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**Faculty of Letters and Languages**

**Department of Letters and English Language**

**Raising Students' Awareness about Academic Writing  
Features in Writing an Academic Paper. The Case of  
Second Year Students at the University of Constantine 1**

**Dissertation submitted in partial fulfillment of the requirements for the degree of  
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## **Dedications**

This work is dedicated to:

- My dear mother and beloved father for their support and care.
- My husband Aboubakar for his encouragements and patience.
- My dear son Dhiaa Eddine.
- My brother Hamza and his wife Sara and their children Arwa and Ishak.
- My brother Abdanour and his wife Asma and their daughter Layen.
- All my family and friends without exception.

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## **Abstract**

The present research is conducted to point out that teaching academic writing should focus on the salient features that make this type of writing different from the other kinds of writings. It also attempts to investigate to what extent second year students at the University of Constantine 1 aware of academic writing features, as well as if they use these features mainly objectivity, formality, and cautious writing in their academic written productions. In the light of this, the hypothesis is that if second year students receive explicit instructions about academic writing conventions, they would be aware of academic writing features and their writing quality would improve in writing academic papers. To test this hypothesis, two research tools are used; teachers' and students' questionnaires and an experiment (pre-test, post-test) which were taken by a random sample of students. The results of the present study show that students lack knowledge about academic writing conventions; as the questionnaires have revealed. On the other hand, the results of the experiment revealed that the experimental group showed an improvement in using academic writing features after the treatment compared to the control group which does not receive any explicit instructions.

## **List of Abbreviations**

**L3:** Third Language

**I M R A D:** Introduction, materials and methods, results, and discussion

**n:** Noun

**adj:** Adjective

**APA:** American Psychology Association

**MLA:** Modern Languages Association

**Ed.:** editor

**IEEE:** The Institute of Electronic and Electrical Engineers

**e.g.:** Example

**L A:** Language Awareness

**LA M:** Language Awareness Movement

**EFL:** English as a Foreign Language

**TEFL:** Teaching English as a Foreign Language

**W.E.:** Written Expression

**Q:** Question

**N:** Number of Teachers/ Students

**S:** Students

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# **General Introduction**

## **1. Statement of the Problem**

Writing is known for the majority of learners as a process of using symbols or combinations of words about a particular subject matter. However, writing is more than these combinations since it is governed by certain conventions and rules, especially in academic writing genres as in essays, research reports, and dissertations. This means that writing an academic paper involves following particular conventions, as well as different features such as academic vocabulary, hedging, and objectivity. This makes academic discourse relatively distinct from other writing genres such as personal writings. As Hinkel (2004) affirms, the research has shown that English academic writing is characterized by certain conventions at all the linguistic levels.

As a problematic area in writing, the misunderstandings about the nature of academic writing lead students to believe that writing emphasizes only the macro features, i.e., the different types of introduction, thesis statement, developmental paragraphs, and conclusions. Thus, the majority of learners are unable to end up with academic written productions, since they focus mainly on content and neglect the other aspects of writing which are accepted by the academic community.

In terms of teaching academic writing, Hinkel (2004) states that teaching such a type of writing focuses mainly on how to organize a piece of writing at the discourse level. This means that teaching academic writing focuses on such features that make academic discourse different from other writing genres. So, this research investigates the learners' inability to



construct academic written papers following such norms. These different norms and features will be identified later (chapter 2).

## **2. Research Questions and Hypothesis**

In the light of the problems stated above, the present research addresses the following research questions:

- Are students aware that academic writing is characterized by different features?
- Is the unfamiliarity with academic writing features a result of the lack of explicit teaching and instructions that academic writing is characterized by different features?
- Does the inclusion of academic writing courses in the curriculum raise students' awareness about the nature of academic writing?

Based on the research questions stated above, we hypothesize the following:

If second year students receive explicit teaching and instructions about academic writing conventions, they would be aware of academic writing features and their writing quality would be improved in writing academic papers.

## **3. Aims of the Study**

The main concern of the present research is to point out that teaching academic writing should focus more on the main features that make academic texts different from other kinds of writing. It also aims at investigating the extent to which students use academic writing features in their written productions particularly objectivity, formality, and cautious writing, as well as the degree of their awareness about the nature of academic writing and its main conventions.

## **4. Review of the Literature**

Students' academic writing is viewed as the center of teaching and learning in higher education. However, the rules and conventions governing what is called academic writing are not explicitly taught in courses (Coffin, Curry, Goodman, Hewings, Lillis, & Swann, 2003). Moreover, 'raising students' awareness of such features helps them to see how academic fields are broadly linked and how language both helps construct, and is constructed by, features of its context" (Hyland, 2006:14). Thus, in the present study, the focus will be on academic writing features, as well as how to raise students' awareness about these features.

## **5. Materials and Procedures**

In order to test the hypothesis of the present study, two research instruments are used. Firstly, a questionnaire is addressed to teachers and students. They are expected to give a clear picture about their attitudes towards academic writing, and what makes this kind of writing distinct from other writing genres. Secondly, an experiment (pre-test and a post-test) is carried out and the population are samples of one control group and one experimental group. In addition, students of both groups are asked to write five essays about different topics before teaching them the conventions of academic writing in order to check their ability to construct academic papers, as well as to evaluate their awareness towards academic writing features. After that, both the control group and the experimental one write four essays, a post-test, and it is important to note here that the experimental group receives a teaching treatment, while the control group will not have any treatment.

## **6. Subjects**

The subjects of the present study are 60 students of second year at the Department of English language at the University of Constantine 1, chosen randomly. This means that the researcher takes the two last groups of second year and each group contains 30 students. This randomization would increase the validity of the study and help to ensure that the sample is representative of a population as a whole. The choice of the research's subjects is motivated by the following reasons:

- Students have studied grammar courses at least for two years and know certain grammatical rules such as the active voice that represents one of the features of academic writing.
- They studied in their first year how to write a paragraph, and their second year how to construct different types of essays such as argumentative and example essay.

## **7. Structure of the Study**

The present research is divided into five chapters. The first three chapters are devoted to the theoretical part, and the other two chapters include the fieldwork. Chapter one offers a review of literature on the writing skill in general. It also deals with the stages of the writing process, the different types of writing; creative writing, scientific writing, collaborative writing, and academic writing which is the focus of the present research.

Chapter two is about the nature of academic writing, the difference between academic writing and non-academic one, and the different genres of academic writing such as essays, research proposals, research reports, and dissertations. The chapter also includes a detailed explanation of the main features of academic writing such as the use of formality and cautious writing. It also deals with two important aspects of the written academic discourse which are cohesion and coherence that help the readers understand the writer's intention.

Chapter three tackles building the learners' language awareness about academic writing features through following certain procedures and techniques. One of these procedures is the teacher's feedback on students' production, as well as the explicit instructions provided by teachers.

Chapter four includes a detailed analysis of the research tool used in this study which is the teachers' and students' questionnaire. Chapter five focuses the description and analysis of an experiment representing a study of students' awareness about academic writing features, particularly formality, cautious writing, and objectivity

# Chapter One

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# **Chapter 1**

## **The Writing Skill: An Overview**

### **Introduction**

Writing skill is perceived as an important and difficult language skill compared with the other skills; speaking, reading, and listening. The reason behind this is that writing involves a careful attention of planning and thinking about other significant considerations such as audience-readership, for whom we are writing and the purpose of the text to be composed. Additionally, writing, unlike the other skills, requires organized and well managed stages that a writer passes through.

In this chapter, we intend to shed light on the writing skill in general, including its definitions. Further, it includes a detailed description of the main stages which are involved in the writing process.

This chapter discusses also the different types of writing; scientific, creative, collaborative and academic which are perceived differently. It also deals with the different methods of development in writing such as description, narration, cause and effect.

### **1.1. Definition of Writing**

Writing is known as a productive language skill which has gained a great deal of interest from scholars and researchers. They worked to understand the nature of writing ability from different perspectives. Therefore, writing can be defined as “a skill, not an innate gift or a special talent. Like any advanced skills, writing must be developed through systematic instruction and practice” (Silvia, 2007, pp. 5- 6). To Byrne (1991) writing is not just a production of graphic symbols, but these symbols must be arranged according to some norms and conventions.

Furthermore, Sharples (1999) views the writing skill as a social and cultural phenomenon, since the writer is considered as a member of a community who shares ideas and techniques with other writers. Writing for Mertens (2010) is “a communicative act and social event between the writer and audience” (p. 130).

However, for other researchers, writing is not simple but it is a complex activity that requires special training. Swales and Feak (2004) point out that writing is “a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and more recently on a computer screen” (p. 34). Further, they claim that writing needs a number of skills. The first skill area is to acquire a writing system which may be alphabetic like in European countries or no alphabetic as in Asian countries. The second skill area involves selecting the suitable grammar and vocabulary to construct sentences and arranging them in coherent paragraphs. The third skill area requires thinking about the purpose of the written material and its effect on the readership. To Hurst (2004), writing is “an important part of communicating as well as a tool for thinking and learning” (p.58).

For defining the writing skill, it can be noted that that there is no agreement among researchers. On this, Weigle (2002) argues that defining writing is not a simple task because “the uses to which writing is put by different people in different situations are so varied that no single definition can cover all situations” (p. 3). Nevertheless, many researchers view writing not just as production of an individual writer but also as “an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience” (Hamps-Lyons & Kroll, 1997, p. 8 quoted in Weigle 2002, p. 19).

## **1.2. The Process of Writing**

Regardless of the writing genre, expository, research article, a report, writers tend to express what they know about a particular topic through certain steps in order to deliver a coherent message. This is called the writing process (Urquhart & McIver, 2005). Therefore,



the writing process comprises the mechanics by which writers create publishable products” (Sundem, 2006, p. 41).

In general, the stages involved in the writing process are prewriting, drafting, revising, and editing. According to Richards and Miller (2005), these stages of composing imply that the writing process is linear, i.e., they occur successively one after the other. Yet, the writing process could be recursive. This means that it is an overlapping process where the writer may either return to the first stages, or proceed to the final stages at any time. For example, while revising the written draft, the writer realizes that his draft lacks information, so he returns to the prewriting stage to generate more information and details about the topic. The way writers actually go about the writing process differs for “different writers approach the process in different ways” (Smalle, Ruetten, and Kozy, 2003, p. 3). Accordingly, one possible division of the writing process contains prewriting, drafting, revising, and editing, as it will be seen presently.

### **1.2.1. Determining the Writing Context**

According to Robitaille and Connelly (2007) “determining the writing context means examining [the] purpose in writing, [and the] audience” (p. 8). Thinking about the audience and purpose when writing will not only improve the effectiveness of the written material, but will also shape the content, or what writers write to fulfill “the writer’s intention and meets the audience’s needs” (Urquhart and McIver, 2005, p. 1).

#### **1.2.1.1. Audience**

When planning, experienced writers think about an important issue which is their audience, because this may influence not only the shape of the writing, i.e., how paragraphs are written, but also the choice of language which may be formal or informal (Harmer, 2004). According to Crème and Lea (2008), “the audience is assumed to be the actual reader, the

person who will mark the work” (pp. 184-185). Therefore, understanding the audience whom the writer is addressing is a critical component of effective writing. In this context, Elbow (1998) says that “not paying enough attention to your audience is a problem inherent in the nature of writing itself” (p. 177).

#### **1.2.1.2. Purpose**

Writing a piece of work serves multiple purposes. This means that the first step writers need to consider while writing is to know why they are writing, i.e., what they want to accomplish. In addition, when writers understand the purpose of their writings, this would help them know what to include concerning ideas and arguments. Generally, “the purpose of most college writing is to inform, to persuade, or to entertain” (Robitaille & Connelly, 2007, p.28). For example, the main purpose of an argumentative paper is to convince the reader about the writer’s position or attitude about a controversial issue.

#### **1.2.2. Generating Ideas**

After thinking about the audience and purpose, writers should come up with ideas about the intended topic. This stage in the writing process is called generating or gathering ideas. It is an important step since it helps writers to think of enough ideas and details to develop a specific topic. Even experienced writers as well as students find that getting started on a written production is a difficult task. As Creme and Lea (2008) put it, students may spend long time thinking and cannot transform what they have read into a manageable plan for a piece of work. Nevertheless, there are techniques that may help writers to come up with materials or ideas. These techniques include: brainstorming, free writing, concept mapping/clustering, making an outline, and asking WH questions.

### **1.2.2.1. Brainstorming**

Brainstorming is one of the prewriting techniques that involve putting down or listing as much as relevant ideas about a topic in words, phrases, or sentences. The advantage of using such a technique is that it is easier to describe and get detailed and coherent ideas. In addition, it helps writers to have a list of ideas from which they can choose, since it is not the time during the brainstorming process to stop and analyze how relevant the ideas might be. For example, writing a topic about *education* requires from writers to list different words and phrases without caring about organization such as *curriculum, high, degree, diploma, etc.*

Starkey (2004) says that brainstorming is viewed as a timed exercise which means to elicit many ideas on a given topic according to different procedures or steps that help the writer to brainstorm as much as possible ideas. First, the writer should put down every word or sentence that comes to his mind about the intended topic. Second, brainstorming resembles free writing technique in the sense that writers should not censor any idea or phrase; they should ignore the rules of spelling, punctuation, and grammar. Third, when they finish, they try to look over the list they have made and cross out useless information and organize what is left.

### **1.2.2.2. Free writing**

Free writing is another way of generating ideas where the writer spends a predetermined period of time writing without stopping. Belanofe, Elbow, and Fontaine (1991) define free writing as “a generic term that is attached to any number of activities, including nonstop writing in which writers follow ideas whenever they lead them” (p. 105). Therefore, the free writing technique is to get writing without judging or evaluating, because all what is written on the paper is for the writer only not for readers.

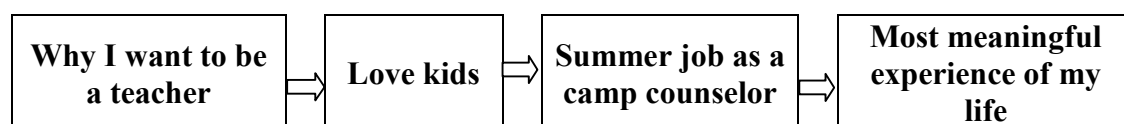
There are some rules that lead to successful free writing and make writers get started easily. The first procedure that writers may do is to time themselves for five or ten minutes

writing without stopping. The other important aspect of free writing, like brainstorming, is that writers do not try to mentally control what they write, no need to plan and change anything. Besides, they should not be aware of grammar and spelling problems, since it is a non-editing activity, and permit themselves to use abbreviations. After finishing free writing, it is possible to highlight and note the most important and strongest ideas (Dunlap, 2007). Concerning the benefits of free writing in the writing process, Baig (2010) claims that writers become more comfortable putting their thoughts and words on the paper. Furthermore, it is considered as a basic writing practice for all writers to become better writers.

### **1.2.2.3. Concept Mapping/ Clustering**

Clustering or concept mapping offers another way to explore writing topics. With this technique, the writer uses “visual maps of [his] ideas. It frees him from following a strictly linear sequence, thus it may allow [him] to think more creatively and make new associations” (Kalandadze, 2007, p. 06). Besides, Scarry and Scarry (2010) agree with this point and say that clustering is a way of gathering ideas. It is like brainstorming, except with clustering, the writer uses a visual map rather than a list of ideas.

To use the clustering technique, the writer begins by placing a key word or phrase in the middle of the page. Then, he jots down other phrases that come to his mind. After that, he may draw lines and branches which connect the items associated with each main idea (Scarry and Scarry, 2010). Here is an example which illustrates how the writer might explore a given topic using the clustering technique.



**Figure 1: Sample Concept Map (Starkey, 2004, p. 4)**

#### **1.2.2.4. Making an Outline**

The other technique that helps the writer shape his ideas is outlining. It is the most formal prewriting technique which is used to organize ideas in a logical way. Different writers agree on the idea that making an outline is more difficult than the other prewriting techniques, because it usually comes after a considerable organizing and rearranging of ideas. To Leki (1998) “the outline is [...] a check to verify that the paper presents the ideas logically and covers all aspects of the topic the writer wants to cover” (p. 31). In outlining, students describe the function and contents of each paragraph of their writing by organizing ideas into topic sentences and supporting details” (Sundem, 2006, p. 45). In addition, Scarry and Scarry (2010) point out that in a formal outline, the writer has to distinguish between major headings and subheadings since organization and order are considered as two important aspects in making an outline. The following example illustrates how an outline should be.

Thesis-map: Unpredictable hours, poor staffing, and inadequate space make the library’s reserve facility difficult for students to use.

##### **I. Unpredictable hours**

- A. Hours of operation vary from week to week.
- B. Unannounced closures.
- C. Closed on some holidays, open on others.

##### **II. Poor staffing**

- A. Uninformed personnel at reserve desk.
- B. Too few on duty at peak times .

##### **III. Inadequate space**

- A. Room too small for number of users.
- B. Too few chairs, tables.
- C. Weak lighting.

(Wyrick, 2012, p.p. 49-50)

### **1.2.2.5. Asking WH/ Questions**

One prewriting technique that helps writers generate ideas and has not been yet mentioned is simply asking WH/questions. WH/questions are questions beginning with WH ‘who, why, what, where, when, How’. According to Aquino and Nocon (2001), asking WH/questions during the writing process allows the writer to generate materials for his topic. Furthermore, these questions permit the writer to see the topic from different perspectives. To succeed in using this technique, writers try to write as many WH/questions as they can. After that, they may answer the questions as fully as they can. For example, a composition about *‘the difficulties that a student may face when studying in a foreign country’*, it is possible to generate and develop different ideas by asking the following questions:

- Why students prefer to study abroad?
- What are the difficulties that students may face when studying abroad? (Language, culture, financial problems ...).
- What are the appropriate circumstances that may help students to face these difficulties?

### **1.2.3. Drafting**

Once the writer has gathered the required information, he is ready to start writing. Drafting is known as the stage where writers turn their ideas into a written text. To Barden (2003), “the drafting stage is the first attempt at writing” (p. 47). Therefore, we can refer to the first version of a written text as a draft. The first draft is generally written on the basis that it will be improved later.

During the drafting stage, writers have to focus on the meaning they want to convey without being overly concerned with grammatical correctness and word choice, for their principle concern is to shift the intended message into words on a paper with the framework they have created in the prewriting stages (Urquhart and McIver, 2005). Furthermore, the drafting stage is considered as a crucial step in the writing process, because the ideas may

change or develop, as well as the writer has an opportunity to produce a number of drafts since it is rarely to produce an acceptable draft at the first attempt.

While drafting, teachers may play a crucial role in helping student writers to write effectively and use the appropriate ideas. This step is called responding to students' drafts or giving feedback. It could be verbal or non-verbal. Hence, they can communicate their ideas and thoughts successfully with the intended audience.

#### **1.2.4. Revising**

During prewriting and drafting stages, the writer is mostly concerned with finding ideas and putting them on paper. The revising stage is mainly concerned with the evaluation of the final draft. According to Gravett, Henning, and Van Rensburg (2005), revising implies expanding, organizing, and clarifying the content of the written material. It is considered as an important step in the writing process because writers:

want to improve their work and write the best way they can, [...], to determine if they need to expand their ideas, make their writing more precise and interesting, explain their thoughts in a better way, make sure they have not left anything out, confirm they have not included unnecessary information.

(Richards and Miller 2005, p. 130)

Besides, the writer's evaluation of his draft, receiving feedback from teachers helps him make some changes as to add other supporting ideas and materials. Another way that encourages writers to review their work is that teachers provide them with checklists that contain points to look for in their writing (Nation, 2009). So, the revising stage is important in

the writing process, because it is the stage where writers go back to their drafts and try to improve the sentence structure, diction and the quality of English.

### **1.2.5. Editing**

Editing is the final stage in the writing process before submitting the final draft. In most cases, students confuse between revising and editing, and the two processes are quite different processes. As Donohue (2009) argues, “revising and editing are very different steps. During the revising stages, the piece is still being shaped, the ideas are being formed and the organization of the piece may change; editing is the process of polishing the writing and making it ready to share with others” (p. 13). Like drafting and revising, receiving feedback might help writers to edit their work. Furthermore, students can locate and correct their errors concerning writing mechanics which refer to spelling, grammar, punctuation, and capitalization.

## **1.3. Types of Writing**

Writers usually have different purposes to achieve, for example, to inform, to persuade, or to entertain. There are different types of writing that allow writers to achieve these purposes.

### **1.3.1. Creative Writing**

The term ‘creative’ in writing contexts involves being inventive and original. This means that there are some writing activities that are written based on imagination. These activities include writing essays, stories, poems, and plays. Thus, imagination and originality represent two principle features of creative writing. Neirapev, Marwah, and Pal (2009) say that imagination is perceived as central to creative writing. This means that imagination is mainly related to original and new thoughts.



According to Pope (2005), the concept ‘creative writing’ is widely used particularly in educational contexts rather than other contexts. It is generally associated with courses in some kinds of writing as distinct from other educational genres of writing such as ‘academic writing’, since it is not restricted by any norms.

In addition, creative writing is defined as “the pursuit of originality, especially when being conceived, theorized and taught in tertiary institutions” (Morley & Neilsen, 2012, p. 37). Such kind of writing plays a crucial role in motivating students in creative writing tasks and give them the opportunity to display their knowledge and capacity in writing different products.

However, according to Harmer (2004), creative writing is sometimes considered as one of the difficult tasks that students may practice, especially when they have nothing to say ‘loss of words’. This means that students sometimes could not find the necessary information and details to produce a written product. So, the teacher’s role is to get students involved in creative writing tasks. For example, the teacher could help them have further ideas, give them suggestions and provide them with discussions to foster their creativity when they start writing.

### **1.3.2. Co-operative Writing**

It is often agreed that collaborative learning is an indirect approach to teaching where teachers set a problem and then organize their students to work together in a team work. Getting involved in collaborative learning/ writing has the merit to help students share ideas and negotiate what to put and how to organize them.

The term collaborative writing refers to written productions that are created by a group of people, collaboratively, rather than individually. It is some sort of “the joint production of a text by two or more writers” (Storch, 2011, p. 278). Collaborative writing encourages students to increase their perceptions, facilitates their debates and discussions and pushes them to

assess their own performance. It offers each member of the group the ability to contribute effectively to achieve the intended goal by adding, revising, and editing the work. Harmer (2004) posits:

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each others' ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of the finished product (p.12).

However, a number of studies reveal the potential difficulties or disadvantages of such team writing technique. One of the disadvantages of collaborative writing is that it is more time consuming than the work undertaken by individuals due to the numerous meetings of the group members. Additionally, collaborative writing involves the same writing tasks among the participants of the group, yet they may have the problem that that only one person has done the greatest amount of work (Ede & Lunsford, 1992). This means that in collaborative writing, only one or two members of the group can do all the work as writing an essay or a research paper. This could be attributed to the fact that the group members do not meet altogether sufficiently to finish the work.

### **1.3.3. Academic Writing**

Academic writing is a kind of writing which fulfills educational and professional purposes. In other words, academic writing is any piece of a written product which aims at presenting ideas and information in a reasonable, clear, and objective way. It usually addresses a particular audience which belongs to the academic community such as teachers

and scholars, because the audience affects strongly the content of a paper particularly in terms of knowledge authors/students are going to give.

Students should know that academic writing is a distinct kind of writing compared to the other kinds such as, say, personal writing. This is attributed to the fact that academic writing follows certain conventions which govern it. This means that any academic writing assignment is supposed to meet certain requirements so that we can call it an academic paper (further details in Chapter 2). In addition, academic writing papers tackle specific ideas about a particular topic without digression. To Whitaker (2009), “the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic” (p. 2).

In academic writing, it is required to use a formal style for informal language is generally related to conversational writings which do not adhere to the grammatical and conventional rules of a formal language. In academic writing, it is also recommended to use impersonal pronouns and passive forms, so that the focus is going to be on the action not on its doer. Moreover, slangs, abbreviations, and contracted forms as “you know, well, it’s like, everybody knows”, etc., are not acceptable in academic writing. It is also very important not to use vague words as “thing, “something” that could create ambiguity to the reader. Besides, academic writing employs objective language. In other words, writers should avoid expressions and words that involve personal judgments as “in my opinion, I strongly believe” and the like, while writing academic assignments since they are based on investigated literature. The following examples illustrate the conventions of academic writing:

- 1- **I believe that** there is a discrepancy between theory and practice.
  - Research suggests that there is a discrepancy between theory and practice.
- 2- **I got informed** consent in accordance with the procedures specified for research.
  - Informed consent was obtained in accordance with the procedures specified for research.

3- Smith's (2009) paper made **such a remarkable** contribution to the field.

- Smith's (2009) paper made a major contribution to the field.

(Objective Language, 2009, p. 2)

#### **1.3.4. Scientific Writing**

Scientific writing is a precise kind of writing because of its clear results and logical approach in dealing with a particular subject matter. Regan and Pietrobon (2010) claim that scientific writing is most of the time perceived as a crucial mode of communication across disciplines, so that scientists can persuade their audience with scientific arguments. Moreover, scientific writing in written scholarly articles aims at building knowledge about a particular topic. According to Peat (2002), "scientific writing is the art of presenting research ideas clearly, documenting results precisely, and drawing implications correctly" (p. 254). This means that writing a scientific paper involves unambiguous and clear presentation so that it can be easily understood. Day and Sakaduski (2011) say "its purpose is not to entertain (...) but to communicate complex information" (p. 11). The scientific papers are published in professional journals.

Generally, there is a confusion or misunderstanding between the two concepts which are scientific writing and science writing. According to Day and Sakaduski (2011), scientific writing and science writing are related because the subject matter of each writing is about science. However, they differ from each other. Scientific writing differs from science writing in that the former is written by scientists and addresses mainly scientists (peer-to-peer writing), whereas the latter is written by scientists and sometimes by non-scientists to reach a wider audience not only scientists (peer to non-peer writing).

As the term scientific writing implies, there are some significant requirements that should be taken into account when writing a scientific paper. So, a paper will be referred to as an effective scientific writing if it adheres to the following requirements and rules:

- Scientific writing uses an objective style which is obtained by using appropriate, precise, and accurate vocabulary using passive versus active wording, using appropriate tenses and avoiding unnecessary and dense language (Goldbort, 2006).
- The writer of a scientific paper should limit himself to writing only significant information that the target reader needs to know about the reported results (Peat, 2002).
- Existence of facts and data.
- An important aspect of scientific writing is the organization of a scientific paper in the sense that it should follow a certain format which known as IMRAD: introduction, materials and methods, results, and discussion.
- Scientific writing illustrates with graphs, tables, and figures.
- Scientific writing aims to take complex ideas and concepts and simplifies them to the target audiences, so that they can understand easily the intended information without ambiguity.

## **1.4. Methods of Development in Writing**

Taking into account the different stages of the writing process that may have an influence on choosing the appropriate method to develop a given subject into a piece of writing. This means that when writers plan and draft, they can choose and develop the pattern that suits the audience and the purpose they want to accomplish. The common methods of development in writing fall into the following patterns.

### **1.4.1. Description**

Description means to identify the characteristics of a person, a place, or an object. Thus, the fundamental purpose of describing is not just to describe, but also to make a point for the audience or readers. To Kane (1989), descriptive writing is of two kinds: objective and subjective. In objective description, the writer puts aside all the aspects which are related to

him and focuses just what he perceives. For example, describing an experiment which requires clear details without self interference. Yet, in subjective description, he uses his feelings in what he perceives. For example, describing a person you admire. In other words, objective description is related to facts; and subjective description is related to feelings. Descriptive writing can be used as a sole strategy to develop a subject, and it can also be accompanied with another pattern such as narration.

Concerning the tenses which are used while describing, Evans (1998) says that the present tenses are recommended when the instructions ask the writer to describe someone related to the present. Yet, if the writer is asked to describe a person who is no longer alive, past tense is required. Furthermore, in order to describe a place for a tourist or a magazine article, the writer should use the present tenses. Past tenses are used when describing a visit to a place/building. For example, 'I flew to Madrid last Monday'.

#### **1.4.2. Narration**

Another method of development in writing is narration. Narration describes a story or an experiment where the “logical arrangement of ideas and sentences (...) is chronological-according to time and order” (Smalle, Ruetten, & Kozytev, 2000, p. 61). Besides, characters, action which is “presented in the form of a plot” (Kane, 1989, p. 367), and setting represent the essential elements of narrative writing.

Narrative writing is divided into two types which are personal and fictional. Personal narrative refers to an event in the writer's life. It is generally written in the first person pronoun “I” because the events are narrated by the author himself where he includes his point of view. The ideas of personal narrative come from a place the writer has visited or experience that affects the writer's life. Fictional narratives refer to stories that the writer has created based on what he has read and observed (Beutel and Spencer, 2012). It is worth

mentioning that the tense which is used in narrative writing is the simple past, because the writer talks about events that happened in the past.

