: 0.75/1.25 -Capitalization: 1/2.5	0.37

	-Connectors: 0.75/3.75 - Articles: 0.25/1.25	-Connectors: 3/3.75 - Articles: 3/4	1.93
34	-"S": 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 0.75/3.75 - Articles: 0.25/4	-"S": 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1/3.75 - Articles: 2.5/4	0.37
			1.06
35	-"S": 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 0.75/3.75 - Articles: 0.75/4	-"S": 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 2.25/3.75 - Articles: 3/4	0.43
			1.62
36	-"S": 0.25/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles: 1.75/4	-"S": 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 0.5/3.75 - Articles: 0.5/4	1.06
			0.31
37	-"S": 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.25/3.75 - Articles: 0.5/4	-"S": 0.25/1.25 -Capitalization: 0.75/2.5 -Connectors: 3.75/3.75 - Articles: 3.25/4	0.56
			2
38	-"S": 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles: 1/4	-"S": 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 2/3.75 - Articles: 2.5/4	0.81
			1.31
39	-"S": 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 1.5/3.75 - Articles: 0.5/4	-"S": 0/1.25 -Capitalization: 1 /2.5 -Connectors: 1.25/3.75 - Articles: 2/4	0.81
			1.06
40	-"S": 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1/3.75 - Articles: 0.5/4	-"S": 1.5/1.25 -Capitalization: 2/2.5 -Connectors: 3/3.75 - Articles: 3 /4	0.5

Table 30: W.E and Linguistics Scores

## 6.2.2 Correlation between W.E and Linguistics after Re-Examining the Students' Exam Papers

Scores	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	0,5	1,37	0,685	0,25	1,8769
2	0,5	1,37	0,685	0,685	1,8769
3	0,81	1,18	0,9558	0,9558	1,3924
4	0,68	1,93	1,3124	1,3124	3,7249
5	0,56	2,12	1,1872	1,1872	4,4944
6	1,31	2,12	2,7772	2,7772	4,4944
7	0,81	1,93	1,5633	1,5633	3,7249
8	1,18	1,93	2,2774	2,2774	3,7249
9	0,68	2	1,36	1,36	4
10	0,43	1,75	0,7525	0,7525	3,0625
11	0,31	1	0,31	0,31	1
12	0,68	1	0,68	0,68	1
13	0,68	1,5	1,02	1,02	2,25
14	0,81	2,18	1,7658	1,7658	4,7524
15	1,75	1,93	3,3775	3,3775	3,7249
16	0,68	1,93	1,3124	1,3124	3,7249
17	0,62	1,06	0,6572	0,6572	1,1236
18	0,93	1,37	1,2741	1,2741	1,8769
19	1,15	1,25	1,4375	1,4375	1,5625
20	0,62	1,31	0,8122	0,8122	1,7161
21	1,43	1,31	1,8733	1,8733	1,7161
22	0,68	1,93	1,3124	1,3124	3,7249
23	1,25	1,62	2,025	2,025	2,6244
24	0,81	1,68	1,3608	1,3608	2,8224
25	0,81	1,37	1,1097	1,1097	1,8769
26	0,62	1,68	1,0416	1,0416	2,8224
27	1,37	1,56	2,1372	2,1372	2,4336
28	0,5	2,37	1,185	1,185	5,6169
29	1	1,62	1,62	1,62	2,6244
30	0,81	1,56	1,2636	1,2636	2,4336
31	1,31	1,56	2,0436	2,0436	2,4336
32	1,31	1,68	2,2008	2,2008	2,8224

33	0,37	1,93	0,7141	0,7141	3,7249
34	0,37	1,06	0,3922	0,3922	1,1236
35	0,43	1,62	0,6966	0,6966	2,6244
36	1,06	0,31	0,3286	0,3286	0,0961
37	0,56	2	1,12	1,12	4
38	0,81	1,31	1,0611	1,0611	1,7161
39	0,81	1,06	0,8586	0,8586	1,1236
40	0,5	2,37	1,185	1,185	5,6169
$\Sigma =40$	32,5	63,83	51,7317	51,2967	109,0807

Table 31: Correlation between W.E and Linguistics

$$R = \frac{N \sum XY - \sum X * \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] * [N \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{40(51.7317) - (32.5 * 63.83)}{\sqrt{40(51.2967) - (32.5)^2 * (40(109.0807) - (63.83)^2}}$$

$$r = \frac{-5.207}{\sqrt{995.618 * 288.956}}$$

$$r = \frac{-5.207}{\sqrt{287689.79}}$$

$$r = -0.09$$

The first correlation obtained between W.E and Linguistics shows that a negative correlation occurs between the two variables. It has been noticed, in fact, through the re-correction that the use of the writing conventions, the researcher has been working on, is mediocre; this explains the negative correlation obtained. During the exam of Linguistics, students were asked to answer three main questions in form of short paragraphs, so we expected students to obey rules of writing. Unfortunately, those rules do not appear in the students' compositions; one can explain this failure of transfer is that students consider the context of Linguistics does not require any transfer of the writing rules as they experienced in the writing

class, they consider that the writing conventions belong only to the writing class. Besides, the role of teachers is not to supply and check that what they taught is passively stored, but to lead the students to use this supply in any context they face.

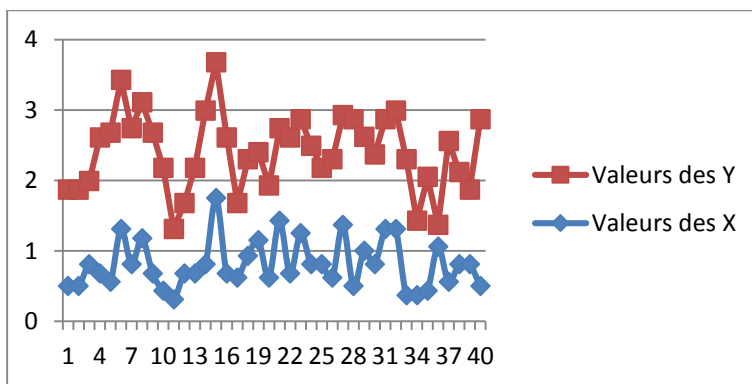


Figure 4: Correlation between Writing and Linguistics

### 6.2.3. W.E and Literature Scores

Students	Written expression	Literature	Mark
1	-“S”: 0/1.25	“S”: 0.25/1.25	0.5
	Capitalization:0.25/2.5	Capitalization:0.25/2.25	1.37
2	-Connectors:0.75/3.75	-Connectors: 1.5/3.75	
	- Articles:1/4	- Articles:2.75/4	
3	-“S”: 0/1.25	-“S”: 0.25/1.25	0.5
	Capitalization:0.25/2.5	Capitalization:0.75/2.25	1.37
3	Connectors: 0.75/3.75	-Connectors: 2/3.75	
	- Articles: 1/4	- Articles: 3.75/4	
3	-“S”: 0/1.25	-“S”: 0.25/5	0.81
	-Capitalization: 1.25/2.5	Capitalization:0.25/ 1.25	1.18
3	-Connectors: 1/3.75	-Connectors:2/3.75	
	- Articles:1/4	- Articles:3.25/4	

4	-“S”: 0.5/1.25 -Capitalization:0.75/2.5 -Connectors:0.75/3.75 - Articles:0.75/4	-“S”: 0.5/1.25 Capitalization:1.5/2.25 -Connectors:3.5/3.75 - Articles:2.25/4	0.68
			1.93
5	-“S”: 0/1.25 -Capitalization:0.25/2.5 -Connectors: 1.75/3.75 - Articles:0.25/4	-“S”: 1.25/1.25 Capitalization:0.75/2.25 -Connectors: 2.75/3.75 - Articles:2.75/4	0.56
			2.12
6	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors:1.75/3.75 - Articles:2.25/4	-“S”: 0.25/1.25 -Capitalization:1.5/2.25 -Connectors: 3.5/3.75 - Articles:2.5/4	1.31
			2.12
7	-“S”: 0/1.25 -Capitalization:1/2.5 -Connectors:1.25/3.75 - Articles:1/4	-“S”: 0.25/1.25 -Capitalization:2/2.25 -Connectors:2.75/3.75 - Articles:2.75/4	0.81
			1.93
8	-“S”: 0/1.25 -Capitalization:0.75/2.5 -Connectors: 3/3.75 - Articles:1/4	-“S”: 0.25/1.25 -Capitalization:0.5/2.25 -Connectors:1/3.75 - Articles:0.25/4	1.18
			1.93
9	-“S”: 0/1.25 -Capitalization:0.5/2.5 -Connectors: 1.75/3.75 - Articles: 0. 5/4	-“S”: 0/1.25 -Capitalization:1/2.25 -Connectors: 2.25/3.75 - Articles: 2.25/4	0.68
			2
10	-“S”: 0/1.25 -Capitalization:0.25/2.5 -Connectors:0.25/4 - Articles: 1.25/3.75	-“S”: 0.25/1.25 -Capitalization:0.75/1.25 -Connectors: 2.5/4 - Articles: 2.5/3.75	0.43
			1.75
11	-“S”: 0/1.25	-“S”: 0/1.25	0.31