### **1.4.3. Definition**

An essay or a paragraph that are developed by definition are basically informational. This means that the writer clarifies the meaning of a certain word or concept by giving information to provide for his audience clear explanations. It is essential to note that the definition method could be combined with other methods of development as the writer can use a definition that explains a word or an idea with discussing the reasons or effects of a particular issue. For example, the writer could write an essay about ‘globalization’ in the different fields of life, he clarifies the word by giving definitions of key words, and after that he will discuss the effects of this phenomenon on the coming generations.

Using such a method to develop an idea in writing serves multiple purposes. According to Murray and Hughes (2008), defining terms in writing helps writers to get started, i.e., writers sometimes find difficulties to start composing a written product, so defining the key terms at the beginning is a useful strategy to start writing. The other aim of definition is that the defining terms could help in the structure of a piece of writing.

### **1.4.4. Argumentation**

Argumentation as a method of development in writing presents the readers “with knowledge in support of a thesis, but this thesis is a matter of opinion” (Soles, 2009, p.6). In other words, the primary purpose of an argumentative composition is to make a claim and support this claim by using evidences that support the writer’s position. These arguments could be facts, examples, or statistics. As Murphy (2010) states, “the writer is expected to be skilled enough both to defend [his] own claims and to persuade the reader that [his] claims are

considered reasonable, credible, and valid. The writer will need facts, statistics, scholarly and authoritative sources of literature [...] to defend [his] arguments” (p.14). Moreover, the writer should consider the opponents’ views and arguments in order to give more credibility to his stance.

Concerning the basic structure of an argumentative essay, it is composed of a series of paragraphs. The first paragraph is an introduction where the writer introduces the topic for his reader. Within the introduction, the writer should state his claim or position in a thesis statement. Once the reader states his opinion, he tries to support his views by giving and developing arguments, examples, or facts. Each argument could be developed in one developmental paragraph. After that, he mentions the others’ views and presents their arguments. At the end, the writer concludes his composition by stating what is discussed before.

#### **1.4.5. Cause and Effect**

The cause-and-effect pattern gives a detailed explanation about causal relationships, it is an attempted answer to the question ‘why this happens and what are the expected results?’. According to Connelly (2010), “cause and effect writing does more than describe a topic or tells a story. It analyses *why* and *how* something happened. It looks for reasons, for things or tries to predict what might happen in the future” (p. 147).

Besides, it is worth noting that cause and effect requires to focus on the causes of a certain issue, i.e., the writer usually discusses briefly the effect in the introduction, and then he deals with its multiple causes, each cause in one developmental paragraph. But, when he focuses on the effects, the writer will do the reverse, i.e., he discusses the reasons, but he is more interested to describe and discuss the effects in the body of the essay. This means that once the focus of the essay is on the causes, the writer discusses briefly the effect in the introduction. For example, discussing ‘why students leave their schools at an early age’ the



writer focuses more on the reasons behind leaving school. Yet, if the focus is on the effects, the reason will be discussed briefly at the beginning. For example, what are the effects of the Internet addiction?

An effective cause-and-effect essay consists of an introduction in which the writer informs his audience -through a thesis statement- about the subject matter and whether he focuses on the causes or the effects. Body paragraphs consist of topic sentences which are related to the thesis statement and specific description and development of the reasons or results. A conclusion restates the thesis and summarizes the main points in the essay.

#### **1.4.6. Exemplification**

Example or illustration is a widely used method of development in writing because it usually supports the writer's view. Skwire and Skwire (2013) define the example as "a single item drawn from a larger group to which it belongs. An example also is often viewed as one of a number of specific cases in which a generalization turns out to be true" (p. 93).

Furthermore, Skwire and Skwire (2013) say that examples which are used in any kind of writing clarify the writer's thought and support his thesis, because they are the heart of almost all good writing. In addition, examples help to convince the reader of valid statements. It is worth mentioning that the examples should be chosen carefully in order to have an effective piece of writing. For example, if the writer wants to generalize a particular idea, he will use numerous examples; whereas if the aim is to show that these examples have significant characteristics, the writer will use a specific number of examples, because his objective is not the number of examples but their significance (Smalle, Ruetten, & Kozyrev, 2000).

### 1.4.7. Comparison and Contrast

Another method of development in writing is comparison and contrast. It means to point the similarities that exist between two objects, persons, places, and terms. Yet, contrast means to point the differences. The fundamental objective of using the comparison and contrast pattern is to explain unfamiliar ideas to the reader by comparing or contrasting them to familiar ones. According to Aquino and Nocon (2001),

In a comparison and contrast essay; the emphasis is usually on one or the other; that is, you spend more time either comparing or contrasting, depending on your purpose. If you are comparing two rather similar things, you should acknowledge the obvious similarities but focus on the differences. If you are comparing two obviously dissimilar things, you should acknowledge the obvious contrasts but emphasize the less obvious similarities (p. 160).

This means that the writer in a comparison and contrast development should spend more time either comparing or contrasting depending on the purpose he wants to accomplish.

In comparing and contrasting method, there are two fundamental patterns of organization. The first pattern is called point by point. In this pattern, the writer compares or contrasts two objects or things starting by the first point, then to the second point, and so on. Wyrick (2012, p. 227) provides the following example by comparing two famous restaurants.

**Thesis:** Mom's Hamburger Haven is a better family restaurant than Mc Phony's because of its superior food, service, and atmosphere.

**Point 1: Food**

A. Mom's

B. Mc Phony's

**Point 2:Service**

A. Mom's

B. Mc Phony's

**Point 3:Atmosphere**

A. Mom's

B. Mc Phony's

Conclusion

The second pattern is known as the block. In this method, the writer mentions the similarities or differences between two items and each item discusses point one, point two, point three and so on. The following example illustrates this pattern:

**“Thesis:** Mom's Hamburger Haven is a better family restaurant than because of its superior food, service, and atmosphere:

**A. Mom's**

1. Food

2. Service

3. Atmosphere

**B. McPhony's**

1. Food

2. Service

3. Atmosphere

Conclusion” (Wyrick, 2012, p. 227)

## **Conclusion**

This chapter shed light on the important skill of writing. For the sake of knowing how writers start and plan their writings, a clear discussion was provided about the different stages that writers may go through in order to have an effective written production. These stages include determining the writing context, i.e. the writer should consider his audience and purpose, how to generate ideas, how to draft, revise, and edit.

The chapter also covered the different types of writing, namely scientific, creative, cooperative, and academic writing, with a special focus on the academic one, because it is the interest of the present research. Lastly, different methods or patterns that writers may use to develop a piece of writing are presented, namely description, narration, definition, argument, cause and effect, example, and comparison and contrast. It is important to point that each method of development in writing could be combined with the other one such as cause and effect with the example pattern.

## Chapter Two

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## **Chapter 2**

### **The Nature of Academic Writing**

#### **Introduction**

Academic writing is considered an important language skill needed to write essays, reports, and dissertations both for graduate and postgraduate students. It is essential to them to have background information about the standards of academic writing for many students seem to lack knowledge of academic writing conventions. They think it is a kind of writing that has the same requirements as other types of writings like the personal ones.

The chapter tries to shed some light on the notion of academic writing, its nature, as well as the distinctions to be made between academic and non-academic writing. The chapter evenly tries to tackle the most common forms and genres proper to academic writing that students will have to abide by in their writings. Last but not least, it also tries to discuss the main features that govern this type of writing in terms of vocabulary, coherence and cohesion as two important rhetorical features of academic writing.

#### **2.1. Academic Writing Defined**

There is a wide range of writings such as writing diaries and letters. Yet, the type of academic writing of research articles, books, and dissertations is essentially different from the previous ones. Academic writing is a writing that students have to produce in their writing assignments at university level.

Greene (2012) sees that academic writing in the strictest sense “is what scholars do to communicate with other scholars in their fields of study and their disciplines. It is the research

report a biologist writes, the interpretive essay a literary scholar composes” (p.1). In other words, academic writing is a formal language written by scholars to present their ideas and arguments objectively to their peers in an academic community.

Moreover, academic writing is what the student is expected to produce at the university. So, in order to achieve this, students have to be familiar with the characteristics of academic writing which are quite different from the features of non-academic writing. (Tao Ng , 2003). Further, Clark (2003) adds that, “academic writing is at an even higher level of formality and is governed by even stricter conventions; thus, academic writing represents what we call formal Standard English” (p. 320). To Thaiss and Zawaki (2006), academic writing is any writing that fulfills the purpose of education in a college or university in response to an academic assignment, or professional writing. It is what both teachers and researchers do for publications and conferences attended by other field specialists.

Furthermore, there are other writers -like Ivanic (1998) - who claim that academic writing is a social practice since it involves an interaction between writers and readers. This means that the writer has to state a particular point of view relying on providing evidences and arguments that are expected by the reader. Yet, Al Fadda (2012) states that academic writing is “a mental and cognitive activity, since it is a product of the mind. The image of an individual working alone in a quiet environment has furthered the view of working as a mental and cognitive activity” (p.124).

## **2.2. The Difference between Academic and Non-academic Writing**

Academic writing has its own sets of rules and conventions, and the different disciplines of academic discourse share common features which make the latter distinct from



non-academic writing. In other words, there is a difference between writing in formal contexts and writing in informal settings.

Firstly, non-academic writing includes personal judgments and emotive expressions; for example, *good, bad, sure*, etc. In addition, it is acceptable in non-academic writing to use slangs, abbreviations, casual expressions, and contracted forms such as *don't, can't, dad, by the way, kids*. According to Bowker (2007), writing in personal settings is informal, so there is no need to follow a particular structure and to adhere to grammar and punctuation rules. Secondly, non-academic writing addresses friends and family which is not the case in academic writing. This means that the members of the intellectual community which represents academics are involved. As Gillet, Hammond, and Martala (2009) say, “one of the main ways that academic writing is different from other forms of writing is in its relationship with its audience- that is to say the reader” (p.2).

In contrast, academic writing is a special genre of writing which is characterized by its objective and impersonal tone. The impersonal style in academic writing is achieved by using the impersonal pronoun ‘it’ and avoiding personal pronouns like ‘I’ and ‘you’. Furthermore, unlike non-academic writing, writing in formal contexts involves following a specific structure. This structure of ‘introduction, body, and conclusion’ typical of an essay, as well as the different written assignments that students are required to produce at the college level. This “structure of the writing will vary according to the particular type (genre); for example, essay, report, thesis, etc” (Jordan, 1999, p. 88). Moreover, academic writing uses specialized and appropriate vocabulary taking into account the different types of academic discourse. This means that each genre uses its own appropriate vocabulary. For example, words that are used in legal texts are not the ones used in literary or political texts.

Similarly, another quality of academic writing is the use of other authors' ideas. It contains references to other writers' publications. Citing the other writers' work is central to academic writing, since it demonstrates that the writer has read the required literature and integrated these issues into the written assignment (Bowker, 2007). So, citing the other authors' ideas supports the opinion of the writer by linking it to what he has written about a particular issue.

Finally, in contrast to any personal writing, academic writing is different because it adheres to the conventions and rules of punctuation, grammar, and spelling, as well as providing arguments and explanations for any discussed issues. The following table summarizes the main differences between academic and non-academic writing.

	<b>Academic</b>	<b>Non-academic</b>
Reader	Academics	Family and friends
Content	Serious thought	Conversational
Style	Complex sentences showing considerable variety in construction	Mostly simple and compound sentences joined by conjunctions such as <i>and</i> or <i>but</i>
Organization	Clear and well-planned	Likely to be as clear as organized
Grammar	Likely to be error free	May not always use complete sentences
Vocabulary	Technical and academic language used accurately	Use of short forms, idioms and slang

**Table 1. Different Levels of Formality (Lyons & Heasley, 2006, p. 17)**

## **2.3. Genres of Academic Writing**

Students at the university level are expected to write different types of discourse genres as essays, research proposals, and dissertations. So, genre can be defined as “a type of a written (...) text with a recognizable set of relatively stable features” (Yakhontova, 2003, p. 24). Moreover, Weigle (2002) says that genre means the intended form and function of the written product. Form means the type of a text; as a letter, an essay, and a report, and function is the communicative purposes of a piece of written discourse (e.g. arguing, apologizing, and narrating). It is possible, therefore, to find different genres of academic writing that learners may encounter during their studies at university. These genres include essays, research papers, research proposals, abstracts, summaries, and dissertations.

### **2.3.1. Essays**

An essay is a piece of writing which consists of different paragraphs developing one idea supported by arguments and evidences (Oshima and Hogue, 1999). In addition, an essay contains an important constituent which is the thesis statement which is the most important part in the essay, because it introduces the main idea of the essay and informs the reader what the whole essay is going to be about.

Although essays have different content and purpose, they share the same structure that is “a structure with an introduction, middle, and an end. The introduction states your case, the middle justifies it, and the end reflects on the beginning and the middle” (Taylor, 2009, p. 93).

Firstly, an introduction tries to attract the reader’s attention by providing background information on the topic and explaining what aspects will be covered in the essay. Secondly, the development section of an essay develops the writer’s ideas in more than one paragraph.

Each paragraph deals with one aspect of the topic. So, the paragraphs of the body of an essay play the role of supporting sentences in writing a single paragraph. As Gillet et al (2009) state, the development section of an essay has the purpose of arguing a particular point, presenting a position, and defending it by relying on evidences and logical arguments. Thirdly, a conclusion summarizes the main points of each paragraph, as well as it may include the writer's attitudes towards the discussed topic.

### **2.3.2. Research Papers**

A research paper or an article can be defined “as a relatively short piece of research usually published in a journal or a volume” (Yakhontova, 2003, p. 104). It generally has seven main sections a: title, abstract, introduction, methods, results, discussion, and conclusion, also known as IMRAD (Hartley, 2008). IMRAD is an acronym for *introduction, methods, results, and discussion*. Both the *title* and *abstract* give the reader an idea about the content of the research. Furthermore, the *methods* section provides a detailed description of procedures, materials, and participants involved in the study; whereas the results section describes the data obtained in a particular study. These data may support the hypothesis and could be presented in tables and graphs. The presentation of results is usually followed by a *discussion* section which provides comments on the findings of the research. Finally, the *conclusion* consists of the summary of results, implications, and a call for further research in a particular area (Yakhontova, 2003).

### **2.3.3. Research Proposals**

University students, both graduates and postgraduates, may be subjected to write a research proposal for a final year project. So, a research proposal is a brief summary of a research paper which provides a detailed description of the proposed study, “the purpose of

the proposal is to show how you intend to tackle the study and whether or not you have thought through the practicalities” (Yakhontova, 2003, p. 233). Moreover, a research proposal has its own format as the following:

- A provisional title of the research.
- Description of the research problems.
- The objectives of the study.
- Detailed description of the proposed research questions. These questions should be as specific as possible.
- An appropriate research methodology to be followed.
- A description of the structure of the research; the most important theoretical and practical issues of the study.
- A preliminary bibliography.

The figure below illustrates the stages involved in writing a research proposal.

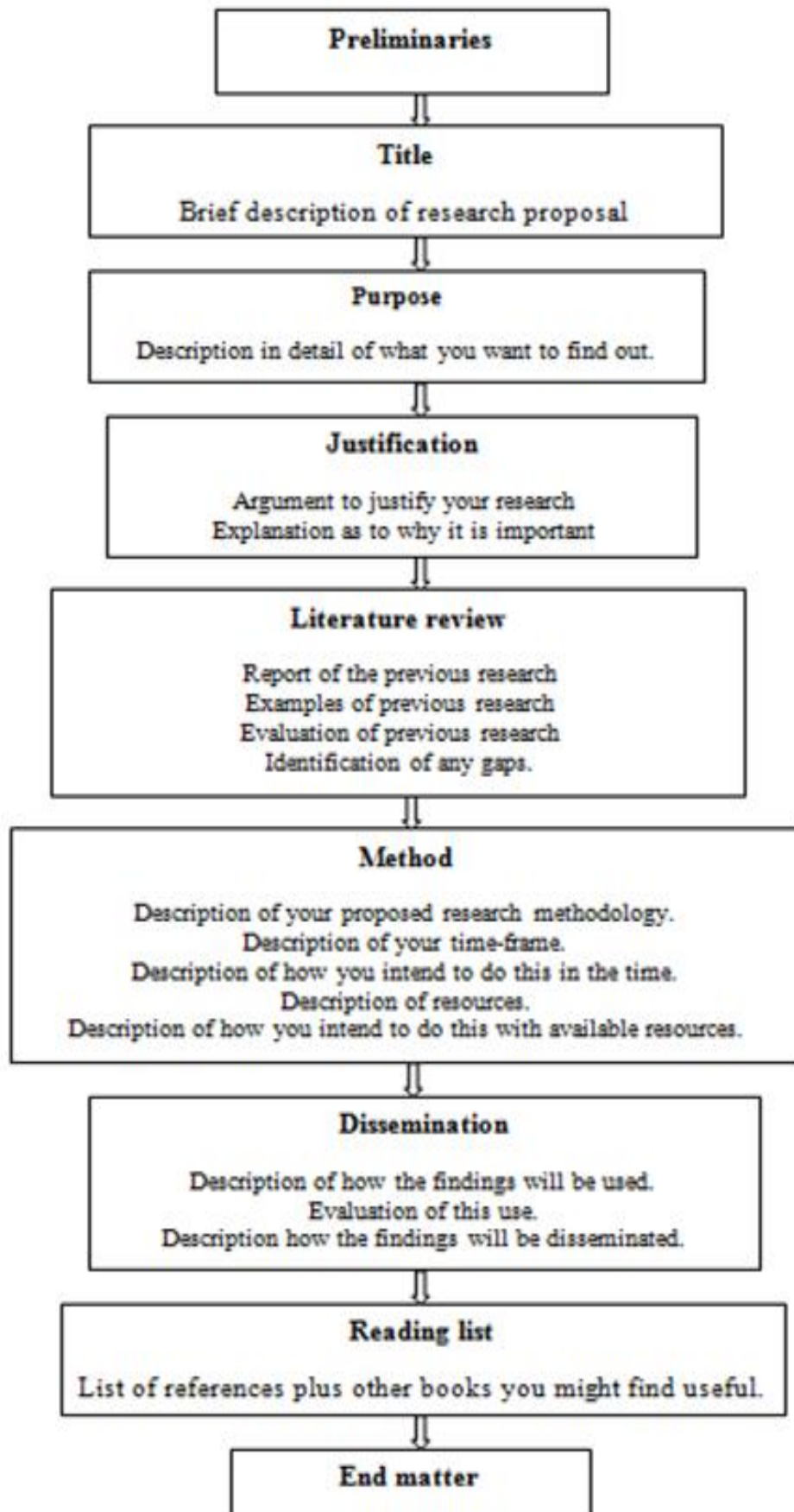


Figure 2. Typical Stages Involved in a Research Proposal (Gillet et al.2009:224)

### **2.3.4. Abstracts**

Probably the first important component of writing a research is the abstract. It is “a ‘screening’ device through which the reader chooses whether to read the full article as a mechanism for providing an interpretative frame for readers of the article, and as an aid for indexing for database services” (Hewings, 2001, pp.12-13). This means that readers can obtain information they need about the study when they read the abstract, and they can take a decision whether to read the whole research. Biggam (2008) posits:

Some institutions differentiate between a descriptive abstract and an informative abstract: the former concentrates on the structure of the dissertation and not its content, whereas the latter provides a condensed summary of the actual work carried out by the researcher.  
(p. 162)

Generally, the abstract comes after the title of a research. It should include background information of the study, the objectives of the research, and a summary of the methodology used by the researcher and the main findings, and finally presenting conclusions that should include recommendations for further work. It is important to note that an abstract should be one block unintended paragraph and no more than one page.

### **2.3.5. Summaries**

Students should be familiar with a summary. It represents one of the crucial parts of a dissertation or a research article. As a shortened version of a text, the summary aims at giving the most essential points of a piece of writing (Yakhontova, 2003). Swales and Feak (1994) point out, an academic summary should meet three principle requirements. Firstly, it should

offer a balanced coverage of the original text. Secondly, it should not evaluate the source text and is written in a neutral tone. Thirdly, the ideas of the source material should be presented in the writer's own words. They further put some preliminary steps that would help in writing a summary. These steps are the following.

- Reading the source material and highlighting the important information.
- Writing down the main points of the text using the writer's own terms.
- Adding appropriate logical connectors to show the relationship between ideas.
- Making appropriate changes if necessary.

### **2.3.6. A Dissertation versus a Thesis**

Students are expected to write a dissertation or a thesis for their final year project. Therefore, it is essential to make the difference between these two academic genres. Murray and Hughes (2008) indicate that although a dissertation and a thesis do not have significant differences since they share general principles of academic writing style, structure, and organization, they differ in their respective levels detail. Since a dissertation is one of the requirements of a Bachelor or Master's degree, it is short in length and not detailed. Conversely, a thesis is the only written requirement for the PhD degree. It is longer and more detailed than a dissertation. Furthermore, a thesis is characterized by its originality, since it adds new knowledge to the field of research. A dissertation also involves an original work, but there is less emphasis on the aspect of originality.

## **2.4. Features of Academic Writing**

Academic writing is a special genre of writing since it is governed by different conventions and rules. Regardless the types of academic texts students are writing, these texts share prominent features which make the academic writing a distinct register from other kinds



of writings (Hyland, 2006). For this, it is important for students to be aware of academic writing conventions such as the use of objective language, academic vocabulary, and the achievement of cohesion. At the same time, students lack knowledge about the nature of academic writing, and this could be attributed to the lack of exposure to these conventions or to the absence of pure academic writing courses in students' curriculum. As a matter of fact, there is no course in the 2<sup>nd</sup>-year Written Expression module about academic writing, and its features, together with and the lack of explicit instructions that teachers should provide. Willams (2003) contends that "the conventions that govern academic writing are relatively unknown to [students]" (p.179). To remedy to this, Devitt (2004) considers that to raise the consciousness of some learners about academic writing, there should be particular kinds of explicit instructions, so that they will notice the linguistic features of a genre being acquired. It would thus be interesting to consider some important features of academic writing.

### **2.4.1. Formal Style**

One of the prominent features of English academic discourse is the use of formal style. In effect, the level of formality is one of the qualities that distinguish academic writing from other registers (Murray and Hughes, 2008). The following guidelines show the main characteristics of an academic style. Therefore, formal writing should avoid the use of:

- a. Idiomatic and colloquial vocabulary. For example, instead of using *kids*, *boss*, we use *children*, *manager* (Bailey, 2011).
- b. Contracted forms are not appropriate in academic writing. Gillet et al (2009) say that "contracted words such as 'don't', 'can't', 'shouldn't' are informal and should normally not be used when writing in an academic context (unless they are quotations which cannot be changed)" (p.96).

c. Adverbs and adjectives that show personal attitude. For example, *surprisingly*, *best*, *personally*, etc., interjections and hesitation [conversation] fillers such as: *um*, *well*, *you know* are not common in academic writing. The following example illustrates this point:

- Well, we will analyze the results of the present research (not accepted).
- We will analyze the results of the present research (accepted) .

### **2.4.2. Cautious Writing**

The other important feature of academic writing is the notion of cautious writing. It is often called ‘hedging’. It is a general term used to describe “the strategy when a speaker or writer wishes to avoid coming straight to the point or to avoid speaking directly” (Nurmukanedov and Kim, 2009, p. 274). Additionally, it is essential in any kind of academic writing through which writers should show their claims and stance on a particular subject. However, the evidences that support their claims should not be conclusive, as when to use *probably* or *possibly*. These hedging devices may reduce the writer’s commitment and avoid too definite claims, but rather serve, “to qualify a writer’s commitment to a proposition” (Hewings, 2001, p. 206). Besides, according to Bailey (2011), the cautious style in academic writing could be used in making hypotheses or predictions by using modal verbs, and commenting on other writers’ work.

Academic prose uses many types of hedges such as adverbs of frequency (*frequently*, *usually*, *often*, *almost*, *possibly*, *probably*, *perhaps*, *possibly*, *definitely*), and qualifiers (*most*, *many*, *some*) (Hinkel, 2004). Adjective and adverb hedges are also common in academic writing. The following two excerpts illustrate how formal hedging, from the teachers’ point of view, can be added to students’ writings and conversational hedges deleted.

(1) “Statistics is [**perhaps**] the newest science of mathematics. In our society, it is [**probably**] used in many places/for many purposes”.

(2) “[**As everyone knows**], [**good/careful**] judgment is [**possibly/probably**] the most important characteristic of a professional engineer” (Hinkel, 2004, p. 318). However, lexical items like (everywhere, as everybody knows) are not appropriate in writing academic assignments, because they are vague and have no semantic content in a particular statement, as well as they express imprecision.

### **2.4.3. Academic Vocabulary**

Academic writing is characterized by its dense use of academic vocabulary that distinguishes such writing from other types of writings. Thus, to write academic texts effectively “students need to be familiar with the rather formal vocabulary used in this area” (Bailey, 2011, p. 179). Moreover, it is important to note that words found in academic contexts are distinct from those found in daily interactions. For example, words like *observe*, *illustrate*, *therefore*, *although*, may often be preferable in academic writing to their casual counterparts: *see*, *show*, *so*, *but* (Murray & Hughes, 2008). To ensure this, academic vocabulary needs to be explicitly taught, most probably through [constant] exposure to appropriate-level academic texts, as these latter may be considered one of the crucial factors that contribute in the success of learning academic vocabulary (Hinkel, 2002).

### **2.4.4. Objective versus Subjective Language**

The dependency of academic writing on other genres is clearly demonstrated by its objectivity rather than subjectivity. Academic writing uses a few words that refer to the writer or the reader; the emphasis is put on the information rather than on the reader or the writer (Nga, 2009). This means that, in order to write objectively and to focus more on the information in an academic writing setting, personal constructions are best avoided as to use,

for example, *in my opinion, I think me, you*, and the personal pronoun 'I'. It would be more preferable to use impersonal forms instead, as shown in the following examples:

- 1- You can collect the data from a questionnaire.  
⇒ The data could be collected from a questionnaire.
- 2- In my opinion, the present research gives insights on ...  
⇒ The present research gives insights on ...
- 3- I suggest ...  
⇒ It is suggested that...

In academic writing, the personal pronouns (I, we) are used sparingly, they are reserved for a few typical situations, although “the word ‘I’ is appearing in course assignments and research reports” (Murray & Hughes, 2008, p. 95). This is so firstly, when the writer wants to make clear to the reader that a judgment is his own without confusing with that of another author. Secondly, when the writer wants to announce to his reader what are the modes of analysis he is engaging in as to say, for instance, ‘before describing what happened, I shall explain the background to these events’. Thirdly, the pronoun ‘we’ is used when the writer wants to guide the reader through what he proposes to do. In this situation, ‘we’ includes ‘I’ and ‘you’ (the reader) but excludes others. It is often used with words like *see, observe, examine, analyze*. For example, ‘we analyze the results of the present research’. Fourthly, it is when an article or an essay is written by more than one author (Taylor, 2009).

#### **2.4.5. The Passive Voice**

The passive voice is contrasting with the active voice. In a passive sentence, the object of the active becomes the subject, and the subject becomes the agent of the passive action. Moreover, the passive voice is considered as one of the salient features of academic writing.

According to Hinkel and Fotos (2000), “the uses of passive structures are common in academic writing, and advanced learners are often expected to produce written texts that utilize passive forms” (p.233). Furthermore, Hinkel (2004) states that academic writing is characterized by its pervasive usage of the passive voice that has been associated with different genres produced in the academic context.

The passive voice is used in academic writing for many reasons. Firstly, the author wants to avoid the use of the personal pronoun ‘I’ and ‘we’. Secondly, the passive voice would be more appropriate than the active if the doer of the action is unknown (Sanders, Tingloo and Verhulst, 2005). The following examples illustrate what is said above.

Active	Passive
I administer a questionnaire to twenty five students.	A questionnaire is administered to twenty five students.
We interviewed ten teachers.	Ten teachers were interviewed.
Everybody claims that the reading and writing skills are complementary.	It is claimed that the reading and writing skills are complementary.

#### 2.4.6. Citations (Referencing)

A well written academic text is based on the sources which are used to support a claim or a position. This means that citations represent one of the main qualities of academic writing and are “central to academic writing because it shows you have read the literature” (Bowker, 2007, p. 2). Thus, “a written text with no references is not an academic one” (Gillet et al., 2009, p. 99).

Furthermore, the use of citations in an academic assignment may support the claims and arguments of the writer, as well as it may demonstrate that he reads and understands well

the literature related to the field of investigation. As a result, the failure to cite the documentation used in text citation (in writing an academic paper) may lead to an accusation of plagiarism (Yakhontova, 2003). The latter refers to copying one's ideas and sentences without acknowledging the source. There are different techniques used in academic writing to put the other author's ideas into our own words, but there should be an acknowledgment of the source. They include quotations, paraphrasing, and summarizing.

### 2.4.6.1. Quotations

A quotation is defined as the use of the exact words and sentence structures as an author has written. These words should be put between quotation marks. Besides, there are three elements that should be acknowledged when quoting: the author's surname, the year of publication, and the page number of the quoted material. Quotations can be effective in some situations, but must not, as Bailey (2011) puts it, be overused by the writer. First, when the original words express an idea in a different way. Second, the original material is more concise than the writer's summary could be. In addition, quotations should be introduced by a phrase that explains how the quoted material fits the writer's argument. The following example illustrates this.

<b>Introductory phrase</b>	<b>Author</b>	<b>Reference verb</b>	<b>Quotation</b>	<b>Citation</b>
This view is widely shared;	as Friedman	stated:	Inflation is the one form of taxation that can be imposed without legislation'	(1974:93).

(Bailey, 2011, p. 65)

### 2.4.6.2. Paraphrasing

Paraphrasing refers to the restatement of the information using different words and sentence structures without destroying the meaning of the original source. Unlike quotations, paraphrasing includes the author's surname and year of publication only without the number of the page. The role of paraphrasing in academic writing is to avoid over quoting in a written assignment (Gillet et al., 2009).

According to Bailey (2003), there are three key techniques that would help the writer to paraphrase. These techniques include: firstly, changing vocabulary (studies, research), secondly, changing the word class (Egypt. n.) /Egyptian.adj.), and thirdly changing the word order (ancient Egypt collapsed/ the collapse of Egyptian society). The following example illustrates how the paraphrasing technique aims to restate the relevant information in any piece of writing.

<b>The Original Sentence</b>	<b>The Paraphrased Sentence</b>
There has been much debate about the reasons for the industrial revolution happening in eighteenth century Britain, rather than in France or Germany.	Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.

(Bailey, 2015, p. 60)

### 2.4.6.3. Summarizing

Another important skill in academic writing is summarizing which “involves selecting out some key features and then using those to create a shortened version of the author’s prose” (Bowker, 2007, p.12). In order to have a successful summary, there should be an understanding of the original text, as well as a selection the main ideas. Wyrick (2012)

presents some guidelines that writers should take into account when summarizing a piece of work. First, writers should read the material different times to understand the author's main ideas. Second, they use their own words and present the author's ideas in a few concise sentences. If writers want more clarity and emphasis, they do need to include exact words or phrases from the original material. Finally, they should not include their own interpretations of the material they are summarizing, because the goal is an objective, accurate, and condensed overview towards the ideas presented. The following example illustrates the difference between the original text and the summarized one.

### **Original version**

There are a number of ways of expressing the total amount of water in the oceans. Seawater covers 361 million square kilometers ( $361 \times 10^6 \text{ km}^2$ ) which represents 71% of the surface of the globe. The total volume of water is enormous: 1.37 thousand million cubic kilometers ( $1.37 \times 10^9 \text{ km}^3$ ). Most of this water is contained in the three great oceans of the world: the Pacific, Atlantic and Indian Oceans.

### **Summarized version**

The surface of the earth comprises 71% seawater, most of which can be found in the Indian, Pacific and Atlantic Oceans.

(Gillet, Hammond, and Martala, 2009, p. 186)

## **2.4.6.4. Writing a List of References**

A list of references is a list that contains the materials (books, articles, theses, dictionaries, and websites) that are used by a writer. It is found at the end of any piece of academic writing whose aim "is to supply the information needed to allow a reader to find a source. The authors appear in an alphabetical order in the reference list" (Gillet et al,



2009, p.194). According to Hartley (2008), in academic writing, there are four styles of referencing. The first one is the APA\* and it is also called the Harvard style. It is about mentioning the authors' name followed by the date of publication in parentheses.

**Example:** Sharples, M (Ed.). (1993). *Computer Supported Collaborative Writing*.

London: Springer-Verlag.

The second style is the MLA (the Modern Languages Associations). The authors' surnames appear in the text and the author's surname comes first in the list of references. Dates of publications come at the end of the references for books, etc.

**Example:** Sharples, Michael (Ed.). *Computer Supported Collaborative Writing*.

London: Springer-Verlag, 1993.

The third style is IEEE (The Institute of Electronic and Electrical Engineers). The authors are numbered in order of their appearance in the text, and the numbers are put in brackets. Names are presented with initial(s) first, followed by surnames. Dates of publications are given at the end of the references for books, etc.

**Example:**

[1] M. Sharples, Ed., *Computer Supported Collaborative Writing*. London: Springer-Verlag, 1993.

---

\*The APA style, the 6<sup>th</sup> edition which was published in 2010 has been henceforth used in this dissertation.

The fourth style is the Vancouver style which is popular in medical journals. The authors are listed surnames first, followed by their initials. The following example illustrates this point:

Sharples M, editor. Computer Supported Collaborative Writing. London: Springer-Verlag, 1993.

### **2.4.7. Critical Writing**

As an operational definition, critical writing means using the consulted materials i.e. your readings about a particular subject appropriately which involves careful thought, analysis, and decision making (Gillet et al., 2009).

Argumentative writing is considered the most important aspect in critical writing. So, argumentation means to support or weaken a statement, and to strengthen an argument, writers should anticipate and address counterarguments (Zuniga & Macias, 2006). This means that critical writing aims at presenting clear evidences for the reader, and complicated arguments make the audience find difficulties to follow these arguments. So, it is important in critical writing to use facts and avoid emotional language which sometimes seems obscured to the reader. According to Wallace and Wray (2011), in academic writing there are some elements of critical writing that the writer employs while writing an academic text. These elements include the following:

- He creates a logical structure with suitable evidences so that the reader will be convinced.
- He avoids making generalizations.
- He defines the key terms and uses them consistently.

### 2.4.8. Footnotes and Notes

Footnotes are used in academic writing to explain an unusual phrase or term, or to add additional information which would be inappropriate to include in the text (White, 2002). Footnotes are put at the bottom of the page in a dissertation or a book. However, “notes appear at the end of the paper. They tend to be longer and more detailed than footnotes” (Yakhontova, 2003, p. 86). This means that when the writer uses a word or expression which seems difficult to the reader to understand, he uses a note at the end of the paper where he explains in details the meaning of such words. The same could be done for footnotes taking into consideration the difference between footnotes and notes. They are usually marked by a small number written above the item the writer wants to explain. The term at the bottom of the paper has the same number (White, 2002).

### 2.4.9. Punctuation Marks

Punctuation marks play an important role in all writing genres. They clarify the information for the reader and convey the meaning just as words do. Punctuation marks are so important since “an academic text written without using [punctuation marks] can appear ungrammatical now matter how well it adheres to the rules of the English sentence structure” (Hinkel, 2004, p. 300). English punctuation marks include the following:

- **The period (.)**: is used at the end of any sentence that expresses a full meaning, as well as after abbreviations.

**e.g.** They have an American accent.

Mr. Smith

- **The comma (,)**: separates parts of a sentence, or separates subordinate clauses where two separate sentences are not required.

**e.g.** I called my father, but he did not reply.

A paragraph should be coherent, cohesive, and unified.

- **The semicolon (;):** firstly, it is used to separate two parts of a compound sentence which they are not joined by a conjunction.

**e.g.** my research contains up-dated sources; yours contain old sources.

- **The colon (:):** it is used to indicate the start of listing.

**e.g.** there are two kinds of vowels in English: short vowels and long vowels.

- **The quotation marks (“”):** they are used to present sentences as they are taken from other sources.

- **The apostrophe (’):** it is used to indicate possession or introduce contracted forms.

**e.g.** teacher’s book, Marry’s Friend

Don’t, can’t, it’s.

- **The hyphen (-):** it is used within compound words.

**e.g.** three-week holidays, student-centered (Al Fadda, 2012)

## **2.5. Rhetorical Features of Academic Writing**

In addition to the prominent features of academic writing discussed above, there are two rhetorical features that are common in academic writing: coherence and cohesion. Coherence represents the logical flow of ideas; whereas cohesion, as Hinkel (2004) states, represents an important characteristic of text and discourse flow in academic writing, as it is followed presently.

### **2.5.1. Coherence**

Coherence is the most important element in all the writing genres. Yet, it is particularly crucial in academic writing, since failure or success depends on how the writer

communicates his/her ideas and lines of argument clearly to the reader (Murray, 2012). This means that coherence is achieved when the reader can understand clearly the writer's intention. Jones (2007) defines coherence as the ideas that "stick together; they flow smoothly from one sentence to the next in logical order" (p.128); or it is what "refers to the ways in which your ideas connect together" (Murray, 2012, p. 17).

Coherence can be achieved in academic writing by adopting the following strategies. Firstly, to arrange sentences in the sequence that will communicate the message to the reader. This means that the writer uses a special organization of his ideas that can fit together logically. For example, an introduction which is followed by a thesis statement, a support of his point of view in different developmental paragraphs, and a conclusion by restating what is said before briefly. Secondly, to use of transitional expressions as *furthermore, however, firstly, moreover* to guide the reader through the text. Thirdly, to repeat of key words is also required (Cleary, 2008).

Blanpain (2006) says that the use of parallel sentence structures also helps to achieve coherence in a piece of writing. For example, "*public law consists of those fields of law which are primarily concerned with the state its self. Thus, constitutional law, which regulates the functioning of the organs of the central government, and the relationship of the individual to them, is a branch of public law. [...] Private law is that part of the law which is primarily concerned with the rights and duties of individuals. Thus the branches of the law which govern private obligations- such the law of contract and of tort- are all aspects of private law*" (p. 29). In this paragraph, the parallelism is between the phrases 'public law, constitutional law, and private law'.

## 2.5.2. Cohesion

Cohesion refers to the explicit use of linguistic devices in order to mark relationships between the different elements of a text. Cohesive markers are those words or phrases that help the reader to understand the intention of the writer (Zuniga & Macias, 2006). Halliday and Hassan (1976) identify five important ones. These cohesive ties include: reference, substitution, ellipsis, lexical cohesion, and conjunctions.

### 2.5.2.1. Reference

Reference means the use of pronouns and demonstratives to show the relation between parts of a sentence. For example, “*students* prepare *their* doctoral thesis. *They* should finish it before the end of the year”. In this sentence, there is a cohesive tie of reference between the pronoun ‘*they*’ and the word ‘*students*’, as well as between the expression ‘*doctoral thesis*’ and the pronoun ‘*it*’. Moreover, these pronouns (they, it) in the example above have back or anaphoric reference to “students, thesis”. However, the opposite order marks an onward/cataphoric reference (e.g. They speak English fluently, father and mother).

### 2.5.2.2. Substitution

Substitution refers to the replacement of an item by another one. Halliday and Hassan (1976) identify three kinds of substitution. These kinds are: nominal (one, ones, same), verbal (do), and clausal (so, not).

**eg:** There are two kinds of **discourse**; the written discourse and the spoken **one**. In this example, we replace the word ‘discourse’ in the second part of the sentence by the item ‘one’.

### **2.5.2.3. Ellipsis**

Ellipsis involves the total omission of an item in a sentence. For example, “the children will carry the small boxes, the adults the large ones” (McCarthy, 1991, p. 43). In this example, the omitted expression is ‘will carry’. Another example which illustrates ellipsis is “Penny was introduced to a famous author, but even before she was she had recognized him” (Harmer, 2004, p. 24). The second clause omits the unnecessary expression ‘introduced to a famous author’, yet the meaning is still clear.

### **2.5.2.4. Lexical Cohesion**

Lexical cohesion is achieved by the use of different techniques as repetition and synonymy. Repetition is when key words in a text are repeated, because they reinforce key ideas and new words. For example, ‘*Students will submit their dissertations at the end of the year. These dissertations should meet the required conventions of an academic paper*’. The word ‘dissertations’ is repeated in the sentence, and the meaning of ‘these dissertations’ is still related with ‘dissertation’ at the end of the first sentence.

Synonymy is when the writer uses terms that have exactly the same meaning in a given context. For example, ‘*there are different drawbacks of using facebook. The first disadvantage is that the accounts could be pirated and all the personal details are known for all users*’. In this example, the words ‘drawbacks’ and ‘disadvantage’ have the same meanings.

### **2.5.2.5. Conjunctions**

Conjunctions “are linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences. [...], logical connectors are thus guideposts for readers that help them to better flow the text” (Yakhontova, 2003, p. 38).

Conjunctions in English have four functions. They are additive (and, or, similarly), adversative (but, yet, however, nevertheless, while...), causative (because, since, so, therefore, if, so that), and temporal (when, after, then, before).

It is important to mention that in academic writing contexts, students need a large exposure and explicit instructions on academic writing particularly its conventions that are discussed above. This helps them to be aware of the main differences between academic writing and other writing genres. Thonney (2011) suggests some techniques that may facilitate students' understanding of the conventions of academic writing. Firstly, students can read authentic academic texts, i.e., texts which are written by native writers that illustrate the conventions of academic writing, because most of their readings rely mainly on secondary sources. Secondly, teachers could help students notice how academic writing varies. One of the ways to do is to show them resources for writing in different disciplines. Thirdly, students practice academic writing principles including the universal and the discipline specific. For example, they might be asked to find examples in how professional writers recognize the use of hedges, or they analyze passages written in different styles and then infer the principles of all citation systems. Furthermore, Hyland (2006) points out that "raising students' awareness of such features helps them see how academic fields are broadly linked and how language (...) helps construct features of its context" (p.14).

## **Conclusion**

In this chapter, some academic writing definitions have been presented, as well as what makes this type of professional writing distinct from other writing registers in terms of vocabulary, level of formality, and the other aspects of academic writing. Furthermore, the main genres of academic writing are discussed in details with a special focus on some genres



such as essays which students, graduates and postgraduates, may encounter in their studies at the university level.

Furthermore, salient features of academic writing where students should receive explicit instructions and exposure to these conventions were also discussed. This exposure to academic writing features plays a crucial role in raising their awareness. Awareness raising is expected to guide learners to discover the main lexical, grammatical, and rhetorical features and to use the acquired knowledge to write academic assignments which are accepted by the academic community.

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## **Chapter 3**

# **Language Awareness-raising and the Teaching of Academic Writing**

### **Introduction**

Students' academic writing has always been given a great attention by many researchers and academics. They claim that writing a piece of an academic discourse is challenging because of the nature of academic writing and its conventions. Furthermore, researchers and teachers claim that these conventions are unknown for students who are not familiar with the conventions that govern academic writing (Williams, 2003). To introduce these features to learners, there should be an awareness raising approach provided by teachers in which students can apply and use such features in each discipline they encounter. For this, some light is shed on the notion of language awareness and its developments over the recent years. The different types of language awareness including linguistic, psycholinguistic, discourse, communicative, sociolinguistic, and strategic awareness have been discussed.

Besides, the relation between awareness raising and the procedures that could be followed by teachers to make students aware of the conventions of academic writing has been given, as well as the discussion of some details of the most influential approaches to teaching academic writing in tertiary education. Finally, the role of feedback mainly of teachers in academic writing contexts has also been highlighted.

### **3.1. Language Awareness Defined**

The concept of Language Awareness (LA) often used in foreign language teaching contexts has continued to attract the attention of a large number of researchers (Hawkins,

1984; Schmidts; 1990). According to Andrews (2007), L A was originally started in the 1970s in Britain, and flourished in the 1980s, especially with the British Language Awareness Movement (LAM).

The term ‘Language Awareness’ was first used by Hawkins (1984) who felt that the approach to teaching language was incoherent. This means that learners who have problems learning English have problems learning a foreign language as well. This might be attributed to the lack of co-operation between teachers of English and other language teachers. Thus, language awareness aims at developing a first awareness of the workings of language besides languages in different contexts (Hélot, 2008).

Van de Poel (2007) defines language awareness as an approach “to teaching language which emphasize[s] the value of helping learners to focus attention on specific features of language in use” (p. 06). This means that language awareness in the context of language teaching gives much importance to the teacher who has a supportive role in the students’ learning process. Earlier on, James (1996) defined language awareness as “the possession of metacognition about language in general” (p. 139). In other words, it is when learners are in an intentional control of their attention to some aspects of input, i.e., the process of comprehending both listening and reading, as well as of output which represents production in speaking and writing (Brown, 2007).

The National Council for Language in Education working party on Language Awareness meeting in 1985 defines the term as “a person’s sensivity to and conscious[ness] (...) of the nature of language and its role in human life” (In Svalberg, 2007, p. 288). In this definition, two different terminologies are used which are ‘sensivity’ and ‘consciousness’, but the meaning is the same where the term ‘language awareness’ is related to have an attention towards the nature of language at all linguistic levels; syntactical, grammatical, and lexical.

Language Awareness can be found at different levels. The first level is ‘noticing’ which includes the elements of the surface structures of utterances. The second level represents a higher level of awareness of rules and regularities which is known as ‘understanding’ (Robinson, 2008). In addition, the majority of language awareness work is to focus on the noticing of differences. For example, concerning the relation between standard language and dialect used by a particular speech community, the main aim of language awareness is to increase awareness of the differences between the two codes without making one variety superior to the other (Andrews, 2007).

### **3.2. Types of Language Awareness**

Language Awareness can be divided into six types (Garvie in Wray, 1995). First, the *linguistic awareness* which refers to the basic components of language such as letters, morphemes, and words that can be joined together to have meaningful sentences. Second, *the psycholinguistic awareness* which means that the competent language user should be aware of both the components of language as well as the required rules to combine them. This is so important since language is composed of an interacting set of systems; the phonological system which claims that certain sounds are more likely to follow others, the lexical system which emphasizes the possible morphemic combinations to have meaningful words, the syntactic system which determines the appropriate word order to have meaningful sentences. Third, *the discourse awareness* which helps the language user to be aware of the norms for the combinations of the elements of language beyond the sentence level. This means that how meaning is conveyed using connectors (and, but, or etc.), or through the cohesive markers as introduced by Halliday and Hassan (1976). Fourth, *the communicative awareness* which enables the language user to be aware of how words and sentences could be changed depending on the topic, purpose, audience, and situation. Fifth, *the sociolinguistic awareness*

which is closely related to how an individual can understand language depending on the variety of social context and register. For example, the language used among lawyers is likely to be different from the language used between friends. The sixth type of language awareness is the *strategic awareness* which helps the language user to be aware of the different strategies that can be used between communicators when they encounter problems in understanding one another. For example, when a person does not understand what is being said, the speaker or the writer may use alternative language modes such as speaking slowly or using signs. For example, a student talks about a particular topic in a conference or a seminar, the audience could not pick up the main points about the subject. The student's task is to employ some techniques such as speaking slowly.

### **3.3. Awareness-raising in Academic Writing**

One of the important functions of awareness-raising is to help the learners 'notice' the language feature and 'notice' the gap between their production and the appropriate linguistic features that are used by native speakers (Shahrour and Bell, 2008). In the example: 'she bought two *loaves* of bread', learners will learn that the correct plural of "loaf" is "loaves" but not "loafs". They likewise realize that, for instance, a singular countable noun ending in 'f' is for plural changed into 'v' + 'es'. Thus, raising awareness of language features help learners to have attention to these features.

Raising students' awareness about academic writing and its conventions will help learners become successful communicators in the academic community. For example, writing a research paper that should consider academic writing conventions as referencing helps learners convey successfully the message to the readers. Furthermore, awareness-raising is considered as an approach in teaching foreign language that facilitates learning in different contexts from literacy development to academic writing (Svalberg, 2007).

Additionally, Hewings (2001) says that “in recent years, approaches to the teaching of academic writing have focused increasingly on helping students to become aware of the particular feature of [the academic writing] genre” (p. 14). In other words, as Sa-ngiamwibool (2012) advances, it is “a deliberate attempt on the part of a teacher to increase learners’ awareness of the perceived information to the state of being [aware] of the information (p.3). This means that the teacher’s role is to make his learners conscious of what is related to language. All these pedagogical procedures help students assimilate the difference between the language used in academic and non-academic settings. Thus, raising students’ awareness about academic writing features is achieved by following particular techniques, as we will see presently.

Firstly, university students should receive explicit teaching of academic writing features in the form of courses on academic writing in their curriculum, since many researchers claim that academic writing is often an invisible dimension of the curriculum. This means that lectures about academic writing are absent in second year students’ program. In effect, the features of academic writing are often assumed to be unknown knowledge students have and they are not explicitly presented and given within their courses (Coffin, Jane Curry, Goodman, Hewings, Lillis, & Swann, 2003). To Fanene (2006), “explicit teaching and the exploration of rules governing the writing of academic texts [are] not common practices in (...) universities” (p.18). Moreover, Thonney (2011) points out that introducing first year composition students to the conventions of academic discourse provides them with the required knowledge they can use in their formal writings. This seems to be largely true because “without adequate exposure to the demands of academic writing, students are essentially left to their own devices” (Hinkel, 2004, p. 25).

Secondly, teachers of writing should provide their learners with explicit instructions to write academic assignments. Indeed, awareness-raising through explicit instructions include providing students with examples of texts that illustrate the conventions of academic writing. These models provide learners with specific information about the forms of lexical and syntactical features required by this genre. As Macbeth (2009) supports this idea, much academic writing instructions include sample texts as examples of the genre students are dealing with. These sample texts function as model principles (as the Genre Approach claims it, as we will see further down) where explicit instructions become important activities that are expected –in the short and the long run to raise students’ awareness towards academic writing features. Without such “explicit instructions, the conventions remain ‘masked’ and students do not know why they do poorly in their academic assignments” (Gupta, 2006, p. 206).

Thirdly, other researchers find that extensive practice in writing different academic texts as essays and research papers is a useful step to make learners aware of academic writing principles without which many learners will remain “unable to develop a full range of advanced grammatical features essential in formal and written discourse” (Hinkel, 2004, p. 38). Further, they notice how to cite other authors’ ideas, as well as how academic writers present their views or arguments relying on hedged structures which represent a salient feature in academic writing (Thonney, 2011).

### **3.4. Approaches to Teaching Academic Writing**

Teaching academic writing in EFL contexts has seen considerable changes. Since writing gained a great importance in the 1960s, a range of approaches and methods of teaching academic writing has come out. There is much debate on the appropriate approach which results in conflicting views on teaching academic writing. These approaches include



controlled composition, current traditional rhetoric, product approach, process approach, and the genre approach.

### **3.4.1. Controlled Composition**

Controlled composition approach, also known as ‘guided composition’ (Silva, 1990), is based on the principles of the audio-lingual approach where speech is primary and writing is considered as a reinforcement tool. Furthermore, this approach views writing in a foreign language as a habit formation and imitation. This means that students are supposed to do sentence exercises (completion, transformation), then paragraphs to copy grammatically, for instance, changing plural statements into singular (Raimes, 1983). Therefore, in this approach, practice is mainly concerned with grammatical accuracy, i.e. it stresses three features: grammar, syntax, and mechanics (Raimes, 1983). However, The Controlled Composition Approach is criticized for many reasons. First, there is a “negligible concern for audience or purpose” (Silva, 1990, p. 13). This means that the Controlled Composition Approach does not give much importance to the two essential elements of effective writing which are audience and the purpose that shape the content of a written text. Second, this approach gives much importance to syntactic and grammatical features, and neglects the organization of ideas. Third, it considers writing as a secondary concern, and restricts its function “a service activity” rather than a skill of its own (Silva, 1990).

### **3.4.2. Current Traditional Rhetoric**

Rhetoric means “[the necessity of having] a high level of organizational competence so that ideas and information make sense to the reader” (Murray and Christison, 2011, p. 121). The current traditional rhetoric approach focuses on the teaching of rhetorical functions such as description, definition, classification and cause and effect. The other focus of the

current traditional rhetoric approach is essay development and its larger structures (introduction, developmental paragraphs, and conclusion) which are seen as the appropriate patterns that university students have to follow when they write an academic paper. In addition, students are asked to read and analyze models and then apply this knowledge in their writings. For example, they list facts, derive supporting sentences, construct an outline, and write their own compositions (Silva, 1990).

However, the current traditional rhetoric approach was criticized because it discourages creative thinking and writing. Furthermore, it considers writing as filling a preexisting form, i.e., a certain model of writing which exists before students start writing with provided or self-generated content. This means that once the students follow a certain model and apply it in their writings, they become reliant on their teachers and this will suppress their creativity in writing.

### **3.4.3. The Product Approach**

A product oriented approach, or the ‘text approach’ (Coffin et al., 2003), is concerned with the students’ final product. It focuses “on the written product rather than on how the learner should approach the process of writing” (Shahrina & Norhisham, 2005, p. 76). This means that writing under this approach is much interested in what the learner produces rather than how he should approach the process of writing. In addition, in this approach, the teacher presents text models for students and asks them, through various exercises to produce/imitate similar texts (Millar, 2011; Jordan, 1997); Furthermore, Shahrina et al (2005) claim that the product approach enhances students’ writing proficiency, because if students are not exposed to authentic written texts, their errors are likely to exist. For example, providing students with an essay that consists of five paragraphs; introduction, three developmental paragraphs, conclusion will help students to construct an

academic final product. The product approach, however, has widely been criticized by many writers. This has led both teachers and researchers to reassess the ways academic writing is taught. According to Myskow and Gardon (2009), it “constrain[s] the freedom of writers, and emphasize[s] the surface level features of writing” (p. 284). This means that the product-oriented approach focuses on the form and neglects the processes that a writer may go through when writing a particular assignment. In addition, with the product approach, providing responses on students’ writings either from teachers or peers becomes not possible except on the final draft. In other words, since the product approach does not give importance to the different processes that a writer may go through; there will be no feedback on the stages of writing because the focus is on the final product.

#### **3.4.4. The Process Approach**

In recent years, teaching academic writing has shifted from the traditional approach where writing is considered as a written product to an emphasis on the process that leads to a final product. According to Murray and Christison (2011), the process approach is sometimes referred to as expressivity view. It focuses on the steps and stages that writers must go through in order to create a product. This means that a student writer through the writing process could express his ideas by relying on generating, organizing, and revising what he writes, that’s why this approach is known as learner/student centered. Furthermore, this approach focuses personal and expressive writing and is “highly individualistic and directed toward expressive rather than transactional writing” (Weese, Fox, & Greene, 1999, p. 36). According to Bird (2015), transactional writing is a kind of formal writing which involves caring about audience, whereas expressive writing encourages participants to write paying no attention to grammar and spelling; personal writing.

Additionally, the student-centered approach helps student writers build their repertoires of strategies involved in the writing process (Shih, 1986). This means that the process approach encourages students to take into account the different stages of the writing process. The most recursive stages include: prewriting, drafting, and revising. With the last two that “encourage multiple drafts and revision at both the macro [...] and micro levels” (Murray & Christison, 2011, p. 122). In other words, both drafting and revising give the student writers the opportunity to rewrite different drafts and revise them at all the linguistic levels; grammatical rules, structure of sentences, and spelling as well.

The first stage is *Prewriting*. It is one of the important steps of writing. Prewriting strategies include brainstorming and free writing. They play a crucial role in helping writers to find ideas, give them a clear idea about how to start and collect the required information (Coffin et al., 2003).

The second stage, *drafting*, is when writers have already collected the information and are shaping their ideas. To Murray and Hughes (2008), “drafting means writing a rough first copy of [the] assignment (...) which [to] edit and refine later” (p. 111). Generally, it includes multiple drafts where the writer revises his piece of work. In addition; students at this stage receive feedback from their teachers. According to Hyland (2003), probably the most common type of teacher feedback during the drafting stage is handwritten commentary on the students’ paper itself. So, using the process approach gives students two important supports: 1. time to rethink their ideas and 2. Response to the content of their drafts (Raimes, 1983). It is important to note that feedback is considered as one of the fundamentals of the process approach to teaching academic writing, without which effective learning will never take place appropriately.

The third stage, *revising* is considered as a common practice among student writers where they rearrange ideas and eliminate irrelevant structures (Maharsi, 2007). At this stage, writers discover what to say and how to say it. Yet, many students, through classroom observations, confuse between revising and editing and/or ‘proofreading’, and they think that both stages are the same in terms of what and how to revise a piece of writing. In fact, revising focuses on the surface features of language mechanics such as capitalization, spelling, grammar, and punctuation. Nation (2009) considers that editing is “going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness” (p. 120). This means that revising focuses the general examination, while editing is word by word and sentence by sentence.