	-Capitalization:0.25/2.5 -Connectors: 0.25/3.75 - Articles:0.75/4	-Capitalization:0.25/2.25 -Connectors:3/3.75 - Articles: 1.5/4	1
12	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors:2.25/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 1.25/2.25 -Connectors: 1.25/3.75 - Articles:1.5/4	0.68
			1
13	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.25/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 0.5/2.25 -Connectors: 0/3.75 - Articles: 1.25/4	0.68
			1.5
14	-“S”: 0.25/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.5/3.75 - Articles:0.25/4	-“S”: 0/1.25 -Capitalization:0.5/2.25 -Connectors: 0/3.75 - Articles: 0.5/4	0.81
			2.18
15	-“S”: 0.25/1.25 -Capitalization: 1.5/2.5 -Connectors: 2.75/3.75 - Articles: 2.5/4	-“S”: 1/1.25 -Capitalization:1.5/2.5 -Connectors: 2.25/3.75 - Articles: 2.5/4	1.75
			1.93
16	-“S”: 0.25/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.5/3.75 - Articles: 0.75/4	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1/3.75 - Articles:1.5/4	0.68
			1.93
17	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.25/3.75 - Articles:1/4	-“S”: 0/1.25 -Capitalization: 1.5/2.5 -Connectors: 3/3.75 - Articles:4/4	0.62
			1.06
18	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles:1.25/4	-“S”: 0/1.25 -Capitalization: 0.5 /2.5 -Connectors: 1.5/3.75 - Articles: 3/4	0.93
			1.37

19	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 2.87/ 3.75 - Articles: ¼	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.25/3.75 - Articles: 2 /4	1.15
			1.25
20	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.5/3.75 - Articles: 0.25/4	-“S”: 0.5/1.25 -Capitalization: 1.25 /2.5 -Connectors: 3.5/3.75 - Articles: 4/4	0.62
			1.31
21	-“S”: 0.5/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.25/3.75 - Articles: 1.75/4	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 2. 5/3.75 - Articles:4/4	1.43
			1.31
22	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles:0.5/4	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 2.5/3.75 - Articles: 4/4	0.68
			1.93
23	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.75/3.75 - Articles: 2/4	-“S”: 0 /1.25 -Capitalization: 0.5 / 2.5 -Connectors: 2/3.75 - Articles: 2.5 /4	1.25
			1.62
24	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.5/3.75 - Articles: 1/4	-“S”: 0.25/1.25 -Capitalization: 0.5/2.5 -Connectors: 2/3.75 - Articles: 2.75/4	0.81
			1.68
25	-“S”: 0/1.25 -Capitalization: 1 /2.5 -Connectors: 1.25/3.75 - Articles: 1 /4	-“S”: 0.5/ 1.25 -Capitalization: 0.25/2 -Connectors: 2.25/3.75 - Articles: 3.75/4	0.81
			1.37
26	-“S”: 0/1.25 -Capitalization: 0.25/2.5	-“S”: 0/1.25 -Capitalization: 0.75/2.5	0.62



	-Connectors: 2/2.5 - Articles: 0.25/4	-Connectors: 2.75/3.75 - Articles: 3.25/4	1.68
27	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.25/3.75 - Articles: 2/4	-“S”: 0.25/1.25 -Capitalization: 0.25/2.5 -Connectors: 2/3.75 - Articles: 3.5/4	1.37
			1.56
28	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.25/3.75 - Articles: 0.5/4	-“S”: 0.25/1.25 -Capitalization: 1/2.5 -Connectors: 2.75/3.75 - Articles: 2.25/4	0.5
			2.37
29	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 3/3.75 - Articles: 0.5/4	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 2/3.75 - Articles: 3.25/4	1
			1.62
30	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.5/3.75 - Articles: 1.25/4	-“S”: 0.25/1.25 -Capitalization: 1.25 /2.5 -Connectors: 3.5/3.75 - Articles: 3.25/4	0.81
			1.56
31	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles: 2.25/4	-“S”: 0.5/1.25 -Capitalization: 0.5 /2.5 -Connectors: 1.5/3.75 - Articles: 2.5/4	1.31
			1.56
32	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles: 2.25/4	-“S”: 1/1.25 -Capitalization: 0.75 /2.5 -Connectors: 3.25/3.75 - Articles: 3/4	1.31
			1.68
33	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 0.75/3.75 - Articles: 0.25/1.25	-“S”: 0.75/1.25 -Capitalization: 0.75/2.5 -Connectors: 2/3.75 - Articles: 3/4	0.37
			1.93

34	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 0.75/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 2.5/3.75 - Articles: 3.25/4	0.37
			1.06
35	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 0.75/3.75 - Articles: 0.75/4	-“S”: 0/1.25 -Capitalization: 0.5 /2.5 -Connectors: 3/3.75 - Articles: 2.5/4	0.43
			1.62
36	-“S”: 0.25/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles: 1.75/4	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 2.75/3.75 - Articles: 2/4	1.06
			0.31
37	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.25/3.75 - Articles: 0.5/4	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 0/3.75 - Articles: 0.25/4	0.56
			2
38	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles: 1/4	-“S”: 0/1.25 -Capitalization: 0/2.5 -Connectors: 0/3.75 - Articles: 0/4	0.81
			1.31
39	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 1.5/3.75 - Articles: 0.5/4	-“S”: 0.25/1.25 -Capitalization: 0.5 /2.5 -Connectors: 1/3.75 - Articles: 0.25/4	0.81
			1.06
40	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1/3.75 - Articles: 0.5/4	-“S”: 0/1.25 -Capitalization: 1/2.5 -Connectors: 2.25/3.75 - Articles: 2.25 /4	0.5
			2.37

Table 32:W.E and Literature Scores

#### 6.2.4. Correlation between W.E and Literature after Re-Examining the Students' Exam Papers

Scores	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	0,5	1,37	0,685	0,25	1,8769
2	0,5	1,37	0,685	0,25	1,8769
3	0,81	1,18	0,9558	0,6561	1,3924
4	0,68	1,93	1,3124	0,4624	3,7249
5	0,56	2,12	1,1872	0,3136	4,4944
6	1,31	2,12	2,7772	1,7161	4,4944
7	0,81	1,93	1,5633	0,6561	3,7249
8	1,18	1,93	2,2774	1,3924	3,7249
9	0,68	2	1,36	0,4624	4
10	0,43	1,75	0,7525	0,1849	3,0625
11	0,31	1	0,31	0,0961	1
12	0,68	1	0,68	0,4624	1
13	0,68	1,5	1,02	0,4624	2,25
14	0,81	2,18	1,7658	0,6561	4,7524
15	1,75	1,93	3,3775	3,0625	3,7249
16	0,68	1,93	1,3124	0,4624	3,7249
17	0,62	1,06	0,6572	0,3844	1,1236
18	0,93	1,37	1,2741	0,8649	1,8769
19	1,15	1,25	1,4375	1,3225	1,5625
20	0,62	1,31	0,8122	0,3844	1,7161
21	1,43	1,31	1,8733	2,0449	1,7161
22	0,68	1,93	1,3124	0,4624	3,7249
23	1,25	1,62	2,025	1,5625	2,6244
24	0,81	1,68	1,3608	0,6561	2,8224
25	0,81	1,37	1,1097	0,6561	1,8769
26	0,62	1,68	1,0416	0,3844	2,8224
27	1,37	1,56	2,1372	1,8769	2,4336
28	0,5	2,37	1,185	0,25	5,6169
29	1	1,62	1,62	1	2,6244
30	0,81	1,56	1,2636	0,6561	2,4336
31	1,31	1,56	2,0436	1,7161	2,4336
32	1,31	1,68	2,2008	1,7161	2,8224

33	0,37	1,93	0,7141	0,1369	3,7249
34	0,37	1,06	0,3922	0,1369	1,1236
35	0,43	1,62	0,6966	0,1849	2,6244
36	1,06	0,31	0,3286	1,1236	0,0961
37	0,56	2	1,12	0,3136	4
38	0,81	1,31	1,0611	0,6561	1,7161
39	0,81	1,06	0,8586	0,6561	1,1236
40	0,5	2,37	1,185	0,25	5,6169
$\Sigma = 40$	32,5	63,83	51,7317	30,9418	109,0807

Table 33: Correlation between W.E and Literature

$$R = \frac{N \sum XY - \sum X * \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{40(51.7317) - (32.5 * 63.83)}{\sqrt{40(30.9418) - (32.5)^2 * (40(109.0807) - (63.83)^2)}}$$

$$r = \frac{-5.207}{\sqrt{181.422 * 288.9591}}$$

$$r = -0.02$$

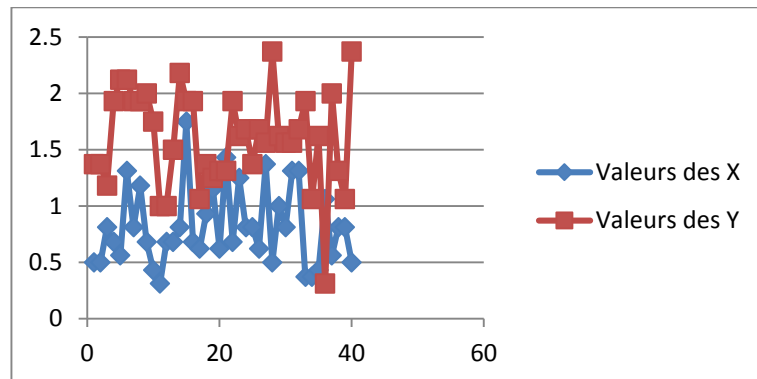


Figure 5: Correlation between W.E and Literature

As far as correlation between W.E and Literature is concerned, the results obtained reveal that the  $r = -0.02$ . Therefore, the test confirms a **weak correlation** between the two variables. Hence, the existence of a transfer of the writing rules is very low. It is commonly known that

literature, like writing, is written for the sake of being read. Therefore, it overlaps greatly with writing since it uses many of its techniques. During the exam, students were asked to answer questions in a paragraph of about 10 lines, so it was hard to imagine a pleasant literary text that would not obey the rules of writing. We noticed during our examination that students tend to forget about the writing rules, maybe because they think that W.E and Literature do not overlap; therefore, collaboration between the actors in charge of W.E and Literature is absolutely necessary; none of them can progress on his/her own.

### 6.2.5. W.E and Culture Scores

Students	Written Expression	Culture	Mark
1	-“S”: 0/1.25 Capitalization:0.25/2.5 -Connectors:0.75/3.75 - Articles:1/4	“S”: 0.25/1.25 Capitalization:1.75/2.25 -Connectors: 3.5/3.75 - Articles:4/4	0.5
			1.37
2	-“S”: 0/1.25 Capitalization:0.25/2.5 Connectors: 0.75/3.75 - Articles: 1/4	-“S”: 0/1.25 Capitalization:1/2.25 -Connectors: 2.5/3.75 - Articles: 3/4	0.5
			1.37
3	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 1/3.75 - Articles:1/4	-“S”: 0/5 Capitalization:0.5/ -Connectors:2.75/3.75 - Articles:1/4	0.81
			1.18
4	-“S”: 0.5/1.25 -Capitalization:0.75/2.5 -Connectors:0.75/3.75 - Articles:0.75/4	-“S”: 0/1.25 Capitalization:0.5/2.25 -Connectors:0.5/3.75 - Articles:1/4	0.68
			1.93

5	-“S”: 0/1.25 -Capitalization:0.25/2.5 -Connectors: 1.75/3.75 - Articles:0.25/4	-“S”: 0.25/1.25 Capitalization:1.5/2.25 -Connectors: 3.5/3.75 - Articles:2.75/4	0.56
			2.12
6	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors:1.75/3.75 - Articles:2.25/4	-“S”: 0/1.25 -Capitalization:0.25/2.25 -Connectors: 1.25/3.75 - Articles:2.25/4	1.31
			2.12
7	-“S”: 0/1.25 -Capitalization:1/2.5 -Connectors:1.25/3.75 - Articles:1/4	-“S”: 0/1.25 -Capitalization:0.25/2.25 -Connectors:2.75/3.75 - Articles:0.5/4	0.81
			1.93
8	-“S”: 0/1.25 -Capitalization:0.75/2.5 -Connectors: 3/3.75 - Articles:1/4	-“S”: 0/1.25 -Capitalization:0.5/2.25 -Connectors:0.25/3.75 - Articles:0.75/4	1.18
			1.93
9	-“S”: 0/1.25 -Capitalization:0.5/2.5 -Connectors: 1.75/3.75 - Articles: 0. 5/4	-“S”: 0/1.25 -Capitalization:0.5/2.25 -Connectors: 2.25/3.75 - Articles: 2/4	0.68
			2
10	-“S”: 0/1.25 -Capitalization:0.25/2.5 -Connectors:0.25/4 - Articles: 1.25/3.75	-“S”: 0.25/1.25 -Capitalization:0.5/1.25 -Connectors: 2.5/3.75 - Articles: 4/4	0.43
			1.75
11	-“S”: 0/1.25 -Capitalization:0.25/2.5 -Connectors: 0.25/3.75 - Articles:0.75/4	-“S”: 0.25/1.25 -Capitalization:1.75/2.25 -Connectors:3.5/3.75 - Articles: 1.5/4	0.31
			1
12	-“S”: 0/1.25 -Capitalization: 0.25/2.5	-“S”: 0/1.25 -Capitalization: 1/2.25	0.68

	-Connectors:2.25/3.75 - Articles: 0.25/4	-Connectors: 3.75/3.75 - Articles:2/4	1
13	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.25/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 0.5/2.25 -Connectors: 1.75/3.75 - Articles: 1.5/4	0.68
			1.5
14	-“S”: 0.25/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.5/3.75 - Articles:0.25/4	-“S”: 0/1.25 -Capitalization:1.25/2.25 -Connectors: 2/3.75 - Articles: 1/4	0.81
			2.18
15	-“S”: 0.25/1.25 -Capitalization: 1.5/2.5 -Connectors: 2.75/3.75 - Articles: 2.5/4	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 3/3.75 - Articles: 3.25/4	1.75
			1.93
16	-“S”: 0.25/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.5/3.75 - Articles: 0.75/4	-“S”: 0/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.75/3.75 - Articles:2.5/4	0.68
			1.93
17	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.25/3.75 - Articles:1/4	-“S”: 0/1.25 -Capitalization: 2/2.5 -Connectors: 2.75/3.75 - Articles:4/4	0.62
			1.06
18	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles:1.25/4	-“S”: 0/1.25 -Capitalization: 1.5 /2.5 -Connectors: 3/3.75 - Articles: 4/4	0.93
			1.37
19	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 2.87/ 3.75 - Articles: ¼	-“S”: 0/1.25 -Capitalization: 1.5/2.5 -Connectors: 1.25/3.75 - Articles: 1.75 /4	1.15
			1.25

20	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.5/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 2.75 /2.5 -Connectors: 2.5/3.75 - Articles: 3.35/4	0.62
			1.31
21	-“S”: 0.5/1.25 -Capitalization: 1.25/2.5 -Connectors: 2.25/3.75 - Articles: 1.75/4	-“S”: 0.25/1.25 -Capitalization: 2.25/2.5 -Connectors: 2.75/3.75 - Articles:1.75/4	1.43
			1.31
22	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles:0.5/4	-“S”: 0 /1.25 -Capitalization: 1/2.5 -Connectors: 0.25/3.75 - Articles: 1/4	0.68
			1.93
23	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.75/3.75 - Articles: 2/4	-“S”: 0/1.25 -Capitalization: 0.75 / 2.5 -Connectors: 3.25/3.75 - Articles: 3.25 /4	1.25
			1.62
24	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.5/3.75 - Articles: 1/4	-“S”: 0.25/1.25 -Capitalization: 2/2.5 -Connectors: 1.75/3.75 - Articles: 3.5/4	0.81
			1.68
25	-“S”: 0/1.25 -Capitalization: 1 /2.5 -Connectors: 1.25/3.75 - Articles: 1 /4	-“S”: 0/ 1.25 -Capitalization: 1.75/2 -Connectors: 3/3.75 - Articles: 4/4	0.81
			1.37
26	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2/2.5 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 2.75/3.75 - Articles: 1.75/4	0.62
			1.68
27	-“S”: 0/1.25 -Capitalization: 1.25/2.5	-“S”: 0/1.25 -Capitalization:1.5/2.5	1.37