Although the process approach has made to the teaching of academic writing important contributions, it has received critics too. According to Coffin et al. (2003) critics of process approach have argued that “explicit teaching of the forms and conventions of academic writing must accompany any focus on process in order for students to gain control of dominant academic forms” (p. 10). This means that the process approach focuses the different stages which are used to construct an academic text, but there is no accompanied focus on other conventions of academic writing. In the same vein, Chokwe (2011) states that the process approach does not prepare students for the working world and does not consider the different situations where the writing process could take place. Shahrina & Norhisham come across this idea and say that the process approach focuses on the skills and processes of writing inside the classroom, whereas it fails to take into consideration the social and cultural aspects which have an inflectional impact on the different kinds of writing. For example, the student could find difficulties in writing a letter or a demand for a job; because the focus was just on the different stages of writing at the expense of how to write a different genre like a

demand for a job. Therefore, teaching academic writing shifted from focusing on the process to genre-based approaches.

### **3.4.5. The Genre Approach**

The concept of genre is developed by Swales (1990) when he explains that the genre theory is a set of communicative events shared by the speech community to achieve particular purposes. More recently, genre takes other dimensions in writing; it is used in higher education contexts to teach academic writing.

Genre-based approach is a reaction to the process writing and its emphasis is on personal experience. It focuses on teaching particular academic genres that students may produce such as essays, reports, letter writing, and dissertations. To Bruce (2008), genre approach “refers to pedagogy that involves examining and deconstructing examples of genres (categories of texts), learners engage with tasks that focus on the organization and constituent features of the text” (p. 6). This includes an emphasis on discourse features of the texts, as well as the social context in which the text is produced. This means that the genre approach in writing aims to help students master the different conventions of a certain genre, and “genre based instruction advocates the explicit study of text types with the belief that the analysis of sample texts can uncover the features or rules for writing in specific disciplines as well as the context and functions they serve for discourse communities” (Macbeth, 2009, p. 36). In other words, the genre approach supports the idea of studying and analyzing the different types of texts explicitly, and this gives some light on the main conventions of each text type. In addition, Flowerdew and Peacock (2001) point out that a number of studies suggest that the genre approach to teaching academic writing is useful in helping students to enhance their written production. For example, Mustafa (1995) reports positive findings at a university in Jordan. Enrolled in an English writing course, she conducts an experiment where she gives

formal instructions on the conventions of written-term papers to the experimental group, and she compares the results (students' term papers) with the papers of the students who did not receive any instructions (control group). She says that the former students' writings have improved as a result of these instructions related to the tackled genre conventions.

In addition, the genre approach views writing as an activity which occurs in social contexts, i.e., there is an interaction between writers and readers. According to Hyland (2003):

Teachers who take a genre orientation to writing instruction look beyond subject content, composing process and textual forms to see writing as attempts to communicate with readers. They are concerned with teaching learners how to use language patterns to accomplish coherent purposeful prose. The central belief here is that we don't just write, we write something to achieve some purpose: it is a way of getting something done. (p. 18)

This means that composing a piece of writing should go beyond its content and take into consideration both the wanted purpose and the readers. Moreover, Murray and Christison (2011) say that the genre approaches to teaching academic writing claim that the language and the form of a text are determined by the discourse community. Hence, foreign language writing teachers who adhere to this approach must not only focus on helping students develop academic writing competencies, but must also help them understand the discourse community for whom they are writing. For example, if a student writes a linguistic essay for an exam, he

will bear in mind that he is writing for teachers who present the academic community and not for his friends where the language is going to be personal.

Like the other approaches, the genre approach has been criticized. According to Shahrina and Norhisham (2005), “by attempting explicit teaching of a particular genre, teachers are in actual fact not helping the learners. The approach may not require students to express their own ideas or may be too dependent on the teacher finding suitable materials as models.

### **3.5. Challenges to Teaching Academic Writing**

From the teachers’ point of view, the aim of teaching academic writing is to help student writers develop different kinds of skills to apply them in their written academic assignments. Yet, preparing students to write academically is not an easy task, but rather a challenging one and this is so for many reasons.

First, according to Al Fadda (2012), students, according to teachers, lack knowledge and certain skills (paraphrasing, summarizing) required in academic writing in the sense that they do not understand the requirements of writing in academic contexts. This means that students do not master the main skills and requirements in writing an academic paper. On this, Lonka (2003) argues that the “central problem in the teaching of academic writing is that important tacit knowledge, silent and procedural in nature, have generally been left untaught” (p.113). Through classroom observations and students’ products in exams or even in ordinary days, this situation exists with learners –as classroom observation shows- since they lack proficiency in distinguishing between the demands of writing academically, thus, their written products lack the main conventions of academic writing.



Second, the different methodologies for teaching academic writing which emerged successively such as the product, process, and the genre approach may raise problems. In effect, teachers may get confused whether to evaluate the students' writings on the final product or the process-centered paradigm that focuses on the three steps of writing which are prewriting, drafting, and revising. The solution for this is that teachers should agree to follow one particular approach and assess their students accordingly.

Third, one of the challenges of writing in a foreign language is that it is generally believed to require some mastery of writing skill in the first language (Al Fadda, 2012). This is to say that since students can write sentences and paragraphs in the first language, they are able to transfer these skills negatively when they write in a foreign language.

### **3.6. Feedback Defined**

Feedback means “the process whereby the sender of a message obtains a reaction from the receiver which enables a check to be made on the efficiency of the communication” (Crystal, 2008, p. 187). More specifically, feedback refers to certain suggestions and directions provided by teachers and peers, as well as new information about a particular students' work. These responses, i.e., teachers' feedback helps student-writers to evaluate their work and consider their weaknesses, at the same time feedback could cover the strengths as well, as Magno and Amarles (2011) say, “teachers respond mainly to weaknesses in student writing although they know that feedback should cover strengths and weaknesses” (p. 22). Therefore, feedback on students' written output is helpful in academic writing classes, because it “can improve the accuracy of the student's use of rule governed linguistic features, if they are regularly exposed to oral and written feedback” (Magno and Amarles, 2011, p. 23).

Moreover, in feedback the focus is to help students become aware of the writing features, namely the academic ones. One of the techniques that teachers can employ to raise learners' awareness is to provide feedback to their writings. Hence, the teacher's feedback, written (or oral) should be related to how expert writers follow certain conventions that are accepted by the academic community. Ferris (2003) says that since the teacher plays the role of a gatekeeper in academic writing contexts, he should do everything possible through his written (or spoken) comments to allow the student writer have a clear vision of what an academic text is. It is worth mentioning that "not providing students with feedback may cause confusion, leaving them unaware of the aspects of their writing that need to be reconsidered" (Grami, 2010, p. 31). Thus, feedback remains paramount in teaching and in raising awareness about academic writing and its manifold conventions.

### **3.6.1. Feedback and Academic Writing**

Feedback is considered as an unavoidable pedagogical task in EFL writing contexts. Magno and Amarles (2011) consider that feedback plays a crucial role in developing students' proficiency, in academic writing contexts. In this vein, Morra and Romano (2009) claim that "the teaching of academic writing acknowledges the usefulness of providing feedback throughout the process of composing" (p. 19). In addition, providing feedback could support students' writing development, indicate strengths and weaknesses of a piece of writing, and teach particular academic writing conventions (Coffin et al, 2003).

### **3.6.2. Types of Feedback**

As it is mentioned before, feedback is an important pedagogical task that helps students to improve their writings in academic settings. This task could be found into two kinds; teacher feedback and peer feedback.

### **3.6.2.1. Teacher Feedback**

Teachers are basically the primary readers of students' works. They can correct, comment, and add new information for further revisions. Thus, teacher feedback is viewed as one of the most common techniques of responding to writing, in academic writing contexts, as the case in point. Therefore, teacher feedback could be given in a written or oral form. According to Brookhart (2008), "some of the best feedback can result in conversations with students. For example, rather than telling the student all the things [the teacher] notices about his or her work, [the teacher] might start by asking questions such as these: "what are you noticing about this?" "Does anything surprise you?"(p. 15). This means that the conversations between teachers and their students are considered the best way to comment and give suggestions on students' productions.

Concerning the teacher written feedback, it could be provided in a variety of ways. First, the usual form of responding to students' writing is providing handwritten comments on the student's paper. According to Hyland (2003), these responses, i.e., teachers' feedback can take the form of marginal and end comments. Furthermore, the teacher could provide specific feedback that would be more useful, since it could help students develop attribution beliefs. These comments could include sentences as 'I know you can do better, good work, needs work, etc' (Anderman and Anderman, 2009).

The second form is minimal marking which refers to indicating the location type of error rather than direct correction. Another form of teacher written feedback which has become commonly used nowadays is electronic feedback. Teachers can provide comments on electronic submissions by email which facilitates the work for both teachers and students in terms of time. The student can receive the necessary feedback while he is staying at home, without the need of a face-to-face encounter. In this way of providing feedback, the teacher

could use different colors such as ‘red blue’ and signs to make the student aware of his mistakes and make him reformulate inappropriate or vague sentences.

The fourth technique of teacher feedback is in-text, form-based feedback. It refers to indicating the location and the type of error rather than direct correction. This technique helps self-editing strategies. This could be accomplished by using a sample or a list of ‘correction codes’ (Hyland, 2003). The following table illustrates these codes or symbols:

<b>Symbol</b>	<b>Meaning</b>	<b>Example Error</b>
<b>S</b>	A spelling error	<i>The answer is <u>obvius</u></i>
<b>WO</b>	A mistake in word error	<i>I <u>like</u> very much it.</i>
<b>G</b>	A grammar mistake	<i>I am going to buy some <u>furniture</u>s.</i>
<b>T</b>	Wrong verb tense	<i>I <u>have seen</u> him yesterday.</i>
<b>C</b>	Concord mistake (e.g. subject and verb agreement)	<i>People <u>is</u> angry.</i>
<b>WW</b>	Wrong word	<i>I am interested <u>on</u> jazz music.</i>
<b>{ }</b>	Something is not necessary.	<i>He was not <u>{too}</u> strong enough.</i>
<b>?M</b>	The meaning is unclear.	<i>That is <u>a very excited</u> photograph.</i>
<b>P</b>	A punctuation mistake	<i>Do you like London<sub>.</sub></i>
<b>F/I</b>	Too formal or informal	<i><u>Hi</u> Mr Franklin, thank you for your letter...</i>

**Table 2: Correction Symbols (Harmer, 2004, p. 111)**

The other type of feedback is the oral feedback. In fact, the decisions about to give oral or written feedback depend on the students’ reading ability. For example, could students understand what the teacher would write? So, talking with students is considered the appropriate way to comment on students’ work. Generally, these comments could be at a teachable moment (Brookhart, 2008). Chokwe (2011) agrees with this idea by suggesting that

feedback needs to open more discussions, negotiations, and clarification between teachers and students regarding academic writing conventions.

Oral feedback could be given individually or in groups. That is to say, the teacher could give his oral comments and suggestions for every student, or he could talk to the whole class about a common problem that students have. According to Brookhart (2008), there are common ways to deliver individual and group oral feedback. Individual feedback could be given quietly at the student's desk while the other students are working, or at the teacher's desk. Group oral feedback could be provided at the beginning of the lecture where the teacher summarizes his comments, or during the students' performances in the class. For example, the comments could be on how academic writing should be, which is the focus of this research. In the short and the long run, this can lead students to a better understanding of what is expected from them in writing academically.

### **3.6.2.2. Peer Feedback**

Peer feedback is the other common used techniques in teaching writing. It is also known as 'peer review', 'peer editing', or 'peer response'. Peer feedback refers to students' comments on each other drafts in an oral or written form. Serving different purposes, peer feedback or "peer review can be seen as a formative developmental process that gives [student] writers the opportunities to discuss their texts and discover others' interpretations of them" (Hyland and Hyland, 2006, p. 6). Peer feedback "has not received the same amount of attention [compared with teacher feedback], especially in English as a Foreign Language (EFL) academic contexts" (Morra and Romano, 2009, p. 19).

However, peer feedback in academic writing situations might not be effective, because students who are involved in commenting and correcting each others' drafts lack experience

about the principles of academic writing, mainly its features and can provide response just on superficial errors. Hyland (2003) argues that “learners are (...) being inexperienced learners may focus heavily on sentence level problems rather than ideas and organization” (p. 198). This means that since students lack enough experience and knowledge about writing academically, their feedback will be just on the surface problems such as capitalization and leaving a space between paragraphs.

## **Conclusion**

In this chapter, the emphasis is on the importance of raising students’ awareness towards academic writing and its features. On that, different definitions of language awareness-raising and its main types have been enumerated. Furthermore, awareness-raising is reviewed in relation to the activities involved in this approach that could help learners understand the standards of academic writing, as well as to get them to be familiar with its conventions. This can be realized in academic contexts adhering to different steps as explicit teaching and instructions, providing learners with sample texts, and extensive practice.

Additionally, this chapter tries to shed some light on the approaches to teaching academic writing in addition to awareness-raising exercises. Besides, the tasks of teaching academic writing have been highlighted which remain largely a challenge for both teachers and EFL students.

The chapter is terminated by a detailed discussion on feedback and its types. Such an unavoidable teachers’ pedagogic task has and continues to have an effective influence on students’ awareness about academic writing particularly teacher’s response. The other feedback, the peers feedback, has also been highlighted as it plays an important role in the students’ tertiary tuition. It indeed allows them to discover that they make mistakes and that

they can correct them, of course not without the teacher's presence, monitoring, and interference.

## Chapter Four

### Research Situation Analysis

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## **Chapter 4**

### **Research Situation Analysis**

#### **Introduction**

The present research aims at presenting and analyzing the data obtained from the teachers' and students' pilot and main investigation questionnaires concerning their views and attitudes about academic writing and its conventions. Besides, it presents and describes the population and sampling process adopted in the main study.

Questionnaires allow understanding both respondents' perceptions and views about academic writing and its conventions. They also help determine the appropriate techniques teachers should employ to aid students become aware of the nature of academic writing and its main features.

#### **4.1. The Pilot Study**

A pilot study is a miniature study. As an operational definition, it is “a small –scale trial before the main investigation, intended to assess the adequacy of the research design and of the instruments to be used for data collection; piloting the data collection instruments is essential, whether interview schedules or questionnaires are used” ( Sapsford and Jupp, 2006, p. 103).

For this study, a pilot questionnaire was administered to both teachers and students. The choice of using such a research instrument for piloting is based on the assumption that questionnaires save time and are easy to administer. The pilot questionnaire was administered to assess the questions' clarity and the participants' attitudes towards them.

### 4.1.1. Teachers' Pilot Questionnaire

The teachers' pilot questionnaire was administered to four 2<sup>nd</sup>-year Written Expression teachers at the Department of Letters and English Language, University of Constantine1. It consists of eleven open and multiple-choice questions (see Appendix 01). The pilot questionnaire was self-administered by the researcher to provide any necessary clarifications or answers about their questions.

Questions 3, 6, 10 in the pilot questionnaire are open questions. For that the results are not tabulated, and the results are analyzed based on teachers' answers in full sentences.

#### Q. 01. Teachers' degree

<b>Master/Magister</b>	<b>PhD</b>	<b>Total</b>
03	01	<b>04</b>
75%	25%	<b>100%</b>

**Table 3. Teachers' Degree**

#### Q. 02. Years of teaching English

<b>1-5 years</b>	<b>5-10 years</b>	<b>10-20 years</b>	<b>20 years and more</b>
01	00	01	02
25%	00%	25%	50%

**Table 4. Years of Teaching English**

#### Q. 03. Students' academic writing knowledge

The four teachers agree that second year students have poor academic writing knowledge.

**Q. 04. Students' Writings are Academic or Not**

<b>Yes</b>	<b>No</b>	<b>Total</b>
01	03	04
25%	75%	100%

**Table 5. Teachers' Views about Students' Writings**

**Q. 05. Students' awareness about academic writing features**

<b>Yes</b>	<b>No</b>	<b>Total</b>
00	04	04
0%	100%	100%

**Table 6. Students' Awareness**

**Q. 06. Definition of academic writing**

Academic writing is defined as a conventional writing; it has conventional rules that should be put into practice at the level of form or content of the written product.

**Q. 07. Explicit instructions in raising students' awareness**

<b>Yes</b>	<b>No</b>	<b>Total</b>
02	02	04
50%	50%	100%

**Table 7. The Role of Explicit Instructions in Raising Students' Awareness**

**Q. 08. Academic Writing Courses**

<b>Yes</b>	<b>No</b>	<b>Total</b>
03	01	04
75%	25%	100%

**Table 8. Academic Writing Courses**

**Q. 09. Time Allocated to Teach Written Expression**

<b>Yes</b>	<b>No</b>	<b>Total</b>
00	04	04
0%	100%	100%

**Table 9. Time to Teach Written Expression**

**Q. 10. Approaches to Teach Writing**

Three teachers say that they use the product approach because there is no enough time to deal with the process of writing. The other teacher says that he uses both process and product approach.

**Q. 11. The Emphasis on the main Features While Teaching Academic Writing**

<b>Yes</b>	<b>No</b>	<b>Total</b>
03	01	04
75%	25%	100%

**Table 10. The Focus on the main Features While Teaching Academic Writing**

The results reveal that teachers agreed on the idea that second year students are not aware of academic writing features; this is why they are unable to write academically. As a feedback, they should receive explicit instructions concerning the nature of academic writing.

Moreover, the analysis of the pilot questionnaire helps gain better insights into the plan of the questionnaire of the main study. For example, it was shown that teachers preferred not to answer open questions. Thus, the number of this type of questions is limited by adding multiple-choice questions, as well as some changes were brought in the questions to be used in the questionnaires of the main study (see Appendix 2).

Question 03 ‘What is your opinion of second year students’ academic writing’. Multiple choices are added so that teachers can tick the appropriate answer. The added items are ‘limited knowledge’, ‘have knowledge’, ‘they do not have knowledge’ (see Appendix 2).

Question 08 ‘Do you think that the inclusion of academic writing courses within second year Written Expression course may help them raise their awareness about academic writing features?’ has been restated to a clearer and a more direct one: ‘Do you think that academic English to second year students would help them raise their awareness about academic writing features?’

Question 10 ‘Which approach (es) do you follow when teaching writing?’ For identifying the approaches, the items ‘Process Approach’, ‘Product Approach’, and ‘Genre Approach’ were added.

Question 11 ‘How do you evaluate students’ writings that have an acceptable content, but they are written non-academically?’ has been changed into ‘How do you evaluate your students’ good but not-academic writings?’ Besides, two answer items are added for the question; ‘I draw their attention that they are non-academic’ and ‘I do not draw their attention because I focus more on other aspects of writing’. Furthermore, five (05) more questions were added in the teachers’ questionnaire (see Appendix 02).

#### **4.1.2. Students’ Pilot Questionnaire**

A pilot questionnaire was administered to ten (10) second year students at the Department of Letters and English Language, University of Constantine 1 in the middle of the academic year 2012-2013. It consists of nine (09) open and multiple choice questions (see Appendix 03). The following tables describe the students’ responses in the pilot questionnaire.

**Q. 1. Years of studying English**

<b>7-9 Years</b>	<b>10-11 Years</b>	<b>Total</b>
06	04	10
60%	40%	100%

**Table 11. Years of Studying English**

**Q. 2. The writing genres students practice most**

<b>Paragraphs</b>	<b>Essays</b>	<b>Research Papers</b>	<b>Summaries</b>
02	08	00	00
20%	80%	0%	0%

**Table 12. The Most Writing Genres Students' Write**

**Q. 3. Whether writing these genres academically**

<b>Yes</b>	<b>No</b>	<b>Do not know</b>	<b>Total</b>
05	01	04	10
50%	10%	40%	100%

**Table 13. Students Write These Genres Academically or Not**

**Q. 4. Definition of academic writing.**

According to 90% of students, academic writing is how your essay should be coherent and contains punctuation marks.

**Q.5. Whether academic writing is characterized by different features**

<b>Yes</b>	<b>No</b>	<b>Total</b>
09	01	10
90%	10%	100%

**Table 14. Academic Writing has Different Features or Not**

**Q.6.** Knowledge about academic writing features.

Yes	No	Total
02	08	10
20%	80%	100%

**Table 15. Knowledge about Academic Writing Features**

**Q.7.** Adequate preparation to write academically

Yes	No	Total
03	07	10
30%	70%	100%

**Table 16. Preparing Students to Write Academically**

**Q.8.** The necessity of having courses about academic writing

Yes	No	Total
05	05	10
50%	50%	100%

**Table 17. On the Necessity of Having Courses about Academic Writing**

**Q. 9.** These courses may raise your awareness about academic writing

Yes	No	Total
03	01	10
75%	25%	100%

**Table 18. The Role of Academic Writing Courses in Raising Students' Awareness**

The results of students' pilot questionnaire show that the respondents have superficial ideas about the meaning of academic writing, i.e., they think that academic writing is just caring about coherence, spelling, and punctuation marks. Moreover, 80% of students are not familiar with the main features of academic writing. They assume that courses about the

nature of academic writing raise their awareness about academic writing conventions. The analysis of students' pilot questionnaire led to some changes in the number, wording, and structure of some questions.

Question 3 'Do you write these writing genres academically?' The word 'writing genres' was substituted by the word 'kinds of writing', because respondents found the word 'genre' difficult to understand.

Question 9 'Do you think that such courses may raise your awareness about academic writing conventions?' was restated as 'Do you think that such courses will allow you learn academic writing conventions?'

## **4.2. The Main Study**

After that the necessary changes have been made, the main study was started.

### **4.2.1. Population and Sampling**

Population and sampling are considered as key terms in research methodology context. Population means all individuals of interest to the researcher. The research population is a sample of eight teachers of written expression and sixty students chosen randomly from second year students at the Department of English Language, the University of Constantine 1 who were chosen randomly. For randomization, we proceeded by taking the first thirty students in the list from two different groups.

Working with second years was motivated by the fact that these students have already been introduced to certain writing as well as grammatical rules during their freshman year. Concerning the writing rules, these students studied in their first year how to write a



paragraph. In the beginning of the second year, they have been introduced to how to construct different types of essays such as example and cause and effect essay.

## **4.2.2. Teachers' Questionnaire**

### **4.2.2.1. Description of the Questionnaire**

The teachers' questionnaire (see Appendix 2) consists of eighteen questions. These questions are close-ended and multiple choice questions. This questionnaire is mainly devoted to teachers to give their opinions about their students' knowledge concerning academic writing, as well as the methodology followed to teach this professional kind of writing.

### **4.2.2.2. Administration of the Questionnaire**

The questionnaire was administered to eight (8) teachers of Written Expression of the second year in the Department of Letters and the English Language, University of Constantine. It was administered in the middle of second term of the academic year 2012-2013. Teachers were cooperative with the researcher, and they answered the questions on the spot.

### **4.2.2.3. Analysis of the Questionnaire**

**Q.1.** Which degree do you hold?

<b>Magister/Master</b>	<b>Ph D</b>	<b>Total</b>
07	01	08
87.5%	12.45%	100%

**Table 19. Teachers' Degree**

As the above table indicates, the majority of the teachers 87.5% hold Magister/Master degree; against 12.45% of them who hold the PhD.

## Q.2. Teaching experience

<b>1-5 years</b>	<b>5-10 years</b>	<b>10- 20 years</b>	<b>20 years and more</b>	<b>Total</b>
06	00	01	01	08
75%	0%	12.50%	12.50%	100%

**Table 20. Teachers' Teaching Experience**

75% of the total respondents have between 1 to 5 years teaching experience, (0%) from 5 to 10 years, (12.50%) from 10 to 20 years; against (12.50%) (one teacher) who has been teaching English for 20 years and more. It is worth mentioning that teachers who hold Master/Magister degree are involved in Doctorate research projects in Applied Linguistics and TEFL.

## Q.3. Teaching experience with Written Expression

<b>1year</b>	<b>2 years</b>	<b>3 years and more</b>	<b>Total</b>
01	01	06	08
12.50%	12.50%	75%	100%

**Table 21. W.E. Teaching Experience**

From Table 21, 75% of the total respondents (N=08) have been teaching Written Expression for 3 years and more; against 12.50% have been teaching this module for 1 and 2 years.

## Q.4. What is your opinion of second year students' academic writing knowledge?

<b>Limited knowledge</b>	<b>Have knowledge</b>	<b>Have no knowledge</b>	<b>Total</b>
06	00	02	08
75%	00%	25%	100%

**Table 22. Teachers' Opinions about Students' Academic Writing Knowledge**

Of the total respondents (N=08), 75% said that second year students have limited academic writing knowledge; against 25% who said they do not have knowledge. Responses to this question confirm to a large extent the results obtained in students' questionnaire in which they say that they are not familiar with the nature of academic writing and its conventions such as cautious writing and objectivity.

**Q.5.** Do second year students have problems when writing assignments? If yes, what are they?

<b>Yes</b>	<b>No</b>	<b>Total</b>
08	00	08
100%	00%	100%

**Table 23. Problems When Writing Assignments**

The results show that all the respondents said that students have problems when writing assignments. According to teachers, students have problems with grammar rules, spelling and punctuation, lack of academic vocabulary, and style.

**Q.6.** Do students write academically?

<b>Yes</b>	<b>No</b>	<b>Total</b>
02	06	10
25%	75%	100%

**Table 24. Teachers' Views about Students' Academic Writing**

In the table above, 75% of teachers see that students do not write academically, against 25% who answered 'yes'. This means that writing academically is troublesome in the sense that students are unable to construct academic written productions.

**Q.7.** What is your definition of academic writing?

All the respondents gave the following definitions of academic writing:

“It is a type of writing that follows certain conventions and organization norms and which is used in definite situations”.

“It is the type of writing used in particular contexts (university research)”.

“Academic writing is determined by the respect of the process before the product. This is also related to the fact of training students and making them practice a lot to come to the product achievement”.

“It is the activity to communicate formal written language respecting certain writing conventions and rules”.

**Q. 8.** What do you think should be done to improve students’ use of academic writing features?

The eight respondents suggested the following procedures:

- “Academic writing features should be taught explicitly”.
- “All teachers particularly of Written Expression should give explicit instructions about all the aspects of academic writing, so that we can raise their awareness”.
- “One of the solutions is to do a lot of practice because two sessions of Written Expression per week are not enough”.
- “Expose students to academic writing courses, since they would clarify for them the prominent conventions of academic writing”.

**Q.9.** Do you think that explicit instructions play a major role in raising students’ awareness about academic writing features? If yes, explain why?

Yes	No	Total
08	00	10
100%	00%	100%

**Table 25. The Role of Explicit Instructions in Raising Students’ Awareness about Academic Writing Features**

The table above reveals that 100% of the respondents said that explicit instructions play a major role in raising students’ awareness about academic writing features. The respondents gave the following explanations:

- “Instructions are important, but students need more practice”.
- “The more we give direct instructions, the more students are going to be aware of the prominent academic writing features”.
- “Students become more aware of academic writing features if these are explicitly taught, because the input is clear for them. Besides, if teachers draw their students’ attention to academic writing conventions, they will likely use these features”.

**Q.10.** Do you think that teaching academic writing per se to second year students would help them raise their awareness about academic writing features?

Yes	No	Total
08	00	10
100%	00%	100%

**Table 26. Teaching Academic English**

100% of the respondents agreed that teaching academic writing would help students become aware of academic writing features. Such an objective can be achieved if teachers

review their writing courses, taking into account academic writing features to cover all the aspects of academic writing.

**Q.11.** What do you think of the effective constituents of teaching academic writing?

Responding to this question reveals that teachers agree that 2<sup>nd</sup> year students should be exposed to academic writing conventions and that these latter should be taught explicitly. Furthermore, they insisted that they should draw their attention to the significant differences between academic and non-academic writing.

**Q.12.** Do you think that two sessions per week of Written Expression/Academic writing would help students to write academically? Please, say why?

Yes	No	Total
02	06	08
25%	75%	100%

**Table 27. Time Allocated to Teach Written Expression and Academic Writing**

The results indicate that 75% of the respondents said that two sessions per week are not sufficient to help students write academically; against 25% who answered ‘yes’. The teachers who answered ‘no’ in this question provided the following justifications:

- “Students do not have enough time to practice under the supervision of the teacher. In addition, the number of students per group is huge, so we cannot do a good job”.
- “Three hours are not sufficient for effective practice and feedback.
- “There are different academic writing features that students need to learn. In other words, if we take two sessions per week: one for theory, i.e., giving background information for students and one for practice. Of course, one session is not enough, and

without forgetting that writing is a process where students start from gathering ideas until the submission of the final product.