	-Connectors: 2.25/3.75 - Articles: 2/4	-Connectors: 2.5/3.75 - Articles: 2.25/4	1.56
28	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 1.25/3.75 - Articles: 0.5/4	-“S”: 0/1.25 -Capitalization: 0.75/2.5 -Connectors: 2.5/3.75 - Articles: 2.75/4	0.5
			2.37
29	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 3/3.75 - Articles: 0.5/4	-“S”: 0.25/1.25 -Capitalization: 1.25 /2.5 -Connectors: 2.25/3.75 - Articles: 3/4	1
			1.62
30	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.5/3.75 - Articles: 1.25/4	-“S”: 0/1.25 -Capitalization: 0.75 /2.5 -Connectors: 1.5/3.75 - Articles: 2/4	0.81
			1.56
31	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles: 2.25/4	-“S”: 0/1.25 -Capitalization: 0.25 /2.5 -Connectors: 1.75/3.75 - Articles: 1/4	1.31
			1.56
32	-“S”: 0.5/1.25 -Capitalization: 0.75/2.5 -Connectors: 1.75/3.75 - Articles: 2.25/4	-“S”: 0.25/1.25 -Capitalization: 0.5 /2.5 -Connectors: 2/3.75 - Articles: 3.25/4	1.31
			1.68
33	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 0.75/3.75 - Articles: 0.25/1.25	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.5/3.75 - Articles: 3.75/4	0.37
			1.93
34	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 0.75/3.75 - Articles: 0.25/4	-“S”: 0/1.25 -Capitalization: 2/2.5 -Connectors: 3/3.75 - Articles: 2/4	0.37
			1.06

35	-“S”: 0/1.25 -Capitalization: 0.25/2.5 -Connectors: 0.75/3.75 - Articles: 0.75/4	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 2.25/3.75 - Articles: 3/4	0.43
			1.62
36	-“S”: 0.25/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles: 1.75/4	-“S”: 0/1.25 -Capitalization: 1.5/2.5 -Connectors: 3/3.75 - Articles: 1.75/4	1.06
			0.31
37	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.25/3.75 - Articles: 0.5/4	-“S”: 0.25/1.25 -Capitalization: 0.25/2.5 -Connectors: 2.25/3.75 - Articles: 3/4	0.56
			2
38	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1.75/3.75 - Articles: 1/4	-“S”: 0/1.25 -Capitalization: 1/2.5 -Connectors: 2.5/3.75 - Articles: 2/4	0.81
			1.31
39	-“S”: 0.25/1.25 -Capitalization: 1 /2.5 -Connectors: 1.5/3.75 - Articles: 0.5/4	-“S”: 0/1.25 -Capitalization: 0.25 /2.5 -Connectors: 2/3.75 - Articles: 1/4	0.81
			1.06
40	-“S”: 0/1.25 -Capitalization: 0.5/2.5 -Connectors: 1/3.75 - Articles: 0.5/4	-“S”: 0/1.25 -Capitalization: 1/2.5 -Connectors: 3/3.75 - Articles: 2.75 /4	0.5
			2.37

Table 34: W.E and Culture Scores

### 6.2.6. Correlation between Writing and Culture after Re-Examining the Students' Exam Papers

Scores	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	0,5	1,37	0,685	0,25	1,8769
2	0,5	1,37	0,685	0,25	1,8769
3	0,81	1,18	0,9558	0,6561	1,3924
4	0,68	1,93	1,3124	0,4624	3,7249
5	0,56	2,12	1,1872	0,3136	4,4944
6	1,31	2,12	2,7772	1,7161	4,4944
7	0,81	1,93	1,5633	0,6561	3,7249
8	1,18	1,93	2,2774	1,3924	3,7249
9	0,68	2	1,36	0,4624	4
10	0,43	1,75	0,7525	0,1849	3,0625
11	0,31	1	0,31	0,0961	1
12	0,68	1	0,68	0,4624	1
13	0,68	1,5	1,02	0,4624	2,25
14	0,81	2,18	1,7658	0,6561	4,7524
15	1,75	1,93	3,3775	3,0625	3,7249
16	0,68	1,93	1,3124	0,4624	3,7249
17	0,62	1,06	0,6572	0,3844	1,1236
18	0,93	1,37	1,2741	0,8649	1,8769
19	1,15	1,25	1,4375	1,3225	1,5625
20	0,62	1,31	0,8122	0,3844	1,7161
21	1,43	1,31	1,8733	2,0449	1,7161
22	0,68	1,93	1,3124	0,4624	3,7249
23	1,25	1,62	2,025	1,5625	2,6244
24	0,81	1,68	1,3608	0,6561	2,8224
25	0,81	1,37	1,1097	0,6561	1,8769
26	0,62	1,68	1,0416	0,3844	2,8224
27	1,37	1,56	2,1372	1,8769	2,4336
28	0,5	2,37	1,185	0,25	5,6169
29	1	1,62	1,62	1	2,6244
30	0,81	1,56	1,2636	0,6561	2,4336
31	1,31	1,56	2,0436	1,7161	2,4336
32	1,31	1,68	2,2008	1,7161	2,8224

33	0,37	1,93	0,7141	0,1369	3,7249
34	0,37	1,06	0,3922	0,1369	1,1236
35	0,43	1,62	0,6966	0,1849	2,6244
36	1,06	0,31	0,3286	1,1236	0,0961
37	0,56	2	1,12	0,3136	4
38	0,81	1,31	1,0611	0,6561	1,7161
39	0,81	1,06	0,8586	0,6561	1,1236
40	0,5	2,37	1,185	0,25	5,6169
$\Sigma =40$	32,5	63,83	51,7317	30,9418	109,0807

Table 35: Writing and Culture Scores

$$R = \frac{N \sum XY - \sum X * \sum Y}{\text{Sqrt} ([N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2])}$$

$$r = \frac{40(51.7317) - (32.5 * 63.83)}{\sqrt{40(30.9418) - (32.5)^2 * (40(109.0807) - (63.83)^2)}}$$

$$r = \frac{- 5.207}{\sqrt{181.422 * 288.9591}}$$

$$r = -0.02$$

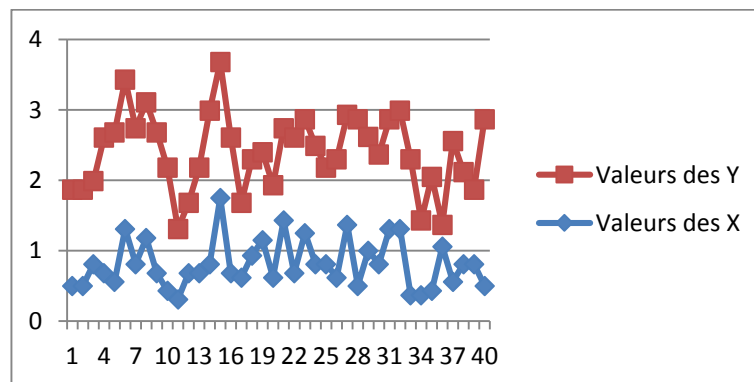


Figure 6: Correlation between W.E and Culture

Likewise W.E vs. Literature, the same weak correlation has been found between W.E vs. Literature. The marks obtained, after the re-correction, are almost the same; this explains why the

researcher got the same correlation. One may figure out that there is almost no collaboration between the teachers of W.E and those of Culture. The first observation after reading the students' answers is that there is a total disobedience of the writing conventions such as: the indentation, capitalization, a misuse of the tenses, none use of the cohesive devices...etc. All teachers of writing know that conventions vary from discipline to discipline, and obviously, it is the teacher of W.E who focuses on the writing techniques and the one of Culture who emphasises the content. We recommend here as a solution to solve this problem, as we did before, to ask writing teachers to corporate with those of Culture; teachers of Culture may select some topics and cultural genre that may be implemented in the writing class as a way to expose students to different topics related to the module of Culture improve their writing skill in both disciplines.

### **6.2.7 Correlation Interpretations**

After re-examining and re-correcting the students' papers, we notice that the correlation this time changes. The correlation test reveals a weak negative correlation between writing and linguistics with a value of  $r = -0.09$ , and another weak one between Writing literature/Writing Culture  $r = -0.02$ . Practically speaking, if one student gets a good mark in writing, this is not an obligatory trait to be a good English writer in the three remaining modules. There are many students who have the average in one module but they are considered as poor English writers according to their compositions across the disciplines; while there are few others who confirm to be good writers in more than one module and they can successfully prove their knowledge of the writing conventions. Last but not least, having a good mark or the average in one module has nothing to do with being good English writer; this mainly depends on how teachers evaluate their students.

From what has preceded, we can easily assert that a close connection exists between W.E and the three other modules; they are all considered as important modules and they belong to the same Unit of Teaching. Besides, they play a valid role in the composition classroom since they provide teachers of writing with some tools and strategies to help their students become better writers. Therefore, collaboration between writing teachers and those of Linguistics, Literature and Culture would improve the technical skills of composition, the cultural knowledge, the linguistic forms and the literary content.

Yet, the results we obtained do not confirm our research hypothesis and one can deduce that even by implementing efficient techniques we cannot be sure that students are going to transfer their knowledge from one module to another.