**Q.13.** In your opinion, what makes students not write (if they do not write) academically?

Lack of explicit instructions	Lack of practice	No exposure to academic texts	Lack of explicit instruction + lack of practice	Total
01	02	01	04	08
12,50%	25%	12,50%	50%	100%

**Table 28. Reasons for not Writing Academically**

The table above reveals that 50% of respondents claim that lack of explicit instructions and practice lead students not to write academically, 25% of them said lack of practice, 12.50% lack of explicit instructions, and other 12.50% said that no exposure to academic texts is the reason behind not writing academically. This indicates that providing explicit instructions may raise students' awareness to write academically.

**Q.14.** Which approach (es) do you follow in teaching writing?

Process approach	Product approach	Genre Approach	Process + Product approach	Total
02	04	00	02	08
25%	50%	00%	25%	100%

**Table 29. Approaches Used by Teachers in Writing**

The results indicate that 50% of respondents use the product approach to teach writing; 25% use the process approach, and other 25% use both Process and Product Approach. These findings imply that the majority of teachers emphasize the final product that students produce.

**Q.15.** Please, explain the reasons for your choice?

The respondents justified their choices concerning the approach as follows:

- The four teachers (50%) who said that they used the Product Approach claim “because of the size of groups and the limited time for practice”.
- The two teachers (25%) said “we use the Process Approach, so that students can know the different steps they may go through in order to write an organized piece of writing”.
- “The Process Approach helps students to become aware of the problems they face particularly generating ideas, the more they rewrite and revise their writings, the more they improve their writing level”.
- The two teachers (25%) said “we use the Product and the Process Approach, because students should first know the rules before producing”.
- “Using the two approaches allow students to know how to write effectively, as well as to test their understanding of the different aspects of writing through their product”.

**Q.16.** How do you evaluate your students’ good but non-academic writing?

<b>I draw their attention</b>	<b>I do not draw their attention</b>	<b>Total</b>
02	06	08
25%	75%	100%

**Table 30. Teachers’ Evaluation of Students’ Good but Non-academic Writing**

Responses to this question show that 75% of the respondents do not draw their students’ attention when their writings are good but non-academic because they focus on other superficial aspects of writing; against 25% who draw their students’ attention that their writings are not academic.



**Q.17.** How would you consider an assignment which contains the different features of academic writing?

All of the respondents (N=08), 100% claimed that any assignment which contains the different features of academic writing is an effective piece of writing and appropriate in the language teaching/ learning contexts, because these features such as *objectivity* and *cautious writing* make students' production more academic.

**Q.18.** Do you think that teaching academic writing should focus on the main features that make this genre distinct from the other genres? Please, explain why?

Yes	No	Total
06	02	08
75%	25%	100%

**Table 31. Teaching Academic Writing Should Focus on the Main Features**

Of the total respondents (N=08), 75% answered 'yes'; against 25% who said 'no'. The teachers who said that teaching academic writing should focus on the main features of academic writing, claim that it may contribute in raising awareness about the specificities of academic writing which is the teachers' task. Moreover, they claim that writing in academic contexts requires following certain rules and conventions. However, 25% who answered 'no' claim that practice should come first over a period of time, and then we should have to focus on the main features. The other teacher said "it is just a matter of selected writing curriculum (teachers together decide on the content of their writing program). It stands to reason, then, that the focus of writing teachers varies according to chosen genre(s). Again, this is a matter of teaching objectives which dictate the teaching approach to be appropriately adopted and focused on. At the other extreme, teachers may decide on a multidimensional writing

curriculum including academic writing that would be the main objective behind teaching other writing genres.

### **4.2.3. Students' Questionnaire**

#### **4.2.3.1. Description of the Questionnaire**

The students' questionnaire consists of fifteen open-ended and multiple choice questions (see Appendix 4). The aim of this questionnaire is to get some information about the students' views and attitudes concerning the nature of academic writing.

More importantly, it seeks to know whether they are aware of the prominent features of academic writing. The results of the questionnaire will help gain some information regarding the difficulties while writing in academic writing contexts.

#### **4.2.3.2. Administration of the Questionnaire**

The questionnaire was handed out to sixty students which represent the research sample. It was administered in the middle of the academic year in the classroom during a Written Expression session in order to eliminate to the maximum the unwanted variables such as not handing back the copies or not finishing answering all the questions. Moreover, respondents were not allowed to talk to each other to guarantee personal answers and the reliability of the results. The researcher self-administered the students' questionnaire. In addition, before collecting the questionnaires, students were asked to make sure that they answered all the questions.

### 4.2.3.3. Analysis of the Questionnaire

**Q.1.** How many years have you been studying English?

<b>7-9</b>	<b>10- 11</b>	<b>Total</b>
51	09	60
85%	15%	100%

**Table 32. Years of Studying English**

The results in Table 32 reveal that 85% of students have studied English for seven to nine years; against 15% who have studied English for ten to eleven years. This implies that they have nearly the same background of the English language. It is important to note that the years of studying English language are counted from the middle school until the university level.

**Q.2.** What kind of writing assignment do you practice most at the university?

<b>Paragraphs</b>	<b>Essays</b>	<b>Research papers</b>	<b>Summaries</b>	<b>Total</b>
26	32	1	1	60
43.33%	53.33%	1.66%	1.66%	100%

**Table 33. Kind of Writing Assignment Students Practice Most**

Of the total respondents, (N=60), 53.33% who said that the essay is the kind of writing assignment they write most, 43.33% who said that they write paragraphs, 1.66% said that they write research papers, the same proportion 1.66% represents students who practice summaries.

**Q.3.** Do you write these academically?

<b>Yes</b>	<b>No</b>	<b>Don't know</b>	<b>Total</b>
25	07	28	60
41.66%	11.66%	46.66%	100%

**Table 34. On Students' Writing Academically**

Table 34 shows that 46.66% said they do not know if they write academically or not, 41.66% said that they write academically; against 7% of the respondents said that they do not write the four kinds of writing assignments academically.

**Q.4.** In your opinion, what is academic writing?

Analyzing the informants' attitudes towards the nature of academic writing reveals that 60% of the respondents said that academic writing is based on rules, correct grammar and vocabulary, as well as the use of transitional markers. This implies that such a proportion of students have superficial ideas concerning the nature of academic writing; against 40% said that they do not have any idea regarding the definition of academic writing.

**Q.5.** Do you know that academic writing is characterized by different features?

<b>Yes</b>	<b>No</b>	<b>Total</b>
22	38	60
36.66%	63.33%	100%

**Table 35. Academic Writing is Characterized by Different Features**

The table show that 63.33% of the total respondents (N=60) answered by 'no'; against 36.66% who answered by 'yes'. Such results prove that many of second year students are not aware of that academic writing is governed by certain features/conventions that should be respected.

**Q.6.** Do you know the main features of academic writing? If yes, name them.

<b>Yes</b>	<b>No</b>	<b>Total</b>
03	57	08
05%	95%	100%

**Table 36. The Main Features of Academic Writing**

This table reveals that 95% of the respondents have no idea about the main features of academic writing; against 5% of the participants answered ‘yes’. This implies that our students are not familiar with academic writing features. Concerning the students who answered ‘yes’, there was only one student who named some of the features of academic writing which are form and citation.

**Q.7.** Do you think that your teachers prepared you adequately to write academically at the university?

<b>Yes</b>	<b>No</b>	<b>Total</b>
25	35	60
41.66%	58.33%	100%

**Table 37. Teachers’ Preparation to Write Academically**

The results show that 58.33% of the total respondents answered ‘no’; against 41.66% who said ‘yes’.

**Q.8.** Do you think that there should be courses in you curriculum about the nature of academic writing and its conventions?

<b>Yes</b>	<b>No</b>	<b>Not necessary</b>	<b>Total</b>
43	05	12	60
71.66%	8.33%	20%	100%

**Table 38. Courses on Academic Writing and Its Conventions**

Out of 60 respondents, 71.66% answered that courses about the nature of academic writing should be present in the curriculum in order to get the required knowledge; 20% who said these courses are not necessary; against 8.33% of the respondents answered ‘no’.

**Q.9.** Do you think such courses may let you know/learn academic writing conventions?

Give reasons to your answers.

Yes	No	Total
55	05	60
91.66%	8.33%	100%

**Table 39. The Role of Academic Writing Courses**

Responses to this question show that the majority of participants 91.66% said ‘yes’; against 8.33% who said ‘no’. Therefore, it is advisable to include such courses in the Written Expression curriculum. As a matter of fact, the respondents’ arguments were:

- Academic writing courses help us to pay attention to the different features of academic writing.
- We need to learn how to write academically in all modules, not only in Written Expression module.
- Most of the students do not know how to write academically, and such courses will help us to be more aware about academic writing.

**Q.10.** Do you receive explicit instructions and sample texts about how academic writing should be?

Yes	No	Total
19	41	60
31.66%	68.33%	100%

**Table 40. Explicit Instructions and Sample Texts about Academic Writing**

The results reveal that 68.33% of the respondents said they have not received explicit instructions and model texts about the nature of academic writing; against 31.66% who said they have received explicit instructions about academic writing. This implies that students are not aware of academic writing features due to the lack of explicit teaching.

**Q.11.** Do you think that explicit teaching and instructions about academic writing may make you aware of academic writing features? Explain

Yes	No	Total
48	12	60
80%	20%	100%

**Table 41. The Role of Explicit Instructions about Academic Writing**

80% of the total respondents said that ‘yes’ regarding explicit instructions would make them aware of academic writing features; against 20% who answered by ‘no’. It is worth noting that out of the 60 respondents, 65% did not give explanations. The explanation of the other 35% of respondents can be summarized in the following:

- “The more our teachers give us explicit instructions, the more we become aware of academic writing features”.
- “Explicit instructions would help us to write better”.
- “It is important that our teachers should provide us with enough knowledge about academic writing features, since we just write without following rules”.

**Q.12.** What do your teachers focus on when they evaluate your writing? You may choose more than one answer.

<b>Content</b>	<b>Grammar</b>	<b>Academic features</b>	<b>Total</b>
10	48	02	60
16,66%	80	3,33%	100%

**Table 42. On the Writing Aspects Teachers Focus on for Evaluating Students' Writings**

The results obtained reveal that 80% of the total respondents said that teachers focus on grammar when they evaluate their writings; 16.33% said they focus on content; against 3.33% who said that teachers focus on academic features.

**Q.13.** Do you think that two sessions per week of Written Expression help you to learn to write academically? What do you suggest?

<b>Yes</b>	<b>No</b>	<b>Total</b>
36	24	60
60%	40%	100%

**Table 43. On Time Allocated to Teaching Written Expression**

60% of the total respondents said that two sessions per week of Written Expression are enough to learn to write academically; against 40% of them answered 'no', where they suggested that they need more than two sessions to cover all the writing aspects including academic writing.

**Q.14.** Do you receive written or oral feedback about academic writing?

<b>Yes</b>	<b>No</b>	<b>Rarely</b>	<b>Total</b>
14	38	05	60
23.33%	68.33%	8.33%	100%

**Table 44. On Teachers' Feedback on Students' Writings Concerning Academic Writing**



The results indicate that 68.33% of the respondents answered that they do not receive feedback concerning academic writing; 23.33% of them said that they do; against 8.33% who said that they rarely receive feedback from their tutors about academic writing including spelling, grammar mistakes, and indentation.

**Q.15.** What makes you aware that academic writing is characterized by different features?

<b>A</b>	<b>b</b>	<b>C</b>	<b>D</b>	<b>a+b</b>	<b>a+c</b>	<b>b+c</b>	<b>b+d</b>	<b>Total</b>
04	12	08	03	16	07	07	03	60
6,66%	20%	13,66%	5%	26,66%	11,66%	11,66%	5%	100%
a. extensive practice b- explicit instructions c- giving model texts d-providing feedback								

**Table 45. On Students' Awareness of Academic Writing Features**

The results in Table 45 show that 26.66% of the informants said that the best way which may make them aware that academic writing is characterized by different features is extensive practice and explicit instructions about academic writing, 20% said explicit instructions, 13.33% said giving model texts which illustrate how academic writing should be, 11.66% said that they need extensive practice with model texts, other 11.66% said that explicit instructions and model texts, 6.66% said that they need a lot of practice, against 5% who said providing feedback, and other 5% who also said that feedback should be accompanied with explicit instructions.

#### **4.2.4. Discussion of the Results**

The analysis of teachers' questionnaires reveals that 75% say that their students' writings are not written according to academic standards as it is shown on Table 24. Moreover, 50% of the total respondents (N=08) stated that providing students with appropriate

guidance and explicit instructions about the nature of academic writing during Written Expression courses with adequate and intensive practice is expected to help them acquire the necessary and efficient knowledge regarding academic writing discipline. These obtained results are explained by the fact that the emphasis should be on academic writing knowledge which might be brought by the writing demands of the academic contexts. In other words, academic writing knowledge might be a matter of selected writing curriculum, i.e., teachers decide together on a multidimensional writing program including detailed academic writing courses that would be the main objective of teaching writing at the university.

The second finding is related to students' attitudes towards academic writing and its main conventions where the majority of second-year students have a limited knowledge about academic writing. This appeared from their answers on the nature of academic writing, i.e., the definition of academic writing, the salient features of academic writing where (95%) of the total respondents (N=60) said that they do not know the conventions of academic writing; as shown on Table35. Yet, there was only one student who answered that "citations and form are important rules of academic writing". At the same time, students (61.33%) think that writing is caring just about grammar, the different paragraphs in a composition, and the amount of information about a particular topic. These results might be an outcome of the lack of explicit instructions about academic writing knowledge in Written Expression courses. Moreover, the lack of extensive practice and exposure to authentic academic texts that are considered essential to help students write academically. One possible interpretation to this could be the insufficient time devoted to teach writing. This means that because second-years have only two sessions (three hours) per week of Written Expression, thus teachers could not provide them with all the necessary aspects and details about academic writing. To explain more, if we take the two sessions of Written Expression: one for giving background knowledge and the other for practice, of course, one session will not be enough to cover all

sides of writing, and without forgetting that writing is a process where students start from gathering ideas until to arrive to the final product.

## **Conclusion**

Before conducting the main study, a pilot study was carried out through administering pilot questionnaires for both teachers and students. The aim is to assess the research design followed in the present research to know the participants views about the concept of academic writing and what makes this kind of professional writing distinct from the other types of writing, two questionnaires have been administered for both teachers and students. The analysis of the data allowed seeing into the teachers' perspectives about academic writing and its teaching. Firstly, teachers agree that second year students at the Department of languages, University of Constantine are not aware of the nature of academic writing and its prominent features. Furthermore, the results support the importance of providing explicit instructions of the academic writing features to ensure that students write academically at the university level. In addition, making students aware of academic writing conventions will affect their academic career positively now and in the future.

## **Chapter Five**

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## **Chapter 5**

### **Raising Students' Awareness about Academic Writing Features:**

#### **The Situation Analysis**

##### **Introduction**

This chapter is on the description and analysis of an experiment representing a study of students' awareness about academic writing features, particularly formality, cautious writing, and objectivity. Such awareness raising that can be achieved through explicit instructions is expected to help students' in their academic career, i.e., they would write academically. Furthermore, a detailed description of the research design, research procedures, and data analysis are provided.

##### **5.1. Research Design**

The study is based on an experiment conducted to provide further explanations and details on the development of the participants' performance before and after the experiment treatment. In other words, the experiment represents a study of raising awareness in second year students to write academically through teachers' interventions.

##### **5.2. Population and Sampling**

The experimental study took place in the Department of Letters and English language, the University of Constantine 1. Two groups of 30 students each randomly chosen took part in this study. This randomization is achieved by forming in the English Department second year groups in a random distribution. The reason behind choosing to work with second years is that these students have already been exposed to certain writing skills in their first year, as well as they have also been during their second year in the phase of writing essays which is

considered an important academic paper at the university. However, these students do not write academic essays as the classroom observations indicated, the issue of interest to be investigated through an experiment.

### **5.3. Tools of Research**

The other research tool that is used in this study is a test (pre-test, post-test). It is undertaken by a control group and an experimental one.

#### **5.3.1. Pre-test**

The pre-test is about writing essays about different five topics. These topics are selected by the researcher. This selection is motivated by the fact that students can express their ideas about intermediate level topics. Furthermore, they will write about topics that have a relation to the different types of essays programmed in second year such as argumentative and cause and effect.

#### **5.3.2. Post-test**

After the treatment that only the experimental group will receive, explicit instructions about academic writing, both the control and the experimental group will be involved in writing essays about four different topics. The main purpose of the post-test is to test the experimental group awareness about academic writing features mainly objectivity, formality, and cautious writing after the treatment, and compare the performance of the control group that received no teaching treatment.

### **5.4. Procedures and Design of the Experiment**

It is worth mentioning that the students who took part in the experiment are those participants who answered the questionnaire, that is to say second year students at the Department of Letters and the English Language, University of Constantine 1. These

participants who took part in the experiment are divided into an experimental and a control group. Prior to any intervention or explicit instructions for the experimental group, both groups were asked by the researcher for a pre-test to write five essays on different topics in an ordinary Written Expression session so that to determine their proficiency in writing academically. Asking students to write five essays in the pre-test is to reduce the chance factor and maximize practice and palpable data for analysis. Furthermore, the participants were not informed that they take part in an experiment in order not to affect their behaviors. The essay topics are the following:

- 1- Speaking more than one language is of a great advantage. Discuss
- 2- Time management is an important skill for college students to master. Write three techniques students can use to effectively manage their time.
- 3- The three qualities of a good teacher.
- 4- If you can change two important things about your hometown, what would they be? Use specific examples to support your answer.
- 5- Clothes can tell a lot about persons. What can you tell about judging them from the clothes they wear?

The experimental group who received explicit teaching and instructions about academic writing which lasted four weeks (two sessions per week of one hour and a half);while the control group did not receive the experiment treatment. In the treatment sessions, the teacher explained how and why academic writing is a special kind of writing that is governed by conventions as style, wording, and conventions. All academic writing features were discussed, with a special focus on the salient ones of objectivity, formality and cautious writing. In addition, participants were provided with examples of essays and texts written by academic writers. These procedures are expected to help students be aware of how academic writing differs from other kinds of writing.



After the treatment, the participants of both groups went through the post-test phase which concluded to writing just four essays not five like the pre-test, because of time constraints and the post-test was conducted in extra sessions of Written Expression, to check whether there is any difference between their performance on academic writing features before and after the treatment. Finally, the students' essays (pre-test and post-test) were collected by the researcher to guarantee to a large extent reliable data and results. The topics of the post-test are the following:

- 1- Friendship ends? Give reasons.
- 2- Discuss the effects of the teachers' values on students.
- 3- The difference between the old generation (parents' generation) and the present generation
- 4- Studying in your country and studying abroad.

## **5.5. Results and Discussion**

After collecting and correcting the students' essays of the pre-test and the post-test of both groups, the results were tabulated. As put above, for the analysis, only 'objectivity', 'formality', and 'cautious writing' were considered per se because we cannot analyze all the features and at the same time there are some of them such as referencing and footnotes which could occur in extended research papers and cannot occur in students' essays.

### **5.5.1. Pre-test Results (Control Group and Experimental Group)**

**Essay One:** speaking more than one language is of a great advantage. Discuss

It appears, from Table 46 below that the results of the control group in essay one shows that the majority of participants who present 25 out of 30 students did not use objectivity at all in the first essay which is one of the features of academic writing. This means that the total number of occurrences of objectivity in the students' essay is 05 which represent 11.11%. Yet, 09 occurrences which represent a rate of 20% for formality, and 68.89% represent the occurrences of cautious writing. It is worth mentioning that the total

number of occurrences of these three features of academic writing in essay one of the control group is just 45.

On the other hand, the experimental group shows 62 occurrences of the three features of academic writing (100%), i.e. 14.51% represents objectivity, 45.16% of formal style, and 25% represents the rate of occurrences of cautious writing. The obtained results of both groups (control and experimental) imply the fact that students do not employ the three tackled features sufficiently, as it is shown in the table below, particularly when we take the rates of each student in isolation. One possible explanation for this outcome is that students are not aware of academic writing features, as well as they may think that writing in academic contexts, at the university level, does not require certain rules to follow.

Students	Control Group				Students	Experimental Group			
	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total		Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	00	00	01	01	S1	00	00	01	01
	00 %	00 %	2.22 %	2.22 %		00%	00%	1.61%	1.61%
S2	01	02	00	03	S2	00	03	01	04
	2.22 %	4.44 %	00 %	6.66 %		00%	4.83%	1.61%	6.44%
S3	00	00	01	01	S3	00	01	01	02
	00 %	00 %	2.22 %	2.22 %		00%	1.61%	1.61%	3.22%
S4	00	00	00	00	S4	00	00	01	01
	00 %	00 %	00 %	00 %		00%	00%	1.61%	1.61%
S5	00	00	00	00	S5	00	01	00	01
	00 %	00 %	00 %	00 %		00%	1.61%	00%	1.61%
S6	00	01	03	04	S6	00	01	01	02
	00 %	2.22 %	6.67 %	8.89 %		00%	1.61%	1.61%	3.22%
S7	00	00	04	04	S7	00	01	00	01
	00 %	00 %	8.89 %	8.89 %		00%	1.61%	00%	1.61%
S8	00	00	02	02	S8	00	02	00	02
	00 %	00 %	4.44 %	4.44 %		00%	3.22%	00%	3.22%
S9	00	00	01	01	S9	01	00	01	02
	00 %	00 %	2.22 %	2.22 %		1.61%	00%	1.61%	3.22%
S10	01	00	01	02	S10	01	01	00	02
	2.22 %	00 %	2.22 %	4.44 %		1.61%	1.61%	00%	3.22%
S11	00	00	00	00	S11	00	02	01	03
	00 %	00 %	00 %	00 %		00%	3.22%	1.61%	4.83 %
S12	00	01	01	02	S12	00	00	00	00
	00 %	2.22 %	2.22 %	4.44 %		00%	00%	00%	00 %
S13	00	00	01	01	S13	00	01	01	02
	00 %	00 %	2.22 %	2.22 %		00%	1.61%	1.61%	3.22%
S14	00	00	01	01	S14	00	01	00	01
	00 %	00 %	2.22 %	2.22 %		00%	1.61%	00%	1.61%
S15	00	00	01	01	S15	03	00	00	03
	00 %	00 %	2.22 %	2.22 %		4.83%	00%	00%	4.83%
S16	00	01	04	05	S16	02	01	00	03
	00 %	2.22 %	8.89 %	11.11		3.22%	1.61%	00%	4.83%
S17	00	00	01	01	S17	00	00	00	00
	00 %	00 %	2.22 %	2.22 %		00%	00%	00%	00%
S18	01	00	00	01	S18	00	03	03	06
	2.22 %	00 %	00 %	2.22 %		00%	4.83%	4.83%	9.66%
S19	01	00	00	01	S19	00	00	00	00
	2.22 %	00 %	00 %	2.22 %		00%	00%	00%	00%
S20	00	00	01	01	S20	00	01	00	01
	00 %	00 %	2.22 %	2.22 %		00%	1.61%	00%	1.61%
S21	00	01	01	02	S21	00	00	01	01
	00 %	2.22 %	2.22 %	4.44%		00%	00%	1.61%	1.61%
S22	00	00	00	00	S22	00	03	01	04
	00 %	00 %	00 %	00 %		00%	4.83%	1.61%	6.44%
S23	00	00	02	02	S23	00	01	00	01
	00%	00%	4.44%	4.44%		00%	1.61%	00%	1.61%
S24	00	01	00	01	S24	00	00	01	01
	00 %	2.22 %	00 %	2.22 %		00%	00%	1.61%	1.61%
S25	00	00	01	01	S25	01	01	02	04
	00 %	00 %	2.22 %	2.22 %		1.61%	1.61%	3.22%	6.44%
S26	00	00	02	02	S26	00	00	01	01
	00 %	00 %	4.44 %	4.44 %		00%	00%	1.61%	1.61%
S27	00	01	00	01	S27	00	00	03	03
	00 %	2.22 %	00 %	2.22 %		00%	00%	4.83%	4.83%
S28	00	01	01	02	S28	00	01	03	04
	00 %	2.22 %	2.22 %	4.44 %		00%	1.61%	4.83%	6.44%
S29	00	00	01	01	S29	01	01	01	03
	00 %	00 %	2.22 %	2.22 %		1.61%	1.61%	1.61%	4.83%
S30	01	00	00	01	S30	00	02	01	03
	2.22 %	00 %	00 %	2.22 %		00%	3.22%	1.61%	4.83%
Total	05	09	31	45	Total	09	28	25	62
	11.11%	20%	68.89%	100 %		14.51%	45.16%	40.32%	100%

Table 46. Pre-test Performance of the Control and Experimental Groups in Essay One

**Essay two:** Time management is an important skill for college students to master. Write three techniques students can use to effectively manage their time.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	02 4 %	02 4 %	02 4 %	06 12 %	S1	01 2.63 %	00 00%	01 2.63 %	02 5.26 %
S2	00 00 %	02 4 %	01 2 %	03 6 %	S2	00 00%	00 00 %	00 00 %	00 00 %
S3	00 00 %	00 00 %	01 2 %	01 2 %	S3	00 00%	02 5.26 %	00 00 %	02 5.26 %
S4	00 00 %	00 00 %	01 2 %	01 2 %	S4	00 00%	01 2.63 %	01 2.63 %	02 5.26 %
S5	02 4 %	01 2 %	00 00 %	03 6 %	S5	00 00%	00 00 %	00 00 %	00 00 %
S6	01 2 %	01 2 %	01 2 %	03 6 %	S6	00 00%	01 2.63 %	00 00%	01 2.63 %
S7	00 00 %	00 00 %	00 00 %	00 00 %	S7	02 5.26 %	00 00 %	01 2.63 %	03 7.89 %
S8	00 00 %	00 00 %	00 00 %	00 00 %	S8	00 00%	01 2.63 %	01 2.63 %	02 5.26 %
S9	00 00 %	00 00 %	01 2 %	01 2 %	S9	00 00%	01 2.63 %	00 00 %	01 2.63 %
S10	00 00 %	01 2 %	00 00 %	01 2 %	S10	00 00%	02 5.26 %	00 00 %	02 5.26 %
S11	02 4 %	01 2 %	00 00 %	03 6 %	S11	01 2.63 %	00 00 %	01 2.63 %	02 5.26 %
S12	01 2 %	01 2 %	00 00 %	2 4 %	S12	01 2.63 %	00 00 %	01 2.63 %	02 5.26 %
S13	00 00 %	01 2 %	00 00 %	01 2 %	S13	00 00%	01 2.63 %	00 00 %	01 2.63 %
S14	00 00 %	00 00 %	00 00 %	00 00 %	S14	00 00%	00 00 %	01 2.63 %	01 2.63 %
S15	00 00 %	00 00 %	00 00 %	00 00 %	S15	01 2.63 %	01 2.63 %	00 00%	02 5.26 %
S16	00 00 %	00 00 %	01 2 %	01 2 %	S16	01 2.63 %	00 00 %	01 2.63 %	02 5.26 %
S17	01 2 %	01 2 %	00 00 %	02 4 %	S17	00 00%	00 00 %	00 00 %	00 00 %
S18	03 6 %	00 00 %	01 2 %	04 8 %	S18	01 2.63 %	00 00 %	01 2.63 %	02 5.26 %
S19	00 00 %	00 00 %	00 00 %	00 00 %	S19	00 00%	00 00 %	00 00 %	00 00 %
S20	00 00 %	00 00 %	01 2 %	01 2 %	S20	00 00%	00 00 %	00 00 %	00 00 %
S21	00 00 %	01 2 %	02 4 %	03 6 %	S21	00 00%	01 2.63 %	00 00 %	01 2.63 %
S22	00 00 %	00 00 %	02 4 %	02 4 %	S22	00 00%	01 2.63 %	00 00 %	01 2.63 %
S23	00 00%	00 00%	02 4 %	02 4 %	S23	00 00%	00 00 %	01 2.63 %	01 2.63 %
S24	02 4 %	02 4 %	01 2 %	05 10 %	S24	00 00%	00 00 %	01 2.63 %	01 2.63 %
S25	00 00 %	00 00 %	00 00 %	00 00 %	S25	00 00%	00 00 %	00 00 %	00 00 %
S26	00 00 %	01 2 %	00 00 %	01 2 %	S26	00 00%	01 2.63 %	00 00 %	01 2.63 %
S27	00 00 %	00 00 %	00 00 %	00 00 %	S27	00 00%	00 00 %	01 2.63 %	01 2.63 %
S28	00 00 %	01 2 %	00 00 %	01 2 %	S28	01 2.63 %	00 00 %	00 00 %	01 2.63 %
S29	01 2 %	00 00 %	00 00 %	01 2 %	S29	01 2.63 %	00 00 %	01 2.63 %	02 5.26 %
S30	00 00 %	01 2 %	01 2 %	02 4 %	S30	01 2.63%	01 2.63 %	00 00 %	02 5.26 %
Total	15 30 %	17 34 %	18 36 %	50 100 %	Total	11 28.94 %	14 36.84 %	13 34.21 %	38 100 %

**Table 47: Pre-test Performance of the Control and Experimental Groups in Essay Two**

The results of the pre-test of the control group yielded in the table above (Table 47) show a significant increase in the rates of occurrences of objectivity, formality, and cautious writing which represents 50 occurrences compared to the first essay. Thus, the control group used 30% of objectivity, in more details; there are 22 students where objectivity does not occur at all in their essays, as it is shown in Table 47. This means that students are subjective in their writings. Formality represents of 34%; against cautious writing with 36% of the total occurrences of the three features.

For the experimental group participants (N=30), they recorded the following: objectivity 28.94%, formality represents 36.84%, and cautious writing represents 34.21% of the total occurrences which is 38. It appears clearly that students' interests is still focused on the surface characteristic of writing such as introduction, body, and conclusion, and are unaware of the conventions of writing academically.

**Essay Three:** the three qualities of a good teacher

As can be noted in Table 48, the total number of occurrences of the three features in the control group essays is 35. In effect, objectivity occurs 34.28%, formality and cautious writing received respectively 45.71% and 20%. The following extracts taken from some students' essays illustrate their non-academic writing:

- "That's why we need to use it fairly so that we don't waste it for nothing, and as a college student we need to use time in things we need and things that are important for our study".
- "... as we everybody know many business that including English or another language".
- "As we know many scholarships that include to study in those countries..."

What is not academic in these extracts is that students used certain conventions that are not accepted while writing an academic text. For example, they used expressions like 'we

everybody know, as we know' which imply that participants are not cautious in their writings. Furthermore, they used contracted forms that are not appropriate in academic writing as 'that's why, don't'. The reason behind these results is that second year students lack knowledge about academic writing features; thus, their writings are non-academic. For example, they overuse the subjective and informal style. Further examples of these extracts are shown in students' essays in Appendix 5.

For the experimental group, the participants (N=30) recorded for objectivity in the third essay 33.33%, formality 45.61%, and cautious writing shows a slight increase compared to the control group essays which represents 40.32%.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	02	01	00	03	S1	00	01	01	02
	5.71 %	2.85 %	00 %	8.57 %		00%	1.75 %	1.75 %	3.50 %
S2	00	01	00	01	S2	01	01	00	02
	00 %	2.85 %	00 %	2.85 %		1.75 %	1.75 %	00 %	3.50 %
S3	01	01	00	02	S3	02	01	00	03
	2.85 %	2.85 %	00 %	5.71 %		3.50 %	1.75 %	00 %	5.26 %
S4	01	01	00	02	S4	00	01	00	01
	2.85 %	2.85 %	00 %	5.71 %		00%	1.75%	00 %	1.75 %
S5	01	01	01	03	S5	00	00	00	00
	2.85 %	2.85 %	2.85 %	8.57 %		00%	00 %	00%	00 %
S6	00	00	00	00	S6	02	02	01	05
	00 %	00 %	00 %	00 %		3.50 %	3.50 %	1.75 %	8.77 %
S7	00	01	00	01	S7	02	02	00	04
	00 %	2.85 %	00 %	2.85 %		3.50 %	3.50 %	00%	7.01 %
S8	00	02	00	02	S8	01	00	01	02
	00 %	5.71 %	00 %	5.71 %		1.75 %	00 %	1.75 %	3.50 %
S9	01	00	00	01	S9	01	00	00	01
	2.85 %	00 %	00 %	2.85 %		1.75%	00%	00 %	1.75 %
S10	01	00	00	01	S10	00	00	00	00
	2.85 %	00 %	00 %	2.85 %		00 %	00 %	00 %	00 %
S11	00	00	01	01	S11	00	01	00	01
	00 %	00 %	2.85 %	2.85 %		00%	1.75 %	00 %	1.75 %
S12	00	01	00	01	S12	01	01	00	02
	00 %	2.85 %	00 %	2.85 %		1.75 %	1.75 %	00%	3.50 %
S13	01	00	01	02	S13	01	01	00	02
	2.85 %	00 %	2.85 %	5.71 %		1.75 %	1.75 %	00 %	3.50 %
S14	01	01	01	03	S14	01	01	01	03
	2.85 %	2.85 %	2.85 %	8.57 %		1.75 %	1.75 %	1.75 %	5.26 %
S15	00	00	00	00	S15	00	00	02	02
	00 %	00 %	00 %	00 %		00 %	00 %	3.50 %	3.50 %
S16	00	00	01	01	S16	01	01	00	02
	00 %	00 %	2.85 %	2.85 %		1.75 %	1.75%	00%	3.50 %
S17	00	00	01	01	S17	01	00	00	01
	00 %	00 %	2.85 %	2.85 %		1.75 %	00%	00%	1.75 %
S18	00	00	00	00	S18	00	02	01	03
	00 %	00 %	00 %	00 %		00%	3.50 %	1.75 %	5.26 %
S19	01	00	00	01	S19	00	02	00	02
	2.85 %	00 %	00 %	2.85 %		00%	3.50 %	00%	3.50 %
S20	00	02	00	02	S20	00	01	00	01
	00 %	5.71 %	00 %	5.71 %		00%	1.75 %	00%	1.75 %
S21	00	00	00	00	S21	00	00	01	01
	00 %	00 %	00 %	00 %		00%	00%	1.75 %	1.75 %
S22	00	00	00	00	S22	00	00	01	01
	00 %	00 %	00 %	00 %		00%	00 %	1.75 %	1.75 %
S23	01	00	00	01	S23	02	01	00	03
	2.85 %	00%	00 %	2.85 %		3.50 %	1.75 %	00 %	5.26 %
S24	00	02	00	02	S24	01	02	01	04
	00 %	5.71 %	00 %	5.71 %		1.75 %	3.50 %	1.75 %	7.01 %
S25	00	00	00	00	S25	00	00	00	00
	00 %	00 %	00 %	00 %		00 %	00 %	00 %	00 %
S26	00	00	00	00	S26	01	03	00	04
	00 %	00 %	00 %	00 %		1.75 %	5.26 %	00 %	7.01 %
S27	01	01	00	02	S27	00	00	01	01
	2.85 %	2.85 %	00 %	5.71 %		00%	00%	1.75 %	1.75 %
S28	00	00	01	01	S28	00	01	00	01
	00 %	00 %	2.85 %	2.85 %		00%	1.75 %	00 %	1.75 %
S29	00	01	00	01	S29	01	01	01	03
	00 %	2.85 %	00 %	2.85 %		1.75 %	1.75 %	1.75 %	5.26 %
S30	00	00	00	00	S30	00	00	00	00
	00 %	00 %	00 %	00 %		00 %	00 %	00 %	00 %
Total	12	16	07	35	Total	19	26	12	57
	34.28 %	45.71 %	20 %	100 %		33.33 %	45.61 %	40.32%	100%

**Table 48: Pre-test Performance of the Control and Experimental Groups in Essay Three**

**Essay Four:** If you can change two important things about your hometown, what would they be? Use specific examples to support your answer.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	00	00	00	00	S1	00	00	00	00
	00%	00%	00%	00%		00%	00%	00%	00%
S2	01	00	00	01	S2	01	00	00	01
	2.77%	00%	00%	2.77%		2.17%	00%	00%	2.17%
S3	00	02	00	02	S3	00	01	00	01
	00%	5.55%	00%	5.55%		00%	2.17%	00%	2.17%
S4	00	02	00	02	S4	01	02	00	03
	00%	5.55%	00%	5.55%		2.17%	4.34%	00%	6.52%
S5	00	00	00	00	S5	00	02	01	03
	00%	00%	00%	00%		00%	4.34%	2.17%	6.52%
S6	00	00	01	01	S6	02	00	00	02
	00%	00%	2.77%	2.77%		4.34%	00%	00%	4.34%
S7	00	00	00	00	S7	00	01	00	01
	00%	00%	00%	00%		00%	2.17%	00%	2.17%
S8	00	00	01	01	S8	00	02	00	02
	00%	00%	2.77%	2.77%		00%	4.34%	00%	4.34%
S9	00	00	00	00	S9	00	01	00	01
	00%	00%	00%	00%		00%	2.17%	00%	2.17%
S10	00	00	01	01	S10	00	00	01	01
	00%	00%	2.77%	2.77%		00%	00%	2.17%	2.17%
S11	00	02	00	02	S11	00	00	02	02
	00%	5.55%	00%	5.55%		00%	00%	4.34%	4.34%
S12	00	01	00	01	S12	00	01	00	01
	00%	2.77%	00%	2.77%		00%	2.17%	00%	2.17%
S13	00	00	00	00	S13	00	00	01	01
	00%	00%	00%	00%		00%	00%	2.17%	2.17%
S14	01	00	01	02	S14	00	02	00	02
	2.77%	00%	2.77%	5.55%		00%	4.34%	00%	4.34%
S15	00	01	00	01	S15	00	02	01	03
	00%	2.77%	00%	2.77%		00%	4.34%	2.17%	6.52%
S16	00	00	00	00	S16	00	01	00	01
	00%	00%	00%	00%		00%	2.17%	00%	2.17%
S17	00	01	00	01	S17	00	01	00	01
	00%	2.77%	00%	2.77%		00%	2.17%	00%	2.17%
S18	00	01	00	01	S18	01	01	01	03
	00%	2.77%	00%	2.77%		2.17%	2.17%	2.17%	6.52%
S19	00	02	00	02	S19	00	01	00	01
	00%	5.55%	00%	5.55%		00%	2.17%	00%	2.17%
S20	01	01	01	03	S20	00	00	02	02
	2.77%	2.77%	2.77%	8.33%		00%	00%	4.34%	4.34%
S21	01	00	00	01	S21	00	02	00	02
	2.77%	00%	00%	2.77%		00%	4.34%	00%	4.34%
S22	00	01	00	01	S22	00	01	00	01
	00%	2.77%	00%	2.77%		00%	2.17%	00%	2.17%
S23	02	00	00	02	S23	00	02	01	03
	5.55%	00%	00%	5.55%		00%	4.34%	2.17%	6.52%
S24	00	01	00	01	S24	00	02	00	02
	00%	2.77%	00%	2.77%		00%	4.34%	00%	4.34%
S25	01	01	01	03	S25	01	01	00	02
	2.77%	2.77%	2.77%	8.33%		2.17%	2.17%	00%	4.34%
S26	01	00	00	01	S26	00	00	00	00
	2.77%	00%	00%	2.77%		00%	00%	00%	00%
S27	01	00	00	01	S27	01	01	00	02
	2.77%	00%	00%	2.77%		2.17%	2.17%	00%	4.34%
S28	00	00	00	00	S28	00	00	01	01
	00%	00%	00%	00%		00%	00%	2.17%	2.17%
S29	00	01	01	02	S29	01	00	00	01
	00%	2.77%	2.77%	5.55%		2.17%	00%	00%	2.17%
S30	01	01	01	03	S30	00	00	00	00
	2.77%	2.77%	2.77%	8.33%		00%	00%	00%	00%
Total	10	18	08	36	Total	08	27	11	46
	27.77%	50%	22.22%	100%		17.39%	58.69%	23.91%	100%

**Table 49. Pre-test Performance of the Control and Experimental Groups in Essay Four**



It can be seen from Table 49 that the highest percentage is obtained by using formality which occurs 18 times out of 36, i.e. 50%; against the lowest percentage which is cautious writing 22.22%, the remaining 27.77% is for objectivity which represents 10 occurrences.

On the other hand, the experimental group used a total number of the three features which is 46. Formality represents 58.69%, cautious writing 23.91%, against 17.39% of objectivity. The results of both groups prove for another time that the majority of students are not aware of academic writing rules. This means that we could not find more than 1 or 2 occurrences of the three features in an essay, as well as there are essays which do not include objectivity, formality, and cautious writing at all i.e. *no* occurrence.

**Essay Five:** Clothes can tell a lot about persons. What can you tell about judging them from the clothes they wear?

As it is shown in the table below, an improvement is noticeable in the students' essays of both control and experimental groups compared to the previous essays (1, 2, 3, and 4). This might be attributed to the chance given to students to write more than one essay. For the control group, the total number of occurrences of objectivity, formality, and cautious writing is 59. Formality takes the highest part in students' essays which represents 30 (50.34%), cautious writing is 18 (30.50%), against 11 (18.64%) occurrences of objectivity, only 9 students include objectivity in their essays (no more than 2 occurrences in an essay).

Concerning the experimental group, the three tackled features occur 66 times. In more details, cautious writing represents 34 i.e. 51.51%, yet objectivity and formality received the same rate which is 24.24% i.e. 16 occurrences for each feature. On the whole, the results of the pre-test are not high and almost similar to the results of the control group.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	00	01	01	02	S1	02	02	01	05
	00%	1.69%	1.69%	3.38%		3.03%	3.03%	1.51%	7.57%
S2	00	00	00	00	S2	00	00	02	02
	00%	00%	00%	00%		00%	00%	3.03%	3.03%
S3	00	00	01	01	S3	00	00	00	00
	00%	00%	1.69%	1.69%		00%	00%	00%	00%
S4	00	00	01	01	S4	00	01	00	01
	00%	00%	1.69%	1.69%		00%	1.51%	00%	1.51%
S5	01	03	01	05	S5	00	00	02	02
	1.69%	5.08%	1.69%	8.47%		00%	00%	3.03%	3.03%
S6	02	01	01	04	S6	00	00	03	03
	3.38%	1.69%	1.69%	6.77%		00%	00%	4.54%	4.54%
S7	01	02	01	04	S7	00	00	01	01
	1.69%	3.38%	1.69%	6.77%		00%	00%	1.51%	1.51%
S8	01	01	00	02	S8	02	00	01	03
	1.69%	1.69%	00%	3.38%		3.03%	00%	1.51%	4.54%
S9	00	00	00	00	S9	01	00	00	01
	00%	00%	00%	00%		1.51%	00%	00%	1.51%
S10	00	01	00	01	S10	01	01	02	04
	00%	1.69%	00%	1.69%		1.51%	1.51%	3.03%	6.06%
S11	00	03	01	04	S11	01	00	02	03
	00%	5.08%	1.69%	6.77%		1.51%	00%	3.03%	4.54%
S12	00	00	01	01	S12	02	01	01	04
	00%	00%	1.69%	1.69%		3.03%	1.51%	1.51%	6.06%
S13	01	01	00	02	S13	00	01	02	03
	1.69%	1.69%	00%	3.38%		00%	1.51%	3.03%	4.54%
S14	00	00	00	00	S14	00	00	00	00
	00%	00%	00%	00%		00%	00%	00%	00%
S15	00	02	01	03	S15	01	00	01	02
	00%	3.38%	1.69%	5.08%		1.51%	00%	1.51%	3.03%
S16	01	02	04	07	S16	00	00	00	00
	1.69%	3.38%	6.77%	11.86%		00%	00%	00%	00%
S17	00	00	00	00	S17	00	00	01	01
	00%	00%	00%	00%		00%	00%	1.51%	1.51%
S18	01	00	00	01	S18	01	00	01	02
	1.69%	00%	00%	1.69%		1.51%	00%	1.51%	3.03%
S19	01	00	00	01	S19	02	01	01	04
	1.69%	00%	00%	1.69%		3.03%	1.51%	1.51%	6.06%
S20	00	01	00	01	S20	00	01	02	03
	00%	1.69%	00%	1.69%		00%	1.51%	3.03%	4.54%
S21	00	02	00	02	S21	01	00	02	03
	00%	3.38%	00%	3.38%		1.51%	00%	3.03%	4.54%
S22	00	01	00	01	S22	01	01	01	03
	00%	1.69%	00%	1.69%		1.51%	1.51%	1.51%	4.54%
S23	01	00	01	02	S23	00	02	00	02
	1.69%	00%	1.69%	3.38%		00%	3.03%	00%	3.03%
S24	00	01	02	03	S24	00	03	00	03
	00%	1.69%	3.38%	5.08%		00%	4.54%	00%	4.54%
S25	00	02	00	02	S25	00	00	02	02
	00%	3.38%	00%	3.38%		00%	00%	3.03%	3.03%
S26	00	03	00	03	S26	00	00	02	02
	00%	5.08%	00%	5.08%		00%	00%	3.03%	3.03%
S27	00	01	00	01	S27	00	00	01	01
	00%	1.69%	00%	1.69%		00%	00%	1.51%	1.51%
S28	00	01	00	01	S28	01	00	00	01
	00%	1.69%	00%	1.69%		1.51%	00%	00%	1.51%
S29	00	00	00	00	S29	00	02	02	04
	00%	00%	00%	00%		00%	3.03%	3.03%	6.06%
S30	01	01	02	04	S30	00	00	01	01
	1.69%	1.69%	3.38%	6.77%		00%	00%	1.51%	1.51%
Total	11	30	18	59	Total	16	16	34	66
	18.64%	50.84%	30.50%	100%		24.24%	24.24%	51.51%	100%

**Table 50: Pre-test Performance of the Control and Experimental Groups in Essay Five**

### **5.5.2. Post-test Results (Control Group and Experimental Group)**

**Essay Six:** Friendship ends? Give reasons.

The results presented in Table 51 show the post-test achievements of the control group and the experimental one. As mentioned before in this chapter, the control group during the post-test did not receive any treatment such as explicit teaching and instructions about academic writing conventions which is not the case for the experimental group. For the control group, the participants used 65 as a total number of occurrences of the three features. The number of features is slightly increased compared to the number used in the previous essays. Both of objectivity and formality record the same rate 25 i.e.38.64%, against cautious writing which represents 15 i.e. 23.07%.

On the other hand, the results of the experimental group in the post-test show clearly that there is a noticeable distinctive improvement in using academic writing features. This distinctive increase can be noticed from the total number of occurrences of objectivity, formality and cautious writing, which are 97. Formality takes the highest percentage which is 45 (46.39%), objectivity is 33 (34.02%), against cautious writing that has the low rate which is 19 (19.58%). These results prove that awareness raising strategy, explicit instructions on academic writing, affects the participants' performance through using some features that make their written productions more academic.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	<b>01</b>	<b>01</b>	<b>01</b>	<b>03</b>	S1	<b>02</b>	<b>03</b>	<b>04</b>	<b>09</b>
	1.53 %	1.53 %	1.53 %	4.61 %		2.06 %	3.09 %	4.12 %	9.27 %
S2	<b>00</b>	<b>00</b>	<b>01</b>	<b>01</b>	S2	<b>01</b>	<b>01</b>	<b>02</b>	<b>04</b>
	00 %	00 %	1.53 %	1.53 %		1.03 %	1.03 %	2.06 %	4.12 %
S3	<b>00</b>	<b>01</b>	<b>02</b>	<b>03</b>	S3	<b>01</b>	<b>02</b>	<b>01</b>	<b>04</b>
	00 %	1.53 %	3.07 %	4.61 %		1.03 %	2.06 %	1.03 %	4.12 %
S4	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	S4	<b>00</b>	<b>02</b>	<b>01</b>	<b>03</b>
	00 %	00 %	00 %	00 %		00 %	2.06 %	1.03 %	3.09 %
S5	<b>00</b>	<b>00</b>	<b>01</b>	<b>01</b>	S5	<b>00</b>	<b>04</b>	<b>00</b>	<b>04</b>
	00 %	00 %	1.53 %	1.53 %		00%	4.12 %	00 %	4.12 %
S6	<b>02</b>	<b>00</b>	<b>00</b>	<b>02</b>	S6	<b>00</b>	<b>03</b>	<b>01</b>	<b>04</b>
	3.07 %	00 %	00 %	3.07 %		00 %	3.09 %	1.03 %	4.12 %
S7	<b>01</b>	<b>00</b>	<b>00</b>	<b>01</b>	S7	<b>00</b>	<b>01</b>	<b>00</b>	<b>01</b>
	1.53 %	00 %	00 %	1.53 %		00 %	1.03 %	00 %	1.03 %
S8	<b>01</b>	<b>02</b>	<b>01</b>	<b>04</b>	S8	<b>01</b>	<b>01</b>	<b>00</b>	<b>02</b>
	1.53 %	3.07 %	1.53 %	6.15 %		1.03 %	1.03 %	00 %	2.06 %
S9	<b>00</b>	<b>01</b>	<b>00</b>	<b>01</b>	S9	<b>02</b>	<b>01</b>	<b>01</b>	<b>04</b>
	00 %	1.53 %	00 %	1.53 %		2.06 %	1.03 %	1.03 %	4.12 %
S10	<b>01</b>	<b>00</b>	<b>01</b>	<b>02</b>	S10	<b>00</b>	<b>01</b>	<b>01</b>	<b>02</b>
	1.53 %	00 %	1.53 %	3.07 %		00 %	1.03 %	1.03 %	2.06 %
S11	<b>00</b>	<b>01</b>	<b>00</b>	<b>01</b>	S11	<b>01</b>	<b>01</b>	<b>01</b>	<b>03</b>
	00 %	1.53 %	00 %	1.53 %		1.03 %	1.03 %	1.03 %	3.09 %
S12	<b>01</b>	<b>01</b>	<b>01</b>	<b>03</b>	S12	<b>01</b>	<b>02</b>	<b>01</b>	<b>04</b>
	1.53 %	1.53 %	1.53 %	4.61 %		1.03 %	2.06 %	1.03 %	4.12 %
S13	<b>02</b>	<b>00</b>	<b>01</b>	<b>03</b>	S13	<b>02</b>	<b>01</b>	<b>00</b>	<b>03</b>
	3.07 %	00 %	1.53 %	4.61 %		2.06 %	1.03 %	00 %	3.09 %
S14	<b>01</b>	<b>03</b>	<b>02</b>	<b>06</b>	S14	<b>00</b>	<b>01</b>	<b>00</b>	<b>01</b>
	1.53 %	4.61 %	3.07 %	9.23 %		00 %	1.03 %	00 %	1.03 %
S15	<b>02</b>	<b>01</b>	<b>01</b>	<b>04</b>	S15	<b>02</b>	<b>03</b>	<b>01</b>	<b>06</b>
	3.07 %	1.53 %	1.53 %	6.15 %		2.06 %	3.09 %	1.03 %	6.18 %
S16	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	S16	<b>03</b>	<b>01</b>	<b>00</b>	<b>04</b>
	00 %	00 %	00 %	00 %		3.09 %	1.03 %	00%	4.12 %
S17	<b>00</b>	<b>03</b>	<b>00</b>	<b>03</b>	S17	<b>01</b>	<b>01</b>	<b>00</b>	<b>02</b>
	00 %	4.61 %	00 %	4.61 %		1.03 %	1.03 %	00 %	2.06 %
S18	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	S18	<b>01</b>	<b>02</b>	<b>00</b>	<b>03</b>
	00 %	00 %	00 %	00 %		1.03 %	2.06 %	00 %	3.09 %
S19	<b>00</b>	<b>01</b>	<b>00</b>	<b>01</b>	S19	<b>00</b>	<b>03</b>	<b>00</b>	<b>03</b>
	00 %	1.53 %	00 %	1.53 %		00%	3.09 %	00 %	3.09 %
S20	<b>00</b>	<b>02</b>	<b>00</b>	<b>02</b>	S20	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
	00 %	3.07 %	00 %	3.07 %		00%	00 %	00 %	00 %
S21	<b>00</b>	<b>02</b>	<b>00</b>	<b>02</b>	S21	<b>01</b>	<b>00</b>	<b>00</b>	<b>01</b>
	00 %	3.07 %	00 %	3.07 %		1.03 %	00 %	00 %	1.03 %
S22	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	S22	<b>01</b>	<b>01</b>	<b>00</b>	<b>02</b>
	00 %	00 %	00 %	00 %		1.03 %	1.03 %	00 %	2.06 %
S23	<b>03</b>	<b>00</b>	<b>00</b>	<b>03</b>	S23	<b>02</b>	<b>00</b>	<b>01</b>	<b>03</b>
	4.61 %	00%	00 %	4.61 %		2.06 %	00 %	1.03 %	3.09 %
S24	<b>02</b>	<b>02</b>	<b>00</b>	<b>04</b>	S24	<b>01</b>	<b>02</b>	<b>01</b>	<b>04</b>
	3.07 %	3.07 %	00 %	6.15 %		1.03 %	2.06 %	1.03 %	4.12 %
S25	<b>01</b>	<b>01</b>	<b>01</b>	<b>03</b>	S25	<b>03</b>	<b>01</b>	<b>01</b>	<b>05</b>
	1.53 %	1.53 %	1.53 %	4.61 %		3.09 %	1.03 %	1.03 %	5.15 %
S26	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	S26	<b>02</b>	<b>02</b>	<b>00</b>	<b>04</b>
	00 %	00 %	00 %	00 %		2.06 %	2.06 %	00 %	4.12 %
S27	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	S27	<b>02</b>	<b>01</b>	<b>00</b>	<b>03</b>
	00 %	00 %	00 %	00 %		2.06 %	1.03 %	00 %	3.09 %
S28	<b>02</b>	<b>01</b>	<b>00</b>	<b>03</b>	S28	<b>03</b>	<b>01</b>	<b>00</b>	<b>04</b>
	3.07 %	1.53 %	00 %	4.61 %		3.09 %	1.03 %	00 %	4.12 %
S29	<b>03</b>	<b>00</b>	<b>02</b>	<b>05</b>	S29	<b>00</b>	<b>01</b>	<b>01</b>	<b>02</b>
	4.61 %	00 %	3.07 %	7.69 %		00 %	1.03 %	1.03 %	2.06 %
S30	<b>02</b>	<b>02</b>	<b>00</b>	<b>04</b>	S30	<b>00</b>	<b>02</b>	<b>01</b>	<b>03</b>
	3.07 %	3.07 %	00 %	6.15 %		00 %	2.06 %	1.03 %	3.09 %
Total	<b>25</b>	<b>25</b>	<b>15</b>	<b>65</b>	Total	<b>33</b>	<b>45</b>	<b>19</b>	<b>97</b>
	<b>38.46 %</b>	<b>38.46 %</b>	<b>23.07%</b>	<b>100 %</b>		<b>34.02 %</b>	<b>46.39 %</b>	<b>19.58%</b>	<b>100%</b>

**Table 51: Post-test Performance of the Control and Experimental Groups in Essay Six**

Essay Sven: Discuss the effects of the teachers' values on students.