### 6.3. Frequency, Mean, Variance and Standard Deviation of W.E versus Linguistics

Score X	Frequency F	Frequency X Score fx	Frequency x Score <sup>2</sup> fx <sup>2</sup>	<p><b>Mean</b></p> $\xi = \frac{\sum fx}{N}$ $= \frac{124}{40}$ $\xi = \underline{\underline{3.1}}$
4	5	20	400	
8	1	8	64	
6	7	42	1764	
1	2	2	4	
2	1	2	4	

8	1	8	64	<p style="text-align: center;"><b>Variance</b></p> $s^2 = (\sum fx^2/N) - x^2$ $= (3493/40) - (3.1)^2$ $= 87.32 - 9.61$ $s^2 = \underline{\underline{77.71}}$ <p style="text-align: center;"><b>Standard Deviation</b></p> $s = \sqrt{s} = \sqrt{77.71}$ $s = \underline{\underline{8.81}}$
2	1	2	4	
1	3	3	9	
1	1	1	1	
3	3	9	81	
1	1	1	1	
1	3	3	9	
4	3	12	144	
1	3	3	9	
3	2	6	36	
2	1	2	4	
1	2	2	4	
17	<b>N=40</b>	<b><math>\sum fx=124</math></b>	<b><math>\sum fx^2=3493</math></b>	

Table 36: Computation of the Mean, the Variance and the Standard Deviation of W.E versus  
Linguistics

Form the above table, we notice that the results obtained from the frequency are seen as poor ones. For instance, three students obtained the same low frequencies, namely scores 1, 2 and 8. On

the other hand, there is only one high frequency with the score of 6, and another good one with score 4. The remaining other scores such as 1, 2, and 3 have poor frequencies of respectively two, one and three. Seen from other perspectives, one can say that the majority of students, except for few, with scores above average recorded low frequencies which are rather packed around the arithmetic mean  $\bar{x} = 3.1$ , with a variance of  $s^2 = 77.71$ , and a standard deviation of  $s = 8.81$ .

### 6.3.1. Frequency, Mean, Variance and Standard Deviation of W.E versus Literature and Culture

Score X	Frequency F	Frequency X Score fx	Frequency x Score <sup>2</sup> fx <sup>2</sup>	
4	4	16	256	<p><b>Mean</b></p> $\xi = \sum fx / N$ $= 127/39$ $\xi \approx \underline{\underline{3.2}}$
8	1	8	64	
6	7	42	1764	
1	2	2	4	
2	2	4	16	
8	1	8	64	
2	2	4	16	
1	1	1	1	
				<p><b>Variance</b></p> $s^2 = (\sum fx^2/N) - \bar{x}^2$



1	1	1	1	$= (2523/39) - (3.2)^2$ $= 64.69 - 10.24$ $s^2 = \underline{54.45}$  <b>Standard Deviation</b>  $s = \sqrt{s} = \sqrt{77.71}$  $s = \underline{7.37}$
3	3	9	81	
1	1	1	1	
1	2	2	4	
4	3	12	144	
1	3	3	9	
3	3	9	81	
2	2	4	16	
1	1	1	1	
17	<b>N=39</b>	<b><math>\Sigma fx=127</math></b>	<b><math>\Sigma fx^2=2523</math></b>	

Table 37: Frequency, Mean, Variance and Standard Deviation of W.E versus Literature and Culture

The scores of both the modules of Literature and Cultures were grouped together into one main table since we noticed during our examination that students obtained the same marks in both modules. The results revealed more poor frequencies than good ones as the case of scores 1, 2, 3, 4, 6, and 8 respectively. These frequencies scored arithmetic mean  $x = 3.2$ , a variance of  $s^2 = 54.45$ , and a standard deviation of  $s = 7.37$ . On the other hand, we notice only one high frequency concerned with score 6 and a second good one of score 4.

## 6.4. Results and interpretation

The analysis of the data obtained gave us the following results. In writing and Linguistics, students have recorded a mean  $x = 3.1$ , and a mean of 3.2 between writing versus Literature and Culture since we have found that students got the same scores in both the Literature and Culture modules. The first inferences we make is that students have approximately obtained the same average between the two variables, and this after re-correcting the papers by taking into consideration both form and content.

The data of frequency distribution show a difference between sets of scores which can be summarized as follows:

1. Scores above average as 3, 4, and 6 have respectively *five*, *seven* and *three* frequencies; this concerns the analysis of W.E and Linguistics. For the one concerning Writing versus Literature and Culture the scores above 4, 6, and 7, their frequencies are *four*, *seven* and *three*. We can deduce that students got scores with average with high frequencies in Literature and Culture rather than in Linguistics.
2. The other above-average scores, always in W.E versus Linguistics, such as 8,2,3,1 have poor frequencies of respectively *one* and *two*. Similarly, in Literature and Culture, learners have shown the same average scores of 8, 1 and 2 with low frequencies, too, like *one* and *two*.
3. It appears that the Variance and the Standard Deviation differ along the variables; in the first one the variance is 54.45 and the Standard Deviation=

7.33, whereas in the second variable the variance appears to be 77.71 and the Standard Deviation is 8.81.

The different computations and the analysis of the data allowed us to understand the difference between the three modules. First and foremost, the evidence is that since the three modules receive a specific scale of scores, it makes it all obvious to get a variation of scores; except for Literature and Culture which appeared to have the same balance of scores. Second, it also appears that the confounding variables have different correlation; this does not confirm our research hypothesis which tries to prove that a good teaching of the writing conventions would certainly lead to a good transfer of the writing conventions across the disciplines.

## **Conclusion**

From the above results, we can say that the merits of working according to a specific answer protocol, and most importantly by re-correcting the students' papers, we have noticed a certain difference before and after. For the first study, we took the marks as they were, without making any modification, just to detect the relation (correlation) that exists between the three modules we worked on. In the second examination, however, we impose our personal specific answer protocol in which the main focus was on four main writing conventions namely: the "S" of she/he/it, capitalization, cohesive devices, and the use of articles. The results we obtained from the coefficient correlation were negative; this means that a good learning of the writing conventions does not ensure and lead to a successful transfer, and therefore a good production in writing. Other perspective is that an intensive learning of the writing conventions should be imposed to learners, of first year especially, because at this level students start learning how to form correct sentences and to develop them into paragraphs and essays. Teachers must find effective techniques to help students acquire these conventions; it should be systematic when writing different assignments

across different disciplines. If students start mastering the writing skill since their first year, they may overcome the problem of writing across the curriculum.

# Chapter Seven: Pedagogical Implications and Recommendations

## Introduction

One of the most important questions this study raises is if English students transfer the writing conventions from one subject to another and if there are some techniques or efficient methods that teachers may use with the scope of helping and enhancing the students' knowledge transfer across the disciplines.

This chapter is undertaken as an attempt to bring around some pedagogical implications to the learning and teaching of writing, and most importantly to examine the way students transfer the writing conventions across the disciplines. It also aims to recommend some guidelines as a modest contribution to the improvement of teaching and learning writing and transferring the writing rules across the disciplines.

## 7.1. Pedagogical Implications

It is clear that all of the four skills overlap and all of them are important and have to be integrated in the improvement of the learning context. It happens that one may focus on one skill more than another in a given moment; for instance, if one wants to focus on the writing skill in particular, there are some sub skills of writing that need to be developed as: developing vocabulary, using correct punctuation, good spelling, organizing the ideas, writing efficient sentences and so forth.

In this context, the Integrate Ireland Language and Training (2004, p.23) discussed some of the writing sub skills, namely:

1. Developing vocabulary: this exercise contributes in getting students involved in the writing task and to transfer other areas of learning. The focus is mainly on

*“Brainstorming activities”* and *“Dictionary Based Activities”* are considered as the most suitable activities and efficient means that lead into the written task. Brainstorming activates the students’ thoughts, whereas using a dictionary while writing is considered as an effective means especially for some students whose literacy in English is poor in comparison with the rest of the group.

2. Developing structural accuracy is a crucial step during the writing process because the objective of each student is to produce a perfect final version. During this stage, the role of teachers consists of making students aware about the importance of both accuracy and orthography. Encouraging students to identify their own mistakes and then to correct them seems a successful method to reinforce accuracy. Besides, the more a student tries to figure out a problem of inaccuracy or problem of vocabulary items, without the help of the teacher, the more these problems would be retained in students’ minds and avoid being repeated in their final compositions.
3. The development of orthographic accuracy is partially important for students who encounter such difficulties during the writing task. To solve such problems, teachers may supervise their students’ handwriting and correct them by providing further practice whenever necessary.