Students	Control Group				Students	Experimental Group			
	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total		Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	03	01	00	04	S1	03	04	01	08
	5.66 %	1.88 %	00 %	7.54 %		2.80 %	3.73 %	0.93 %	7.47 %
S2	00	02	00	02	S2	00	01	01	02
	00 %	3.77 %	00 %	3.77 %		00 %	0.93 %	0.93 %	1.86 %
S3	00	01	00	01	S3	02	01	04	07
	00 %	1.88 %	00 %	1.88 %		1.86 %	0.93 %	3.73 %	6.54 %
S4	01	01	00	02	S4	02	01	01	04
	1.88 %	1.88 %	00 %	3.77 %		1.86 %	0.93 %	0.93 %	3.73 %
S5	00	00	00	00	S5	02	02	00	04
	00 %	00 %	00 %	00 %		1.86 %	1.86 %	00 %	3.73 %
S6	00	00	00	00	S6	00	00	01	01
	00 %	00 %	00 %	00 %		00 %	00 %	0.93 %	0.93 %
S7	03	01	00	04	S7	01	01	02	04
	5.66 %	1.88 %	00 %	7.54 %		0.93 %	0.93 %	1.86 %	3.73 %
S8	00	01	00	01	S8	01	01	01	03
	00 %	1.88 %	00 %	1.88 %		0.93 %	0.93 %	0.93 %	2.80 %
S9	00	00	00	00	S9	03	04	01	08
	00 %	00 %	00 %	00 %		2.80 %	3.73 %	0.93 %	7.47 %
S10	02	03	00	05	S10	01	02	02	05
	3.77 %	5.66 %	00 %	9.43 %		0.93 %	1.86 %	1.86 %	4.67 %
S11	02	01	00	03	S11	00	00	00	00
	3.77 %	1.88 %	00 %	5.66 %		00 %	00 %	00 %	00 %
S12	02	01	00	03	S12	00	04	01	05
	3.77 %	1.88 %	00 %	5.66 %		00 %	3.73 %	0.93 %	4.67 %
S13	00	01	00	01	S13	00	02	00	02
	00 %	1.88 %	00 %	1.88 %		00 %	1.86 %	00 %	1.86 %
S14	00	00	00	00	S14	00	01	03	04
	00 %	00 %	00 %	00 %		00 %	0.93 %	2.80 %	3.73 %
S15	01	01	00	02	S15	00	01	01	02
	1.88 %	1.88 %	00 %	3.77 %		00 %	0.93 %	0.93 %	1.86 %
S16	01	01	00	02	S16	02	04	01	07
	1.88 %	1.88 %	00 %	3.77 %		1.86 %	3.73 %	0.93 %	6.54 %
S17	00	01	01	02	S17	00	00	00	00
	00 %	1.88 %	1.88 %	3.77 %		00 %	00 %	00 %	00 %
S18	03	00	01	04	S18	00	00	01	01
	5.66 %	00 %	1.88 %	7.54 %		00 %	00 %	0.93 %	0.93 %
S19	00	00	00	00	S19	00	02	02	04
	00 %	00 %	00 %	00 %		00 %	1.86 %	1.86 %	3.73 %
S20	01	00	03	04	S20	00	00	00	00
	1.88 %	00 %	5.66 %	7.54 %		00 %	00 %	00 %	00 %
S21	00	01	00	01	S21	00	00	02	02
	00 %	1.88 %	00 %	1.88 %		00 %	00 %	1.86 %	1.86 %
S22	01	02	01	04	S22	02	02	01	05
	1.88 %	3.77 %	1.88 %	7.54 %		1.86 %	1.86 %	0.93 %	4.67 %
S23	00	01	01	02	S23	03	02	00	05
	00 %	1.88 %	1.88 %	3.77 %		2.80 %	1.86 %	00 %	4.67 %
S24	00	00	00	00	S24	01	02	01	04
	00 %	00 %	00 %	00 %		0.93 %	1.86 %	0.93 %	3.73 %
S25	01	01	00	02	S25	00	02	01	03
	1.88 %	1.88 %	00 %	3.77 %		00 %	1.86 %	0.93 %	2.80 %
S26	00	01	00	01	S26	02	02	03	07
	00 %	1.88 %	00 %	1.88 %		1.86 %	1.86 %	2.80 %	6.54 %
S27	00	00	01	01	S27	01	02	01	04
	00 %	00 %	1.88 %	1.88 %		0.93 %	1.86 %	0.93 %	3.73 %
S28	00	00	01	01	S28	00	00	01	01
	00 %	00 %	1.88 %	1.88 %		00 %	00 %	0.93 %	0.93 %
S29	00	00	01	01	S29	00	01	00	01
	00 %	00 %	1.88 %	1.88 %		00 %	0.93 %	00 %	0.93 %
S30	00	00	00	00	S30	01	01	02	04
	00 %	00 %	00 %	00 %		0.93 %	0.93 %	1.86 %	3.73 %
Total	21	22	10	53	Total	27	45	35	107
	39.62 %	41.50 %	18.86%	100 %		25.23 %	42.05 %	32.71%	100%

Table 52: Post-test Performance of the Control and Experimental Groups in Essay Seven

The results of the control group in the post-test (Table 52) reveal that the participants used nearly the same rate of objectivity and formality. Both of them represent (39.62%) and (41.550%) respectively. Yet, cautious writing records a low rate compared to the other features which is (18.86%). The obtained results show that students are still not aware of academic writing features despite the fact of giving the chance to practice more than one essay.

On the contrary, the results of the experimental group post-test show that there are higher percentages of using academic writing features compared to the previous essays. This means that the rates are getting higher from one essay to another particularly the number of occurrences of cautious writing which is increased from 19 to 35 occurrences. So, we can infer that the subjects of the experimental group started to respond to the experiment treatment which is explicit instructions and intensive practice. Thus, the total number of occurrences of the three features is 107. Formality represents the highest percentage 45 (42.05%), followed by cautious writing 35 (32.71%). However, objectivity records 27 occurrences, i.e., (25.23%).

**Essay Eight:** The difference between the old generation (parents' generation) and the present generation.

The analysis of the data obtained in Table 53 indicates that the performance of the students in essay eight does not achieve any improvement in using academic writing features compared with the previous essays. That is to say, students do not write academically at the university level. At the same time, the total number of occurrences of objectivity, formality, and cautious writing in control group essays ranges from 35 to 65 occurrences. In this essay, the number of occurrences of the mentioned academic writing features is 55. Formality represents 26 i.e.45.61%, objectivity is 18 i.e.31.57%, against cautious writing which obtained 13 i.e. 22.80%.

On the other hand, the experimental group results reveal high level of occurrences of academic writing features. This means that students become aware to employ academic writing rules in their written productions. This appears from the total number of occurrences of these features which is 115. In more details, formality occurs 53, i.e. 46.08%, objectivity represents 42 i.e. 36.52%, against cautious writing which is 20, i.e. 17.39%.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	00	02	00	02	S1	01	00	00	01
	00 %	3.50 %	00 %	3.50 %		0.86 %	00 %	00 %	0.86 %
S2	01	01	00	02	S2	01	01	01	03
	1.75 %	1.75 %	00 %	3.50 %		0.86 %	0.86 %	0.86 %	2.60 %
S3	00	01	01	02	S3	01	02	00	03
	00 %	1.75 %	1.75 %	3.50 %		0.86 %	1.73 %	00 %	2.60 %
S4	02	02	01	05	S4	01	04	01	06
	3.50 %	3.50 %	1.75 %	8.77 %		0.86 %	3.47 %	0.86 %	5.21 %
S5	01	00	00	01	S5	02	04	02	08
	1.75 %	00 %	00 %	1.75 %		1.73 %	3.47 %	1.73 %	6.95 %
S6	00	02	01	03	S6	03	04	02	09
	00 %	3.50 %	1.75 %	5.26 %		2.60 %	3.47 %	1.73 %	7.82 %
S7	00	01	01	02	S7	02	04	01	07
	00 %	1.75 %	1.75 %	3.50 %		1.73 %	3.47 %	0.86 %	6.08 %
S8	00	00	00	00	S8	00	01	01	02
	00 %	00 %	00 %	00 %		00 %	0.86 %	0.86 %	1.73 %
S9	00	01	00	01	S9	00	01	01	02
	00 %	1.75 %	00 %	1.75 %		00 %	0.86 %	0.86 %	1.73 %
S10	01	01	00	02	S10	00	01	00	01
	1.75 %	1.75 %	00 %	3.50 %		00 %	0.86 %	00 %	0.86 %
S11	02	00	01	03	S11	03	01	00	04
	3.50 %	00 %	1.75 %	5.26 %		2.60 %	0.86 %	00 %	3.47 %
S12	00	02	00	02	S12	00	00	00	00
	00 %	3.50 %	00 %	3.50 %		00 %	00 %	00 %	00 %
S13	01	01	01	03	S13	00	01	00	01
	1.75 %	1.75 %	1.75 %	5.26 %		00 %	0.86 %	00 %	0.86 %
S14	00	00	00	00	S14	03	03	01	07
	00 %	00 %	00 %	00 %		2.60 %	2.60 %	0.86 %	6.08 %
S15	01	01	01	03	S15	00	01	00	01
	1.75 %	1.75 %	1.75 %	5.26 %		00 %	0.86 %	00 %	0.86 %
S16	01	02	00	03	S16	03	01	00	04
	1.75 %	3.50 %	00 %	5.26 %		2.60 %	0.86 %	00 %	3.47 %
S17	00	01	00	01	S17	02	03	00	05
	00 %	1.75 %	00 %	1.75 %		1.73 %	2.60 %	00 %	4.34 %
S18	00	00	00	00	S18	02	00	01	03
	00 %	00 %	00 %	00 %		1.73 %	00 %	0.86 %	2.60 %
S19	01	01	01	03	S19	02	04	01	07
	1.75 %	1.75 %	1.75 %	5.26 %		1.73 %	3.47 %	0.86 %	6.08 %
S20	02	00	00	02	S20	01	01	02	04
	3.50 %	00 %	00 %	3.50 %		0.86 %	0.86 %	1.73 %	3.47 %
S21	00	01	01	02	S21	03	02	00	05
	00 %	1.75 %	1.75 %	3.50 %		2.60 %	1.73 %	00 %	4.34 %
S22	00	00	00	00	S22	02	00	01	03
	00 %	00 %	00 %	00 %		1.73 %	00 %	0.86 %	2.60 %
S23	00	01	01	02	S23	01	00	00	01
	00 %	1.75 %	1.75 %	3.50 %		0.86 %	00 %	00 %	0.86 %
S24	01	00	00	01	S24	01	00	00	01
	1.75 %	00 %	00 %	1.75 %		0.86 %	00 %	00 %	0.86 %
S25	02	00	01	03	S25	01	02	00	03
	3.50 %	00 %	1.75 %	5.26 %		0.86 %	1.73 %	00 %	2.60 %
S26	00	00	01	01	S26	02	04	01	07
	00 %	00 %	1.75 %	1.75 %		1.73 %	3.47 %	0.86 %	6.08 %
S27	00	00	00	00	S27	02	02	01	05
	00 %	00 %	00 %	00 %		1.73 %	1.73 %	0.86 %	4.34 %
S28	00	01	01	02	S28	01	03	00	04
	00 %	1.75 %	1.75 %	3.50 %		0.86 %	2.60 %	00 %	3.47 %
S29	01	02	00	03	S29	01	02	02	05
	1.75 %	3.50 %	00 %	5.26 %		0.86 %	1.73 %	1.73 %	4.34 %
S30	01	02	00	03	S30	01	01	01	03
	1.75 %	3.50 %	00 %	5.26 %		0.86 %	0.86 %	0.86 %	2.60 %
Total	18	26	13	57	Total	42	53	20	115
	31.57 %	45.61 %	22.80 %	100 %		36.52 %	46.08 %	17.39 %	100 %

**Table 53: Post-test Performance of the Control and Experimental Groups in Essay Eight**



**Essay Nine:** Studying in your country and studying abroad.

Table 54 below reveals the results of the control and experimental groups in using the academic writing features which are objectivity, formality, and cautious writing. For the control group, participants use formality 27, i.e. 49.09% which takes the highest part in essay nine. Objectivity represents 17 that is 30.90%; against 11 or 20% of cautious writing. Such results confirm what is obtained in the teachers' and students' questionnaires where teachers said that second year students have limited knowledge about academic writing conventions, that they are not aware that academic writing is governed by features that should be present in their written productions including essays.

Concerning the experimental group, an increase is noticed in the rate of using the three features in essay nine. In total, the three features occurred 128. This means that formality increased remarkably 82 or 64.06%, cautious writing occurs 24, i.e. 18.75%, and objectivity represents 22 that is 17.18%.

On the whole, the distinctive increase in the occurrences of academic writing features in the experimental group essays proves the positive effects of awareness raising treatment which are explicit instructions and intensive practice. These awareness raising strategies were applied during the implementation of the experiment. So, the assumption of the research that underlines the importance of providing students with explicit instructions and practice is confirmed.

Control Group					Experimental Group				
Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total	Students	Feature 1 (objectivity)	Feature 2 (formality)	Feature 3 (cautious writing)	Total
S1	01	02	01	04	S1	00	03	01	04
	1.81 %	3.63 %	1.81 %	7.27 %		00 %	2.34 %	0.78 %	3.12 %
S2	00	00	00	00	S2	03	02	00	05
	00 %	00 %	00 %	00 %		2.34 %	1.56 %	00 %	3.90 %
S3	00	00	00	00	S3	02	06	02	10
	00 %	00 %	00 %	00 %		1.56 %	4.68 %	1.56 %	7.81 %
S4	00	02	01	03	S4	01	03	03	07
	00 %	3.63 %	1.81 %	5.45 %		0.78 %	2.34 %	2.34 %	5.46 %
S5	00	01	00	01	S5	00	05	00	05
	00 %	1.81 %	00 %	1.81 %		00 %	3.90 %	00 %	3.90 %
S6	00	01	01	02	S6	01	03	01	05
	00 %	1.81 %	1.81 %	3.63 %		0.78 %	2.34 %	0.78 %	3.90 %
S7	02	00	00	02	S7	00	06	02	08
	3.63 %	00 %	00 %	3.63 %		00 %	4.68 %	1.56 %	6.25 %
S8	01	01	00	02	S8	01	02	00	03
	1.81 %	1.81 %	00 %	3.63 %		0.78 %	1.56 %	00 %	2.34 %
S9	01	01	00	02	S9	00	03	00	03
	1.81 %	1.81 %	00 %	3.63 %		00 %	2.34 %	00 %	2.34 %
S10	00	01	00	01	S10	02	03	00	05
	00 %	1.81 %	00 %	1.81 %		1.56 %	2.34 %	00 %	3.90 %
S11	02	02	00	04	S11	02	05	02	09
	3.63 %	3.63 %	00 %	7.27 %		1.56 %	3.90 %	1.56 %	7.03 %
S12	00	01	00	01	S12	01	01	00	02
	00 %	1.81 %	00 %	1.81 %		0.78 %	0.78 %	00 %	1.56 %
S13	00	01	00	01	S13	00	01	01	02
	00 %	1.81 %	00 %	1.81 %		00 %	0.78 %	0.78 %	1.56 %
S14	00	01	00	01	S14	02	01	01	04
	00 %	1.81 %	00 %	1.81 %		1.56 %	0.78 %	0.78 %	3.12 %
S15	00	00	00	00	S15	01	05	02	08
	00 %	00 %	00 %	00 %		0.78 %	3.90 %	1.56 %	6.25 %
S16	00	00	00	00	S16	00	02	01	03
	00 %	00 %	00 %	00 %		00 %	1.56 %	0.78 %	2.34 %
S17	03	01	00	04	S17	00	04	00	04
	5.45 %	1.81 %	00 %	7.27 %		00 %	3.12 %	00 %	3.12 %
S18	00	01	01	02	S18	00	05	01	06
	00 %	1.81 %	1.81 %	3.63 %		00 %	3.90 %	0.78 %	4.68 %
S19	00	00	02	02	S19	01	03	00	04
	00 %	00 %	3.63 %	3.63 %		0.78 %	2.34 %	00 %	3.12 %
S20	01	01	01	03	S20	01	02	02	05
	1.81 %	1.81 %	1.81 %	5.45 %		0.78 %	1.56 %	1.56 %	3.90 %
S21	01	00	01	02	S21	00	02	00	02
	1.81 %	00 %	1.81 %	3.63 %		00 %	1.56 %	00 %	1.56 %
S22	00	01	00	01	S22	00	01	01	02
	00 %	1.81 %	00 %	1.81 %		00 %	0.78 %	0.78 %	1.56 %
S23	00	02	00	02	S23	01	02	03	06
	00 %	3.63 %	00 %	3.63 %		0.78 %	1.56 %	2.34 %	4.68 %
S24	01	01	00	02	S24	00	04	00	04
	1.81 %	1.81 %	00 %	3.63 %		00 %	3.12 %	00 %	3.12 %
S25	01	02	01	04	S25	00	00	00	00
	1.81 %	3.63 %	1.81 %	7.27 %		00 %	00 %	00 %	00 %
S26	02	01	00	03	S26	00	01	00	01
	3.63 %	1.81 %	00 %	5.45 %		00 %	0.78 %	00 %	0.78 %
S27	00	00	00	00	S27	00	01	00	01
	00 %	00 %	00 %	00 %		00 %	0.78 %	00 %	0.78 %
S28	00	01	01	02	S28	02	04	01	07
	00 %	1.81 %	1.81 %	3.63 %		1.56 %	3.12 %	0.78 %	5.46 %
S29	01	00	00	01	S29	00	01	00	01
	1.81 %	00 %	00 %	1.81 %		00 %	0.78 %	00 %	0.78 %
S30	00	02	01	03	S30	01	01	00	02
	1.75 %	3.63 %	1.81 %	5.45 %		0.78 %	0.78 %	00 %	1.56 %
Total	17	27	11	55	Total	22	82	24	128
	30.90 %	49.09 %	20 %	100 %		17.18 %	64.06 %	18.75 %	100 %

**Table 54: Post-test Performance of the Control and Experimental Groups in Essay Nine**

## **Conclusion**

In so far, this chapter provides a description and an analysis of the results of the experiment. It includes a pre-test and a post-test. The main purpose of the experiment is to test students' awareness in employing the academic writing features of objectivity, formality, and cautious writing. The results of the pre-test revealed that the participants of both groups recorded nearly the same low rates of occurrences of academic writing features. This means that students are subjective in their writings, i.e. they overused personal pronouns. Furthermore, they were informal in the sense that they used a lot of contracted forms and colloquial expressions that should be avoided in academic writing. The same for cautious writing which was not present in students' essays. Besides, the post-test results showed that the experimental group achieved to some extent some improvements in comparison to the control group, i.e., participants become aware of academic writing conventions after the experiment treatment. However, to make an efficient awareness building strategy about academic writing conventions, there should be a sufficient time allocated to teach Written Expression, because two sessions per week are not enough to teach and practice academic writing.

## **General Conclusion and Recommendations**

The aim of the present research is to point out that teaching academic writing should focus on the main rules that make an academic text different from the other kinds of writing. Furthermore, this study is devoted to investigate the extent to which second years at the Department of English Language, University of Constantine are aware of the nature of academic writing and its features. To answer the questions asked in this research, we hypothesized that if second year students receive explicit instructions about academic writing conventions, they will be aware of such conventions and their writing quality will be improved in writing academic papers. Before testing the hypothesis, a theoretical background was provided which consists of three chapters that discussed the most important issues which are relevant to the aim of the study. The first chapter shed some light on the writing skill and its definitions; its main stages and its process. Moreover, the chapter discussed the different types of writing and academic writing in particular. It also dealt with the different methods of development in writing such as description, narration, and argumentation. The second chapter discussed the notion of academic writing and its nature, as well as the difference between academic and non-academic writing. The chapter evenly tried to tackle the common genres of academic writing that students encounter in their studies. Furthermore, a detailed discussion was provided about the features that govern academic writing as formality, cautious writing, and academic vocabulary. The third chapter discussed language awareness and its different types. Moreover, awareness raising strategies were provided. These strategies would help students to be aware of academic writing features. The fourth chapter was devoted to the practical part. It was about the analysis of teachers' and students' questionnaires. The results showed that students have a limited knowledge about academic writing features. Such a weakness could be the lack of exposure and of explicit instructions about academic writing.

At the same time, the chapter was about the analysis of the data obtained from the second research tool which was an experiment. The results of the pre-test showed that the participants of the control group and the experimental group recorded approximately the same low percentages of academic writing features; whereas the post-test results revealed that the experimental group achieved some improvements after the treatment in writing academic essays compared to the control group. Both results allow the researcher to say that the hypothesis is to some extent confirmed.

In the light of these obtained results, the researcher advanced the following recommendations:

- It is important to raise students' awareness about the nature of academic writing through the inclusion of a course in the Written Expression program, i.e., students need to have a theoretical background on academic writing. This course includes the meaning of academic writing and its different types, as well as the rules that govern academic writing. Second, teachers should provide their students with explicit instructions and guidance on how to construct an academic paper. These instructions would be as contributing factors to be aware and understand the requirements of academic writing.
- There should be an intensive practice in Written Expression sessions. This means that the more students write the different types of essays, the more they adopt the standards of the writing skill in general and in particular academic writing.
- For such an awareness raising about academic writing features, more time and sessions are needed. This means that the time devoted by the researcher in the present study to teach the students academic writing, four weeks besides the sessions of writing the nine essays of the research experiment, was not enough to cover all the necessities of doing a research.
- Teachers should cooperate together in the sense that they rely on unified teaching materials that include the appropriate courses of academic writing.

- Students have to read authentic materials that include academic texts and see how professional academic writers construct their papers. These academic texts include absolutely the different conventions of academic writing; thus, students would be aware and familiar with academic writing rules. So , it is important to think that there should be sessions devoted to the reading skill besides writing, so that we can ensure that students would read.

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## **Appendix 1**

### **Teachers' Pilot Questionnaire**

University of Constantine 1

Department of Letters and English Language

### Teachers' Pilot Questionnaire

Dear colleagues,

This questionnaire is part of research on academic writing and raising students' awareness about its features. Please tick the appropriate box or give full answers whenever necessary. I would be thankful if you could fill in this questionnaire.

Mrs. Mechitoua Nassima

#### 1) General information

1) Which degree do you hold?

a) Master/Magister

b) Ph D

2) How many years have you been teaching English?

a) 1-5 years

b) 5-10 years

c) 10-20 years

d) 20years and above

#### 2) Teachers' perception of students' academic writing

3) What is your opinion of second year academic writing knowledge?

.....  
.....

4) Do students write academically in their assignments? Justify your answer.

.....

5) Are students aware of academic writing genre, particularly its main features?

a) Yes

b) No

6) What is your definition of academic writing?

.....  
.....



## **Appendix 2**

### **Teachers' Questionnaire**

University of Constantine 1

Department of Letters and English Language

## Teachers' Questionnaire

Dear colleagues,

This questionnaire is part of research on academic writing and raising students' awareness about its features. I shall be very thankful had you filled in this questionnaire.

Mrs. Mechitoua Nassima

### 1. Which degree do you hold?

a) Master/Magister

b) Ph D

### 2. Teaching Experience

a) 1-5 years  b) 5-10 years  c) 10-20 years  d) 20years and above

### 3. Teaching Experience with Written Expression ?

a) 1year

b) 2years

c) more than 3years

### 4. What is your opinion of second year academic writing knowledge?

a) limited knowledge  b) they have knowledge  c) they don't have

### 5. Do second year English students have problems when writing assignments.

a) Yes

b) No

If yes, what are they?

.....

### 6. Do students write academically?

a) Yes

b) No



**7. What is your definition of academic writing?**

.....

**8. What do you think should be done to improve students' use of academic writing features?**

.....

**9. Do you think that explicit instructions play a major role in raising students' awareness about academic writing features?**

a) Yes                       b) No

**If yes, explain why?**

.....

**10. Do you think that teaching academic writing per se to second years would help them raise their awareness towards academic writing features?**

a) Yes                       b) No

**11. What do you think the effective constituents of teaching academic writing?**

.....

**12. Do you think that two sessions per week of written Expression/Academic writing would help students write academically?**

a) Yes                       b) No

.....

**Please, say why.**

.....

**13. In your opinion, what makes students not use (if they don't use) academic writing features in their written production?**

- a) Lack of explicit instructions  b) lack of practice  c) no exposure to exposure to academic texts

**14. Which approach (es) do you follow when teaching writing?**

- a) Process approach  b) product approach  c) genre approach

**15. Please explain the reasons for your choice**

.....

**16. How do you evaluate students' good but *non-academic* writing?**

- a) I draw their attention that they are non-academic   
b) I don't draw their attention because I focus more on other aspects of writing

**17. How would you consider an assignment which contains the different features of academic writing?**

.....

**18. Do you think that teaching academic writing should focus on the main features that make this genre distinct from other writing genres?**

- a) Yes  b) No

**Please explain why?**

.....

Many thanks

## **Appendix 3**

### **Students' Pilot Questionnaire**

University of Constantine 1

Department of Letters and English Languages

## **Students' Pilot Questionnaire**

Dear students

I would be thankful if you could answer this questionnaire.

### **1) General information**

1- How many years have you been studying English?

.....

### **2) Students' perception of academic writing**

2- What kind of writing assignment do you practice most at the university?

a) Paragraph      b) Essay      c) Research paper      d) Summaries

3- Do you write these writing genres academically?

a) Yes                      b) No                      c) Do not know

4- In your opinion, what is meant by academic writing?

.....

5- Do you know that academic writing is characterized by different features?

a) Yes                      b) No

6- Do you know what are the main features of academic writing? If yes, name them.

a) Yes                      b) No



## **Appendix 4**

### **Students' Questionnaire**

University of Constantine 1

Department of Letters and English Languages

## Students' Questionnaire

Dear students

I would be thankful if you could answer this questionnaire. Please tick ( ) the appropriate box, or give full answers whenever necessary.

### 1. How many years have you been studying English?

.....years

### 2. What kind of writing assignment do you practice most at the university?

a) Paragraph     b) Essay     c) Research paper     d) Summaries

### 3. Do you write these academically?

a) yes                       b) no                       c) do not know

### 4. In your opinion, what is academic writing?

.....

### 5. Do you know that academic writing is characterized by different features?

a) yes                       b) no

### 6. Do you know what are the main features of academic writing? If yes, name them.

a) yes                       b) no

.....  
**7. Do you think that your teachers prepared you adequately to write academically at the university?**

a) yes

b) no

**8. Do you think that there should be courses in your curriculum about the nature of academic writing and its conventions?**

a) yes

b) no

c) not necessary

**9. Do you think that such courses may let you know/learn academic writing conventions?**

a) yes

b) no

**Give reasons for your answer.**

.....  
**10. Do you receive explicit instructions and sample texts about how academic writing should be?**

a) yes

b) no

**11. Do you think that explicit teaching and instructions about academic writing may make you aware of academic writing features?**

a) yes

b) no

**Explain**



**12. In your opinion, what do your teachers focus when they evaluate your writing? You may choose more than one answer.**

- a) content       b) grammar       c) academic features

**13. Do you think that two sessions per week of Written Expression help you to learn/ to write academically?**

- a) yes       b) no

**If no, what do you suggest?**

.....

**14. When you write assignments, do your teachers give you a written or oral feedback concerning academic writing? If yes, what do they tell you?**

- a) yes       b) no

**If yes, what do they tell you?**

.....

**15. What best makes you aware that academic writing is characterized by different features?**

- a) Extensive practice   
b) Explicit teaching and instructions   
c) Giving model texts   
d) providing feedback

Thank you

**Appendix 5**  
**Pre-test Essays**

## **5.1. Control Group Essays**

### **5.1.1. Essay One**

Language in general is very important  
 in our educational life which improves  
 the student's level in any field to learn  
 like writing and speaking especially  
 talking foreign languages. For me  
 speaking more than one language is a  
 great advantage.

As we are from France we speak  
 distinct languages such as English, French,  
 and German. The wisdom of speaking  
 different languages can help you to  
 much in your life when you spend your life

Subjective

time approaching to foreign countries, discover other people's thoughts, cultures and customs

Learning languages assists you to stimulate your brain, to cultivate, to be well educated; you may find new various things you may learn different grammar's rules for example learning different tenses, structure of sentences and also the structure of speaking and pronunciation.

As we are students of English, we require to speak more than one language beginning from our mother language to the others as French and English since they help us to translate accurately into any language. We prefer besides, we can pick up for each language the originally unknown words when we need them.

Language is a mother tongue, it is organized into rules, it is a psychological

abstract system that we can not feel or touch it though it can improve your utterance, you may be able to speak with more fluency when you are speaking with fluency.

No cautions!  
We all know that language is very important in our life because without these languages people cannot speak or connect each other. But speaking with other languages in addition, the mother tongue is also very important and it has great advantages ~~among them~~ ~~and effects~~ because we need it for culture, relationships and studying.

The most effect of speaking more than one language is being more cultured. Speaking more than one language helps us to cultivate our level and also it makes us know more about the culture and the customs of the other countries and this is what we need especially if we want to travel.

Another effect of speaking more than one language is making a large relationship. When we speak another language we may be able to discuss and connect people of foreign country without stress and this would lead us to make relationships.

with them.

Speaking more than one language also has a great advantage which is helping us in studying. When we study we always need to learn other languages because the ideas and the information are different from each other and if we want to study a the history of a country, we need to speak its language in order to understand well.

To sum up, speaking more than a language is a great advantage because it helps us a lot. ~~because of that advantage we should~~ that's why we should learn the other languages in order to ease all what we need.

Languages play a large role in how societies operate. Many people speak just one language, but some people can speak more than one language, they are bilingual. Learning more than one language is very helpful in everybody's life and speaking a foreign language is extremely important.

First, speaking another language can help you a lot and it will facilitate your communication with people especially native speakers. In addition, it may help you make foreign friends. Also, more easily, when you want to ask for any information, you will be better understood.

Even, it can help you getting a job, because international businesses prefer to hire people that know more than one language and this may give you an edge when competing for an important position. Also, in many cultures, attempting to speak their languages

is viewed as a sign of respect.

Besides, there are several reasons to learn more than one language, and the most important one is the stimulation it offers to your mind. According to some studies, children who transferred enrolled information language courses demonstrate stronger cognitive skills, particularly in the area of creativity.

Concluding, I would like to say that the importance of learning different languages is universal, it will always benefit you in one way or another.

Speaking more than <sup>one</sup> language is a great advantage. Essay.

We live in a world where everywhere you look there is someone of a different ethnicity, culture and race. Although the most spoken language is English, a lot of people are bilingual. They speak more than one language. Speaking more than one language is an amazing advantage because you can easily communicate with other people and it can be benefit you so you can talk to other authors.