### **7.1.1 Writing as a Process**

There are some steps that are undertaken in the writing process which students pass through during the act of writing: these stages are: prewriting, drafting, revising, proofreading and publishing; the amount of time spent in each stage depends on each student’s work and the message he wants to convey. In this context, Murray (1968) suggested some implications of the writing process that may be implemented in the curriculum:

- Implication one: the writing course is the student's own text, students are asked to examine their own pieces of writing as well as their writing peers.
- Implication two: student is the one who is expected to do the whole job including choosing his own subject, and exploring his own style and language. The role of teachers, during this stage, is only to support rather than to direct.
- Implication three: after acquiring a great amount of English vocabulary, students are asked to use that language in their compositions.
- Implication four consists in allowing students to write as many drafts they need to obtain the final one; by doing so they will discover more about the language and they will have a clear and an explicit idea about the idea they want to convey. Murray explains that each new draft is counted as equal to a new paper since teachers are teaching the writing process and not the product.
- Implication five allows students to attempt any form of writing they want since they communicate what they want to say. It not important to obtain a given type of writing because the focus here in on the process they are following to produce any product required by the topic and the audience.
- Implication six insists on the clarity and on the meaning. It is important for the writer tm make his readers understand the message he is trying to convey, that is why he should break all the obstacles that may obscure the meaning.
- Implication seven considers the time spent on both the writing procedure and the time given to submit the paper. The writer should take all his time to think, dream and even to stare without forgetting the deadline the writer must deliver his work.

- Implication eight advises students to examine and re-read their papers for any mistakes, any addition or modification. This step is important because at the end of the writing process, the student writer would be graded.
- Implication nine: students are the only ones who should explore the writing process in their own way, even if some students are faster than others.
- Implication ten considers that all the writings are experimental; there are no rules or guidelines to judge one student over another.

Murray (1968) explains that these guidelines do not require a gibe schedule or training, or extensive materials or local funds. All what they require is a teacher who may respect those steps and respond to his students for what they may produce as they are given an opportunity to see writing as a process rather than a product (p.4).

In the English Department of University of Frères Mentouri , Constantine, the process approach could be adapted in a way that teachers can master it, and for that they should be well trained and well-documented as well.

### **7.1.2. Writing as a Product**

Writing is often regarded, by students, as the most difficult skill to master and it receives negative attitudes as well in comparison to the other productive skills. Likewise, some teachers, unfortunately, view writing as the module that can be developed more by students; i.e., the role of teachers, here, is only to give some feedback to their learners such as how to write correct sentences, paragraphs , essays, short stories...etc , and how to enrich their writing with a correct punctuation and capitalization. Teachers expect their students to develop their writing skill by themselves by writing and practicing at home without even asking them to do so. From their first



year at the university, students need intensive courses in the module of writing, first to get used to writing, and second to gain more acquaintance about the writing skill especially that they are asked to write in English in different modules according to different contexts and topics. To develop and to master the writing skill, students should learn step by step, even if it is time consuming, teachers should find solutions to teach the foundations for intelligible writing as grammar, and mechanics in order to enhance first the students' ability to produce efficient and correct pieces of writing and second to transfer those rules and mechanics across the disciplines.

The best treatment to solve the problem of learning how to write adequately across the disciplines that learners are being confined with is to introduce some changes in the curriculum designed to teach writing and also some changes are highly recommended on the individuals' level i.e. teachers since they are the ones who would implement the new changes concerned with teaching writing in English.

### **7.1.3 Language Transfer**

Another important implication of the present research and which deserves needs to be mentioned is the one related to the knowledge transfer from one module to another. As teachers, we should not evaluate the students' feedback in the writing classroom only, but in some other modules that require writing compositions and activities such as: Literature, Culture and Linguistics. Teachers should be aware about how the knowledge transfer operates in order to help students become successful writers.

### **7.1.4. Creative Writing**

Creative writing courses are not new. In fact, the word "creative writing" emerged in the 1920's, but creative writing courses entered before and the first creative writing course was taught

at the university of Iowa in 1987 and the same university introduced the first creative writing program in 1936. Menaud explains in an article that a typical course in creative writing is like another academic course in which knowledge is transmitted and the main goal of creative writing courses is to offer techniques to students to help them overcome their fear to approach writing and to acquire basic skills as observation, description, and analysis. Concerning the principles of creative writing, Menaud mentioned three important ones; first, in creative writing classes students must learn the essential techniques such as narrative strategies and genres. One of the basic principles of a creative writing class that students should acquire is learning to revise several times before submitting the final draft. Third, creative writing involves not only description or imagination but it is also concerned with ideas, themes, questions and arguments.

In an interesting website article, published in 2011, about the process of teaching creative writing, Kawa-Jump suggested nine steps for teachers to make the task of teaching creative writing easier:

- Teachers should have a clear defined program which must cover the essential lessons for students; this program should as well contain something new in each lecture.
- Practicing is highly recommended for students to develop their writing skill. It would be preferable for teachers to have an exercise book and after each lesson students should exercise about what they have learnt during the lecture.
- The whole class should be involved during the activities task. The interaction between students may bring many benefits as learning from each other's and making their writing interesting.

- The idea about the importance of revision before reaching the final draft should be clear in the students' minds.
- In creative writing classes, a series of brainstorming activities should be developed.
- An example about an activity in a creative writing course is to ask students to write an interview about a mystery writer for instance and once they finish they read their interviews to the whole class, such kind of activity is really interesting and helpful for students as it makes them interact and share their writing with both the teacher and their classmates.
- It is obvious that some students participate more than others, and this can be a problem for the teacher. The best thing a teacher should do when these students are asked to read their production is to emphasize more on the positive criticism rather than on the negative one.
- The writing of students should not be limited only to write paragraphs, essays or short stories, but teachers should make their students understand that they have to enlarge their work and to think of future publication.

These steps were recommended, by Kawa-Jump (2011), to facilitate the process of teaching creative writing for both teachers and students, and to make the moments spent into the classroom enjoyable for both of them.

The results obtained from this research offer several implications to write inside and outside the classroom. Writing should be taught with the aim to make students write successfully across the disciplines. In this last chapter, we would like to present our own recommendations and suggest a methodology and some guidelines to be implemented in the curriculum designed to

teach writing for the future learners in all the Algerian universities to improve their writing production and to make the transfer of the writing conventions across the disciplines successful.

These recommendations could be summarized as follows:

- **Seminars** for teachers designed to direct teachers the way they should teach, these seminars should be done on regular intervals and all teachers should be concerned with these seminars and not only teachers of writing. The main aim is to create collaboration between teachers in designing the curriculum for teaching freshmen students; teachers of writing may give some suggestions concerning the features that teachers should include in their lectures in some modules like Literature, Linguistics and Culture. This collaboration may facilitate the transfer of the writing rules across the disciplines.
- A discussion about a possibility of **implementing creative writing courses** in the curriculum should be taken into account. For freshman writing courses, Hale (2011) published an article in entitled “Creative Writing 101” in which he gave some efficient techniques to help students to be creative in their writings:
  - Students should do some exercises to stretch the writing muscles. Freshman students, most of the time, are short of ideas, have some doubts about how to approach the writing task, but , they should get through those troubles by getting into the habit of everyday writing for a period of ten minutes.
  - If still students are stuck of ideas, Hale (2011) advices them to read a notebook and try to write down some observations.
  - Students should work out, even for a short period, just when they feel that it is time for creativity; it may be during the morning or at night.

- Revising their drafts once is not enough, after finishing writing the initial draft; students should leave it for few days and come back again.
- **Aural material** would be a good idea to increase the learners' performance. For instance, teachers make students listen to short dialogues or even watch videos related to the topic and then ask students to write about that topic; for instance, summarizing what they have understood with their own words. In fact, some learners are said to be auditory learners i.e. they tend to gather and remember information better when listening rather than reading textbooks. Thus, auditory style is considered as a way of learning, depending on the way students prefer to learn. In his article entitled "The Advantages and Disadvantages of Different Learning Styles", Smith (2005) argues that some students prefer listening to discussions, reading out texts or even listening to lectures with audio recording, and the big advantage is that they can assimilate and retain information better with having to see them in texts.
- **Dictation** is an interesting exercise since it combines between listening and writing. When teachers dictate a text to students they make them developing their spelling and learn new vocabulary as well, especially when the text varies each time. In fact, dictation is not considered as a writing activity but rather a language activity, and it is highly recommended in ESL classroom. When the dictation activity is used regularly, students will notice their improvement gradually; especially, the listening and writing abilities.
- **Practice** is highly recommended in the writing classroom. Students are asked to write different assignments as they have more than one module; besides, all of these modules require a written form and they should be handwritten rather than typed.

Teachers should establish a positive atmosphere for writing; they should help students develop as writers, readers and thinkers. To facilitate the writing activity, it is recommended for teachers to encourage discussion and collaboration among students, and sometimes, would be preferable to let students choose the topic to write about. The aim of writing in groups is to make good elements work with students who have a poor level in writing and encounter some difficulties such as organizing their ideas, lack of vocabulary, the influence of the mother tongue while writing...etc. When evaluating the students' assignments, instructors should take into account what students have learnt and how they produce what they have acquired.

- Bacon (1561-1626) stated once: "Reading makes a full man, conference a ready man, and writing an exact man." To reinforce writing, teachers have to encourage students to become **good readers** by giving them short stories, interesting books and even articles and ask them to read and then to write short summaries and comments about them. This activity should be done not only in the written expression class but in some others disciplines as Literature, Culture and Linguistics. During a long time, reading and writing were taught separately; however, over the past ten years, researchers have proved that the reading and writing are closely related; without one the other cannot develop. In fact, research has proved that when reading extensively, students become good readers. Brummitt-Yale (2008) explains in a website article "the relationship between reading and writing" that there is a close connection between reading and writing. Writing is the transmission of knowledge in print, but students must have information to share before they start to write; most of what students know come from the texts they read. Henceforth, reading plays a major role

in writing. That is to say, reading different genres provides students with prior knowledge and it helps them to learn text structures and language. To facilitate the integration of reading and writing, few strategies have been suggested in the same article:

- ≈ Reading to develop specific writing skills: freshmen students do not, always, master the writing skill; they encounter some difficulties as in writing introductions, or the way they should organize their ideas and how they need to develop them, these difficulties are known as specific writing skills. In order to solve these writing skills is to provide students with models that focus on each skill.
- ≈ Integrating sound instruction in reading and writing: one cannot read without being aware of the relationship that exists between sounds and letters. When meeting unfamiliar words while reading, students may sound out these words by using the knowledge of phonemes, and they can do the same if they want to write some new words in their compositions; they can spell the words using the sound. Therefore, the sound integration is seen as an effective technique in reading and getting familiar with new words, and for an accurate spelling, too, when students are asked to write.
- ≈ Another method discussed by Brummitt-Yule (2008), and which is seen as a helpful one, is to give students the choice in their reading and writing experiences. Generally in classroom, students are guided by their teachers concerning the books they should read and what topics

they will write about. This method is a good one, yet, it would be preferable to give students the choice to select their own books to read and to pick their own topics to write; they will get motivated, besides they will consider that reading and writing are their personal activities rather than being always told what to read and what to write.

- ≈ **Genre study:** the best way to clarify the relationships between reading and writing is to foster literacy development, to get students involved into a particular genre; the identification of this genre increases the students' level curriculum. Learners are expected, with their teachers, to study this genre from the reading and writing perspectives. First, they focus on its structure and language as well as other basic reading skills as comprehension and phonics. Then, students would be asked to write in that genre by applying what they have learned from the reading genre; such process allows students to move between reading and writing in the genre. This method will not only enrich the students' knowledge about the genre, but it will also strengthen the reading and the writing skills.
- ≈ Brummitt-Yule (2008) encourages teachers to implement those methods in the classroom to make students aware about the relationships between reading and writing and how both skills reinforce and strengthen each other.
- ≈ Reading is not only to read aloud words that appear on pages, students should go beyond that, as it was explained by Horning (2007) in an article entitled "Reading across the Curriculum as the Key to Students' Success"; when students read they should focus on three main skills namely: analysis, synthesis and evaluation. This



enables them to go beyond the sentences to get the meaning and then, use that meaning in very specific ways.

≈ **Portfolio Assessment:** Using portfolios in the writing instruction can be seen as a good method. A writing portfolio can be defined as a sample of a writer's compositions, skill and areas of expertise. Yet, there are some important features that should be taken into account when designing a good portfolio, this is what Balester (2011) explains in her article entitled "Portfolio Approaches to Writing instruction"; she discussed three basic elements that should be considered when preparing a portfolio: selection, organization and presentation. To select a portfolio's content; one should decide according to a logical principle, and concerning the portfolio's organization, it should be easy to follow and to understand. Last but not least, the elements found in a portfolio include tabs, cover page and table of contents; beside, it is recommended to mention the purpose of the portfolio in an introductory statement and an explicit explanation of each item.

A portfolio can be used by both teachers and students, and in some universities, some instructors require a portfolio in the writing class. Mueller (2013), a Professor of Psychology at the University of Naperville, pointed out in an article, that the students' portfolios are created according to three main purposes: to show growth, to showcase current abilities, and to evaluate cumulative achievement. Growth portfolios emphasize more the process of learning whereas showcase portfolios give importance to the product of learning, and the evaluation portfolios are concerned with the grades students get after writing a portfolio. For the creation of portfolio

assessments, Mueller (2013) explains that a series of questions should be considered and answered as below:

1. Purpose: what is (are) the purpose(s) of the portfolio?
2. Audience: what kind of audience a portfolio is created?
3. Management: How will time and materials be managed in the development of the portfolio?
4. Communication: How and when will the portfolio be shared with pertinent audiences?
5. Evaluation: If the portfolio is to be used for evaluation, when and how should it be evaluated?

From the pedagogical perspective, using portfolios in the writing class help students learn to be better editors and make them to think more carefully on the writing process.

**-Motivation** is considered as a major factor in learning any task. It concerns both teachers and students. For teachers, it would be preferable for them to work in collaboration with their colleagues and design carefully a particular syllabus that should covered the essential lectures for teaching. Teachers should focus on the fact that writing must be seen as a subject which articulates with others rather than being taught as subject in itself. Concerning students, teachers can motivate them by allowing them to choose the topics to write about during the classroom, and then reward them to make them familiar with the writing task.

- **The syllabus selection** should be done very seriously. Teachers have a huge number of students per group and because of time constraint, a given content is required. In favor of this idea, Dr. Hamada (2007) stated:” Any subject area of knowledge and abilities cannot be taught at random. A selection is a compulsory measure which brings organization in a teaching context because we cannot teach everything at the same time” (p.140).

The content designed for teaching must be selected in a way that suits the students’ needs analysis; furthermore, teachers must take into account the overlap that exists between the modules to elaborate common curriculums to teach different subjects.

- Determining the way teachers should **evaluate** their students is also of a great importance. The most efficient method that can be used in all subjects should be selected by teachers; for instance, teachers who are involved in the same teaching unit may define a common evaluation and so forth for the remaining subjects. We recommend teachers of other subjects like Literature, Culture and Linguistics to ask teachers of Writing, who frequently use the written form, to show them how they should evaluate the students’ papers by taking into consideration some important features like: punctuation, grammar, capitalization, the organization of ideas, spelling...etc, this can lead to a better performance of the students ‘compositions across the disciplines. The aim is to facilitate the teachers’ job and the focus would straight meet with students’ interests and objectives.

## **Conclusion**

In comparison to all previous chapters, this one contains the appropriate recommendations that may be of great benefits for teachers. It also includes efficient techniques that teachers should implement in their classroom as a way to make students become successful writers not only in the writing class but across all the disciplines that require writing assignments. Thus, we can say that the writing skill cannot be improved without suitable and certain helpful factors techniques to achieve a successful educational level in the field of writing across the curriculum.

## General Conclusion

This research has been undertaken to explore and to examine the correlation and the knowledge transfer that may exist between Written Expression and Linguistics, Written Expression and Literature, and finally between Written Expression and Culture. We attempted through the first part of this paper to provide readers with a theoretical work mainly related to writing. We devoted, after, a second part which is about the empirical research itself divided into two sections. First, a questionnaire administered to teachers of the English Department, University of Frères Mentouri (Constantine), and the second section is an explicit examination of the students' exam papers in the modules of Linguistics, Literature, and Culture.

The first chapter of our research is considered as a rich compilation of important and useful information on writing. It covers its definition, its importance as a skill, the way students should write in English and how writing is taught in the English Department. The second chapter is an exploration of the main approaches designed to teach writing, and the third chapter is devoted to writing across the curriculum. It starts first by explaining the term writing across the curriculum and it sheds lights on its concepts such as the students' reactions towards the transfer writing rules towards other disciplines, knowledge transfer and its techniques and features to be transferred across the disciplines.

The second part of the present thesis is a field of investigation which is composed of, first, a questionnaire filled in by teachers who work in the English Department, University of Frères Mentouri (Constantine); the questionnaire was administered to teachers of different modules and not only restricted to those of writing. The questionnaire is followed by another chapter which is a corpus based study; it deals with an explicit examination of the second year exam papers in the

modules of Linguistics, Literature and Culture. The aim was to see whether the writing conventions are transferred in the students' compositions in other subjects, or not. The writing conventions we attempted to examine were important features that need to be used in any students' productions such as the "S" of the third personal pronoun, Capitalization, the connectors that students should use in their writing as verbal bridges, and the articles.

The results we obtained from the questionnaire show a clear support to our research hypothesis which claims that an appropriate transfer of the writing rules by the students towards other subjects of to curriculum would lead to an adequate performance and production in writing. All teachers of all the modules argue on the fact that by implementing effective methods in the curriculum designed to teach, the students' level would be improved in writing across all the disciplines.

The results of the second research tool used in the present study and which is an examination of the students' exam papers in the modules of W.E, Linguistics, Literature and Culture, revealed that the notion of knowledge transfer is not as simple as it seems to be. In fact, the results obtained from this examination are negative correlations between the three modules we mentioned before respectively. This means that even by introducing effective techniques to teach W.E, we cannot ensure that students are going to transfer the writing conventions across the curriculum, yet, we wish that teachers of the English Department, University of Frères Mentouri Constantine, try to benefit from our research results and recommendations as a way to develop their students' writing skill in English.

The findings of the present study, in concert with the other building pieces of research in the field of writing across the curriculum, will contribute to help students become better writers in all the modules they are studying.

### **Suggestions for Further Research**

As we have seen throughout this research, the notion of knowledge transfer is a complex process which requires some important investigations so that teachers can become familiar with it and learn how to deal with it. In short, they have to know how transfer operates from one module to another, especially between the modules which belong to the same unit of teaching. Similar studies as the present one, another direction could be carried out to measure the correlation coefficients of some other important modules like Oral Expression and Phonetics, Oral Expression and Written Expression ....Etc. Such analysis can be extended to three or more modules and can be achieved regularly at the end of each year to check the students' progress in two or more modules.

Further research can be carried out to decide upon which modules should be grouped into the same unit of teaching; such a study would, for instance, measure how efficient or inefficient would be such a division between the modules.

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## Appendices

### *Teachers' Questionnaire*

*Dear teachers,*

*We would be very grateful if you accepted to answer the following questionnaire. Your answers will help us investigate to what extent students' writings in different modules reflect the rules taught in the Written Expression classroom.*

*Please, tick (✓) the appropriate box and make full statements whenever necessary.*

#### **Section One: General Information**

1. *Status:*

- a) *PhD Holder*
- b) *Magister A class*
- c) *Magister B class*
- d) *"Assistant"*
- e) *Adjunct Teacher*

2. *Which module(s) do you teach?*

- a) *Literature*
- b) *Civilization*
- cc) *Linguistics*
- d) *Written Expression*

3. *How long have you been teaching?*

4. *Which level(s) have you been mainly teaching?*

- a) *First Year*

b) *Second Year*

c) *Third Year*

d) *Master*

**Section Two: Evaluating Students' Writing**

5. *Generally, how do you estimate your students' level in writing?*

a) *Very satisfactory*

b) *Satisfactory*

c) *Dissatisfactory*

d) *Very dissatisfactory*

6. *Here are some of the students' weaknesses in writing; classify them in order of importance:*

a) *Lack of practice outside the classroom*

b) *Lack of reading*

c) *Lack of interest in writing*

d) *Wrong use of the rules of writing*

e) *Lack of time devoted to teaching writing*

f) *Problems related to language interference*

g) *Poor vocabulary*

h) *Too many spelling mistakes in their writings*

7. *When correcting your students' compositions, do you focus essentially on:*

*Content*  *Form*  *Both*

8. *In modules requiring writing assignments, do students apply the writing rules learnt in writing?*

*Yes*  *No*

9. Are you satisfied with your students' level of writing compositions?

Yes

No

10. As a teacher, what do you suggest to improve the students' level in the subject?

.....  
.....  
.....

**Section Three: Writing Performance**

11. How often do you encourage your students to write?

a) Often

b) Sometimes

c) Rarely

12. If "often" or "sometimes", which strategy do you use?

a) Ask students to write about a given topic from 5-10 minutes before the beginning of the lecture

b) Let students exchange their own paragraphs or essays and correct each others

c) Reward students by adding marks if they do their home works

d) Let students choose the topics they want to write about

e) Others:

.....  
.....

13. Do you think that students' compositions' can be improved with lots of practice?

Yes

No

14. According to you, efficient writing assessment means:

a) Correct Grammar

b) Good organization of ideas

c) Appropriate spelling, punctuation, capitalization

d) Content/Rhetoric

e) All combined

f) Others:

.....  
.....

15. The following features are of a great importance in writing, classify them:

a) Grammar

b) Vocabulary

c) Ideas arrangement

d) Content

e) Context

**Section Four: The relationship between writing and other disciplines**

16. Number the module(s) that do you consider is(are) closer to writing:

a) Linguistics

b) Grammar

c) Literature

d) Phonetics

e) "Culture de la langue"

f) "Langue de spécialité"

g) Translation

17. Do you believe that students transfer knowledge from one subject to another?

Fully

Partly

Poorly

18. When students write in your module, do they reflect in their writing what they have been taught in the module of written expression subject?

Yes

No

19. What, in your stance, prevent(s) students from transferring their writing knowledge into other modules?

.....  
.....  
.....  
.....

20. Are students motivated to write in your module?

Yes

No

21. What are the techniques or strategies that you may suggest or use in order to help students transfer their writing knowledge towards other modules:

.....  
.....  
.....  
.....

22. According to you, writing effectively across the disciplines means:

a) An improvement of the writing skills



b) *An improvement of the thinking skills*

c) *A good use of the rhetorical aspects*

d) *All combined*

23. *Do you think that if the writing conventions are used appropriately, the transfer of the writing knowledge towards other disciplines would be successful?*

Yes

No

24. *Other comments or suggestions that might guide the researcher.*

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*With my full gratitude*

*Miss Hamani N.*

## Résumé

La présente étude vise à examiner la performance des étudiants de première année dans quatre autres disciplines qui exigent une forme écrite ; l'objectif principal était de détecter si les étudiants appliquent les règles apprises durant la classe d'écriture vers d'autres modules, ou non. Un questionnaire a été administré aux enseignants, de différentes disciplines, au Département des Lettres et Langues Anglaise, Université des Frères Mentouri, Constantine, plus une étude de copies d'examen des étudiants de 2ème année dans quatre modules importants à savoir : L'Expression Ecrite, La Linguistique, La Littérature et Culture de la Langue. Grâce à ces deux outils de recherche, nous voulions d'abord, par ce questionnaire, vérifier les opinions des enseignants concernant le niveau d'écriture de leurs étudiants et comment le transfert des règles d'écriture à travers les autres disciplines est considéré dans le Département des Lettres et Langue Anglaise, Université de Frères Mentouri (Constantine). Deuxièmement, l'étude examine dans quelles mesures les compositions des étudiants, dans différents modules, reflètent les règles enseignées pendant les cours d'expression écrite. Les résultats de la présente étude tendent à montrer d'abord, si les étudiants sont conscients de la relation étroite qui existe entre le module d'Expression Ecrite et les autres modules, et surtout si les élèves transfèrent les règles d'écriture d'un module à un autre quand ils sont invités à écrire à travers différentes disciplines. En outre, l'étude tente de suggérer quelques méthodes efficaces qui permettent aux enseignants ainsi qu'aux étudiants à réussir le transfert des règles d'écriture à travers d'autres disciplines.

**Mots clés :** Transfert, disciplines, règles d'écriture.

## ملخص

تهدف هذه الدراسة إلى فحص أداء طلاب السنة الأولى قسم اللغة الإنجليزية، جامعة الإخوة منتوري قسنطينة في أربعة تخصصات أخرى التي تتطلب شكل مكتوب. الهدف الرئيسي كان الكشف عن ما إذا كان الطلاب يطبقون قواعد الكتابة في التخصصات الأخرى أم لا. من خلال استبيان خاص بأساتذة قسم اللغة الإنجليزية، جامعة الإخوة منتوري قسنطينة ، بالإضافة إلى دراسة أوراق إمتحانات طلاب السنة الثانية في أربع وحدات، أردنا أولاً التحقق من آراء الأساتذة حول مستوى كتابة الطلاب وكيفية نقل قواعد الكتابة نحو التخصصات الأخرى في قسم اللغة الإنجليزية ، جامعة الإخوة منتوري (قسنطينة). ثانياً، نتائج هذه الدراسة تشير أولاً، ما إذا كان الطلاب يدركون العلاقة الوثيقة الموجودة بين وحدة التعبير الكتابي والوحدات أخرى. خصوصاً أن من المتوقع من الطلاب نقل قواعد الكتابة من وحدة الى اخرى عند الكتابة عبر مختلف التخصصات. بالإضافة إلى ذلك، تسعى هذه الدراسة إلى اقتراح طرق فعالة لمساعدة المعلمين والطلاب في انجاح عملية نقل المعرفة في مختلف التخصصات.

الكلمات الرئيسية: نقل،التخصصات، قواعد الكتابة