First, knowing a different languages can help you when you travel. For instance, a lot of jobs now include traveling, so if you know another language you might

be able to communicate with people who speak a different language. Also, if you are a relative in another country, their language will most likely be different in ours. so, if you learn their language <sup>only</sup> you can talk to them in addition if you travel somewhere totally different than the country you are originally from, and you really enjoy it could love them when you are older if you know how to speak their language.

Furthermore, learning a new language will help you in school, it might be as in to learn now but it will help you a lot in school. For example, when you go to school, lots of people will only know one language, but you can stand it by knowing more than one. Also, schools take other people from other countries into their school and if they don't speak English you can be the <sup>not formal</sup> <sup>subjective</sup>

one who makes them feel at ease. For example, it would feel good to be the one who makes them feel like they are speaking to someone at home. <sup>subjective</sup>

In conclusion, I feel that knowing a different language can benefit you in many ways - some of these are traveling, getting into schools, and learning about other people's culture, I feel that if you speak more than one language, you can get further and learn more.

God has ~~created~~ <sup>created</sup> human being for a great reason, to know each others differences in races, cultures, traditions, religion and languages ~~that's why we find ourselves~~ <sup>not for</sup> ~~obliged~~ <sup>subjective</sup> to know these differences by learning others languages. No matter what was the real reason, either to cultivate ourselves or mastering these languages in addition to being different from others.

First of all, speaking more than one language is a great advantage, and it is a desire of anyone to master more than one language in order to understand the others or to be understood by them. It is very important to speak many languages at least to cultivate yourself because it is an interesting issue to know the culture of people from different countries in order to deal with their way of thinking or way of eating or any other field of life and this ~~can not be~~ <sup>is</sup> without knowing their language.

Then, It is also important to master more than one language in order to be different from others and to be distinctive, and this also ~~can lead you~~ <sup>contributes to</sup> to improve your level in education or can help you to achieve your goals in order to be a good achiever and civilized person in the eye of the others.

Finally, the good way to improve that someone exists and has a value is by speaking more than one language.



## **5.1.2. Essay Two**

(1)

Time management is an important skill for college student to master. Since there is very techniques for a students to use effectively manage their time, I think that putting a plan, choose your skill, organize your school tool.

Putting a plan is the most effective technique students to manage their time. Organizing our day before it came will help us, by <sup>giving</sup> putting the importance thing priority than the daily ones. <sup>formal</sup> ~~not do this~~ <sup>not formal</sup>

Choosing the skill that you are good in it is also another technique. The <sup>subjective</sup> way how you study or revise your lesson will help you to manage your time, for example improve your skills or know what is it like. I; ~~3~~ while I revise my lesson I speak loudly and rewrite it again to stick in my mind.

Organizing their tool will also help to manage their time. Writing the lesson of a module like M+M in their parts of the copy book for example will help. Organizing your tool in your desk (office) for example, to not waste your time in looking for your thing.

So putting a plan, choose your skill, organize your school tool are one of the best techniques for me to manage my time effectively as a student.

topic time management is an important skill for college students to master. Write three techniques students can use to effectively manage their time.

Psychologists agreed so far that with management, which is the control of some things difficult, every thing will become easy. ~~It is my self think~~ <sup>Not formal</sup> that time management is an important skill for college students to master such as: following ourselves; <sup>No objectivity</sup> to which kind of students we belong to, a time table or a teacher advice. <sup>No objectivity</sup>

Since there are various kinds of students, we have just assert ourselves to one group. Some students work best for short periods interrupted by other activities, others need to concentrate for long periods of time. Some students need to take a lot of time reading, others find they need more time on writing activities. Some students work best at night, others find the morning best. So you have to see where you belong!

As they say that genius are noisy persons, you have to say that they trust a time table. There are different kind of that latter. For example there are students without a

1) Most students find that their greatest challenge in adjusting to college life and to succeeding in the classroom is in managing their time effectively.

You might have all the time in the world, but if you don't use it wisely, it won't help you to meet your goals, <sup>not found</sup> there are many tips to help we deal with issue such as (clear your schedule, Break down the task. <sup>not found</sup>

Once you have found the time to study, commit to a time and place that meets your needs, in order to do this for example ask your self's whether the environment in which you are studying matches your learning style and preferences...

Our study skills guides for college students were designed with college students in mind, time management, note taking, reading comprehension, essay writing, test taking and memorization are only a few of the topics addressed in our study skills guides for college students

Finally don't get discouraged and don't get in a panic. <sup>not found</sup> Sit back, relax, and learn how to study smart. <sup>not found</sup>

Time management creates a false impression. Time can not be managed; it can only be controlled by each individual person and the way time is directed. Scheduling is extremely important when it comes to managing the use of time. It is important to manage time wisely. When time is managed and organized wisely; it can make the difference between a productive day and a very

hectic day. Using time management - during an ordinary day can help reduce stress and simplify life. Without having a plan on how to manage time, it can create stress in life and also forgetting important dates and deadlines. By not having some type of organization in life it will create <sup>chaos</sup> and will seem <sup>as if</sup> there is not enough time in one day will be a challenge to complete and it will be less productive. By not having an organized method to complete a day; it can result <sup>in</sup> frustration, stress, and not being able to accomplish much. Not making good use of time can affect people in many different ways. In general the days of the week can be very hectic and tiresome. A lot of frustration is usually the result of poor time management. Every day needed to reform daily tasks will be executed with much more difficulty.

Time management is an important skill for college students.

Everyone knows that good time management skills are important for students, especially for college students to manage their master. There are many techniques that can be used by students to manage their time effectively. Maybe, they seem easy on the surface but executing them on a daily basis can be harder than it looks. So the three techniques to students to manage their time are: listing all the things that you need to do, work a plan, and studying effectively. Listing the things that you need to do is the first important technique that should be done by a student. It has a big role to reduce the stress on you, it does improve your grade increase the quality of your study. So as you see we should list the things that we need to do in order to manage our time in a good way.

To work your plan is important too for the time management. One of the biggest problems of any master student is not the plan, it is putting the plan into action. It helps us to do well at University, and no matter if your plan didn't work because of the bad things that come suddenly, life just happens sometimes, for e.g. if you get sick, or your pc was crashed, or something like that, so it is not a matter how things) on top you are, you can just make a new plan. So, it is better to work your plan for a good management of time.

Finally, studying effectively is the point that everyone wants to reach it. But unfortunately not all the students can do it even if it is not something hard to do, and this happens because they do not know the real meaning of it. Studying effectively is not chaining yourself to a desk all the day or something like that, for example, reading and attending all your lectures, participating throughout the semester and doing the things on time, on their time (like homeworks for example). Studying effectively is one of the most important techniques that can be done by a student to

At the end, I think that being a master student involves improving your study techniques. Even if it is not an easy thing but every thing can be easy if we want it to be.

not final

I think that you need to be in the first important techniques that should be done by a student. It has a big role to reduce the amount of studying and increase the quality of your study. As a student we should first think that we need to be in order to manage our time in a good way.

If you have a good plan it is important for the time management. One of the biggest problems of a master student is not the plan, it is putting the plan into action. It helps to do well at university and as a student if you have a good plan.

Another important thing is to have a good study environment. You can make a new plan. It is better to work for a good environment of time.

Finally, studying effectively is the point that everyone wants to reach. But unfortunately not all the students can do it even if they want for it. This happens because they do not have the best meaning of it. Studying effectively is not choosing yourself to study all the day or something like that. For example, studying all your best time (like tomorrow) and not just at the end of the day. Studying effectively is not important techniques that can be done by a student.

### **5.1.3. Essay Three**



## The Qualities of A Good Teacher

One of the most important aspects in one's life is education. As God did not create us already educated, we have to have to obtain this education during <sup>formal</sup> our life-time. And here comes the role of teachers. Teachers educate and help us to learn starting from primary school, leading, until university. However, not everyone who teaches is (called) a "teacher". A real teacher must have some qualities which qualify him to be called so. Three of these qualities are: <sup>not cautious</sup> knowledge, inspiration and Devotion and inspiration.

First, a good teacher must have a large knowledge. Beside the knowledge of his subject matter and major, <sup>not cautious</sup> a teacher needs to enlarge his general knowledge on culture, society, humanity, psychology, methodology, politics, history .. etc. to satisfy the hunger and curiosity of his students and provide them with what they need to know.

Second, another quality that a good teacher should definitely have is devotion and great love for his student and his job as well. There is no question that admirable teachers love to teach, not just for money, but for the sake of those students who represent the young generation.

Last but not least, a good teacher always succeeds in inspiring his student's passion for studying both under his guidance in class and out of class by themselves. It is not so easy to provide students with all the required knowledge in class, which allow them to make ~~research~~ research on their own and here shows the effectiveness of the inspiration that motivates them to carry on their active and successful self-studying at home. Further more, a great teacher should teach his students how to study independently, creatively and effectively. <sup>cautious</sup>

Finally; Along all these lines there are some qualities to make up a good teacher which clearly explain and show in brief how a teacher should enlarge his general knowledge in addition to his professional one, also to devote himself for the sake of his students and job - and work hard hard to be able to inspire their future.

①  
A teacher is the one who build this Country by producing a good student. So a teacher should have a specific qualities such as experience, aseptation, good translation of the information.

Experience is the first quality a teacher should have. Since is what they ask for to accept any teacher in any job, it means lot of things: large information, good way of teaching... Confidence. not formal.

Aseptation is the second quality for a teacher. Since students differ in character he must be patient; for example: there is who can not understand unless if you repeat to him twice or more and teacher must do his job in all the ways facing all the obstacles.

Good translation of the information is the third quality. a teacher must have a technique to make a student understand, not only give him about what the lesson talk; make him participate make research before... to understand.

So experience, aseptation, good translation of the information are the qualities that a teacher should have in my opinion, and it should be others. no objectivity

Every teacher differ from each other, they can be teachers whom <sup>not</sup> we do like and teachers whom giving us the students a hard time. the teacher must <sup>know</sup> the good teacher quality; having a good degree, and must <sup>not</sup> be open minded with his student, and he must have experience.

all the teachers had studied in their speciality, but not all of them has a good degree in their studies, not everyone can be a teacher, because they work very hard to prepare the lessons and the exercise for their student, and they must be able to translate the idea to their student.

teachers must be open minded with their student so the student can be comfortable with their teacher and they will <sup>share</sup> with them their problems, and the teachers will <sup>take</sup> these problems and worries into the consideration.

Experience is very important for the teachers, it's help the teacher to know what he is doing and to be aware of the technique of teaching and the way of dealing with his students especially the tuff one.

To conclude everything <sup>not formal + not objective</sup> it's still be a lot of qualities that differ the good teacher from the bad one.

## Topic: Qualities of a good teacher.

There are many quality of teachers. There are a good teacher and the bad one. we all know good teachers when we <sup>subject to</sup> see them and bad teachers <sup>not careless</sup> too. The good teacher who has the ability to explain a topic in different ways, who have true compassion for their student and who is a good friend to student.

First, there are many different learning styles. Not everyone gets a subject as taught by every teacher. The good teachers are one that are able to teach to different learning styles. If students don't understand a subject they teach it a different ways with <sup>not formal</sup> use different things like examples or pictures which not all teachers are <sup>not formal</sup> able to do.

Second, The best teacher who have true compassion of their students. The best one <sup>is objectivity</sup> care about their student as individuals and wanted to help them. They take the time to discuss subjects outside their teaching. when the bad teachers don't care about students.

<sup>not formal</sup> Finally, a good teachers who is the good friend who help his students and respect their information also the student respect him.

In conclusion, a good teachers play the role of parents because he teach and help and care about their students.

6 = 10

Development ~~does not~~ <sup>formal</sup> start with goods, it start with people and their education. The education which is belong to the teacher, especially good one, who plays the role or sometimes takes the place of parents.

One of the most attribute of a good teacher, true compassion (sympathy) for their students. I am sure we have all encountered (met) a bad teacher who ~~didn't~~ <sup>subjective</sup> care what ~~our~~ <sup>not cautious</sup> excuse was. The best teachers cared about their ~~students~~ <sup>not formal</sup> as individuals and wanted to help them. They had a sixth sense when a student needed extra attention. They took the time to discuss subjects outside their teaching, knowing that sometimes lesson can still without following textbook. Good teachers were willing to speak up for us to other teachers, if need be.

Another feature which is very important nowadays, understanding. Good teachers had <sup>true</sup> understanding of how to teach. They ~~didn't~~ <sup>not formal</sup> have the hard and rigid technique that they insisted on using even if it ~~didn't~~ <sup>not formal</sup> help us learn. They were flexible in their teaching style, they understood <sup>not just</sup> the little things that affected our ability to learn; the weather in the classroom. Good teachers knew that we hated to be called "young" and therefore, they treated us as a real people not just "students".

Finally, confidence is the most important feature that could be <sup>found</sup> in any teachers. teachers encounters situations all the time that could be considered. Kids can be cruel, to each other and to teachers. They can have attitudes, especially teenagers. I have had teachers were obviously nervous were they taught.

Others were shy and only committed to their subject, but the best teachers laughed off their mistakes, where some teachers were <sup>subjective</sup> flustered (makes nervous), the good teacher ~~don't~~ <sup>not formal</sup> care and went on about the lesson, sometimes even joking. These teachers knew they were human and knew mistakes

happen.

To conclude, a great teacher is one a student remembers and cherishes forever. Teachers have long lasting impacts on the lives of their students and the greatest teacher inspire student towards greatness.

## **5.1.4. Essay Four**

people experience different things that are characteristic of a particular place. Any town is full of life and character and things that need to be changed but for the best. About changing different aspect of life especially in my hometown, the changes should occur in two important things: means of transportation also public places for entertaining.

Means of transportation are really miserable, they are uncomfortable, unless they are not considered as good as the other towns. If there is traffic its miserable situation starts. all people start complaining and backbiting this system and want to get rid of it, they are looking for something new and which more preferable. what can we do is start changing this system for example by replacing buses by tramway system in order to avoid traffic and to be more civilized.

When it comes to public places of entertainment, there are not enough to be visited with our families in order to escape from stress especially in the weekend. If building new places is the solution and of course with good equipment to be more attractive and more relaxable for people.

Hometown is still the place for people to live, and everyone want it's hometown to be the best.

not formal



Constantine my home town, the east  
Capital of Algeria, The Bird of the east, with  
all of her beauty, shopping bridges and other  
things but still have like any city things that need  
not formal to be change - like to be a modern, not formal and  
also the people should be change.

Constantine for me must be a modern  
town. Since it is too old city with weak  
houses that left by the French colonial and there is  
no new building like Al Khadija tower  
since we are rich country and it is a city of  
science and education, do we not deserve to be  
famous like Dubai which was a desert.

I think we deserve better things there is no  
places off for having fun, it is polluted  
suburban every way where. I think that we  
need a complete transformation to a modern  
city.

The people are the second thing that  
need to be change if I can. The Constantine  
are not open mind they like gossip and  
match people without giving care to the principal  
thing of life. They need to be civilized they  
are the reason of the ruins of Constantine  
because to - they need to learn ~~from~~ from  
Europe and take them as an school for

example they ~~need~~ <sup>not formal</sup> don't care about cleaning  
- they built houses without caring of the view  
and many other ~~things~~ <sup>not formal</sup>.

1. But it is only a problem that will be  
solved by time this what the government  
wishing or especially that it is going to  
be the Islamic cultural capital in 2014.

Many people consider Constantine as a beautiful town to live in. It is considered as being one of the most touristic areas in Algeria with all its bridges and historical streets. For me, I think if some changes were took in consideration it will be even better. The two major things that I believe should be dealt with are the way authority treats the historical sights and the public parks.

The way authority treats the historical sights is among the things that should be taken in consideration. The government ~~is not~~ <sup>is not</sup> really do not give importance to the ancient ruins. They do not make any effort to get them in better shape or even to keep them the way they are. Each day there starts getting worse. The least they could do is forbid people from disrespecting our culture and writing on what can be considered as the history of Constantine itself.

Constantine is in desperate need for public parks. The families in Constantine are asking for green areas where they can enjoy them selfs. However it seems to be a dream hard to come true. Despite the fact that citizens are asking for it, billboards are getting bigger and bigger. The green spaces are in danger and needs our support.

many people consider constantine as a  
a beautiful town with a lot of wonderful  
nature view and so much green spaces,  
But for me, constantine's people should take  
~~not objectivity~~  
the property of our streets also, make our  
roads more bigger.

When I talk about my home town, I say a lot  
of positives things. But, I want change  
two things ~~to~~ <sup>not forget</sup> to make my town cities  
perfect, the big deal that I want change  
it very much is the road. Because it is  
unbelievably horrible and make it more  
bigger to avoid traffic. Because a lot  
of people take everyday a lot of time  
in the roads wasting time,

The other important thing that I want  
change is making ~~my~~ <sup>not forget</sup> ~~my~~ <sup>my</sup> town  
tidy and avoid throw out our  
dirtiness to make ~~my~~ town more

Africa is one of the five continents in the world, Algeria is one of the famous countries of petrol. Constantine is a part of it. They called Constantine the hanging bridges town which has a lot of problems that we should avoid it.

Traffic problems is the most common problem I across everyday. I would like to change if there is way to avoid it. Sometimes it caused accidents, and others I caused wasted time of people who had a quick work and emergency to do, without forget the boring time I kept on the car. I would like to change this big problem.

Smoking cigarette is the second thing which is more common than the first one. Especially in forbidden

## **5.1.5. Essay Five**

Not always what we say is truth, I think this recalls some times we think that we know this person or that thing is good but in the end we found our selves wrong this called appearances are deceptive such as: out side of person, product and material and university.

First we can see the person from two sides, the outside and the inside but generally we judge person from his out side for example, the way of wearing the clothes and specially for girls if we see a girl wearing a short blouse we say this girl is mis behaviour or if we see a boy fashionable we say is like girl, in addition to that, the behaviours, if we see a girl smokes we say this girl is bad but in real we don't know why she do like that maybe she has a <sup>not directly not formal</sup> family problems so she take this wrong way to forget her problems, for instance, the way of putting make up generally when we <sup>see</sup> a girl putting an over make up we say this girl is show her self to others "look at me" but maybe she have a problem is her skin or in her face and she try to hide <sup>something</sup> in the end I want to say the out side of person never tell as his real <sup>not for real</sup>

personality try to know a person (or) from his inside.

Second, we can know Appearance are deceptive in an other side of life like product and materials, in general when we see a beautiful phone with new technology we say is good but when we buy it, it work to short time than it broke and we can not repair it so it has a bad quality in addition to that in dishes sometimes when we found a beautiful dish, decorated by good way we say is delicious but when we eat it we discover it have a bad taste or unhealthy like the sandwich and pizza, also sometimes we buy a very expensive tools but in the end we found that we have a bad quality, so try to look to the quality of product not to how it decorated.

Third, the university, is the place for teach and have a high degrees, for me in the first I think this place is just to study but when I started study in it I discover many things are bad like that there is place for take a rest but when you enter you see a girl's ~~was~~ smoking and singing like are in weddings and know one speak with them in addition to that the noise in (corridor, hallway) always we study in the noise and sometimes we cannot hear the teacher.

To sum up, All these Appearances ~~are~~ live with as if it is the outside of the person, material and product and universality, university like a part of our life, and who said the Appearances are deceptive is truth, no I want to say try to discover the truth of person ~~at the~~ ~~thing~~ after you know him and the ~~truth~~ <sup>subject</sup> of the quality of product or material after you



People face many problems because of fake appearances  
We see everyday that we judge badly or the opposite that is  
why we need to know what is hidden behind things we  
see like; people, food, and in our daily life <sup>not formal</sup> in general.

First, miss understanding people happens generally  
for example a person who is in reality good, and because  
of his clothes or face you think that he is a bad person.  
Another example: we always meet people who are happy  
and smiling but if you feel what is inside him you  
will find <sup>not formal</sup> that he is sad. Next example is funny  
but we are familiar with it especially boys, they always  
see pretty girls outside but they don't know that  
50% of this beauty came with <sup>not formal</sup> make up.

Second, sometimes we hate a kind of food  
because of its shape or look and sometimes it's just  
the opposite, <sup>not formal</sup> for instance when we ~~see~~ a decorated cake  
we get excited to eat it but, the fact of tasting it may  
us change our minds. Another example which happens  
to me always which is the attractive cover of food but,  
in fact the cover image has no relation with the product.

next example is about a fruit which we call the  
indian fig, which is covered by spine, it is ugly outside  
but is very delicious.

Third, in our daily life we judge things according  
to the first sight like; when we buy a machine, we get  
excited by its color or button functions but in reality  
it ~~doesn't~~ <sup>not formal</sup> take long time to break down, this has a  
~~relation~~ <sup>not formal</sup> with the next example which is the imported  
products from china which look beautiful and  
sophisticated but if we check how they have been  
made we find that we receive their wastes of  
productions. The last example is about publicity which  
influences people to buy things which ~~doesn't~~ <sup>not formal</sup> contain  
the qualities they showed or talked about ~~not formal~~.

To sum up, I think that we should have  
a better look to everything and to analyse before  
acting because ~~appearances~~ <sup>not formal</sup> always mislead.

In our daily life there is ~~recession~~ <sup>recession</sup> between peoples and some of them can be fake because it rely on judging ~~things~~ <sup>not formal</sup> or peoples according to their appearance which means appearances are deceptive in many fields such as physical appearance, behaviour appearance and

Many of us hold either negative or positive judgement on others, be relatives, friends or strangers. We all human beings and probably we share the same behaviour at least as it comes to commenting others actions, ~~or~~ saying, way of clothing, eating or communicating. ~~Of course~~ <sup>not cautious</sup> peoples appearances may reveal some sides of their personalities. However not the whole picture of them. This may proves <sup>cautious</sup> the fact of holding negative judgement on some one who is clothing with simple clothes not attractive, by saying that he is not an educated man, not coming from a rich or high class family. However, it may appear that the whole point of view is wrong which prove the following appearances are deceptive

There are lot of people that when you see or talk to them you feel that they are honesty but this is the opposite, ~~some thing~~ <sup>not formal</sup> can be very different outside than it is inside. ~~So~~ <sup>not formal</sup> trusting people by appearance can be dangerous and many people should be thinking very

we before my make any reasons because some of them lying and deceiting. Also there is people do every <sup>not formal</sup> thing to reach what they want. So we must know our friend <sup>not cautious</sup>

Material appearance have many sides like a man lend a car for presenting his self and people say that he is a rich man, also there are mobiles which made in china and people take them about their beautiful style but we can not use it in long time and in machines too. So we should <sup>formal</sup> not judge the things from the first time, and we must use the original <sup>not formal</sup> things because they are better than the artificial one

At the end we should not judge the persons about their appearance before we do not know them, and we <sup>not cautious</sup> must stop this behaviour because we are injustice many people

Most people want to look nice and being preferably by the other. They put all their concern on being pleasant. So that, they hide the true situation which can be bad and unacceptable in society, and pretend that every thing is going well. Their aim is to make people believe what is not true or fail to believe what is true. <sup>not cautious + not formal</sup> And They can deceive everything they want: their behaviours, food or dishes and goods or products especially the chinese one. <sup>no defective</sup>

To begin with, deceptive appearance has a lot of branches. Like the one which deals with people's behaviours especially in nowadays. So that, you cannot trust all people, because when you see someone who seems to you <sup>not formal</sup> kind and polite. But inside him, he is rude and impolite. Not yet, he likes only himself. Besides to that, women put some products on their faces in order to be beautiful and hide their ugliness. Those people either they deceive moral or physical appearance are opposite in fact what they speak and do.

As far as I am concerned, food and dishes are also deceived by people or companies which are specialized in this field. <sup>not objective</sup> Because when you see its shape, it seems to you nice, delicious and well-decorated. In addition to that, their colour are harmony. But in real, they are not healthy at all. So that, we find that their price is lower than the original one. Not yet, when you test it, it is not delicious as we are expected. For example: Jombo. When we see its advertisement,

They raise it, and they say that it is <sup>not defective</sup> good and have a good test even if they know that it is not healthy and it is the opposite what they said before. These kind of people are put all their concern to get much money.

Then, deceptive goods are also influenced. Goods become poor and have bad quality, they do not last long. That fake products are not safe. Imagine they deceive medical goods which caused dangerous diseases and killing people because they use unsafe chemical substances. In addition, car parts are also deceived, so that, we find that the chinese parts are everywhere, but unfortunately they are not pure, they are unsafe.

To conclude, deceptive objects is by essence of theft. They may give bad reputation to the country. Moral damage never be repaired, <sup>cautions</sup> because the outcomes touch at first moral. Then, the producer of these fake items wants to get <sup>only</sup> money. So that, we cannot trust everything, and we have to pay attention when we use something. We <sup>not formal</sup> don't believe that everything in this world is genuine, authentic, true and original because they are not in some ~~cases~~ <sup>not formal, not cautious</sup> cases.

## **5.2. Experimental Group Essays**

### **5.2.1. Essay One**

22. 1. 2022

\* Language is the only way that makes people communicate easily. However, language we can talk, write, sing and even shout since it is <sup>personally</sup> our mother tongue, or better to say we are native speakers but we can do if we meet someone strange on traveling in a foreign country either we work or just for fun. For this we need to learn more than one language personally. <sup>subjective</sup> Being that speaking more than one language is a great advantage.

\* We can deny the importance of knowing more than one language enable us to speak with the others without embarrassing, especially if they are foreign for us, also it helps us to behave with them very well since we understand them and vice versa, moreover, we can express our feelings and emotions, furthermore when we travel to a foreign country we find ourselves more comfortable and also safe, as the wise men say if learn the other's language, still save from their evil, and take in consideration all the other fields such as working, visiting someone or just enjoying.

\* To conclude we must bring aware about the importance of speaking more than one language and its different advantages, in all the fields including not only in our daily life but also for behavior, expressing our feelings, work and also travel. For this the more we learn different language, the more we become a person.



Variety is the spice of the world, over the world there is a lot of languages and each language has its own advantages, people who speak more than one language have a great chance to benefit from it, personally I think that to speak more than one language is a great thing in order to realize yourself.

Speaking more than one language is a great <sup>idea</sup> due to be more cultured since you know another language, you consequently know about the history of this language and as a result of this you know the history of the country and its religion and traditional hobby from all you will be more cultured.

Another side of speaking more than one language is to have a lot of friends all over the world, because when you speak many languages you may build great relations and that makes you popular, and you can practice your language and learn new things from it with your new friends and you may tell them about your country and your mother language.

The other good characteristic of language I think that is good is you prestige in the <sup>subjective</sup> society, people who speak many languages they are lovely and have a great place in the society all the people respect and love them.

To sum up, speaking more than one language is a great advantage since you will have the ability to be popular and respectful in your society.

formal

It is very good to learn about other cultures and discovering <sup>subject</sup> some things about other countries. But you may face some <sup>not formal</sup> difficulties in exchanging ideas because of the lack of your knowledge about their languages. That's why speaking more than one language is a great <sup>not formal</sup> advantage.

First of all, it can be considered so because it facilitates the communication between people from all over the world. This fact makes you comfortable vis-à-vis foreign people as you know that you can understand what they tell you and that you can make them understand what you want to say. <sup>cautions</sup>

Secondly, if you are asked or want to do a research using a foreign language, it won't be a problem for you since you can use your <sup>not formal</sup> vocabulary easily.

Finally, speaking more than one language (ie) being a polyglot person is for self-enjoy because you appreciate yourself when you know plenty of languages.

For these reasons, speaking more than one language is a great advantage.

When we are speaking we will discuss many topics and thus we are contacting with each other but <sup>formal</sup> it will be a bad thing when you are speaking a language we cannot <sup>formal</sup> understand it and to be speaking more than language is not good efforts because it make you confuse between the other language to an other. but However speaking more than language is have a good advantage's <sup>subjective</sup> contact with other peoples and learn their traditions.

To have the ability to contact with other people whom you speak their language, than you can contact with them easily without any problems, and you find your self enjoying while you are speaking what they know.

Also To learn their tradition is very good efforts because you will getting more information by <sup>no affectivity</sup> speaking their language and know how to cook, celebrating with some party, their religiose and many other things and they way of behivo and wores clothes so is one of the advantage of being speak more than our language.

finlly when you are speaking more than language it will give you a wider knowlege and you can use it as a <sup>in countries</sup> weapon - because you don't know what the life hide for you. <sup>not formal</sup>

There are many advantages of speaking more than one language; one good thing about it is that now in life people are traveling more, and if you visit a place <sup>not formal</sup> where you can speak their language the you can communicate with them. Also, another advantage is that if you want to get into a good college but they <sup>cautious</sup> think you're not good enough knowing a different language can really help you. Lastly, when knowing a different language you can learn about other people's culture. For example, if you learn chinese you could find out how different they are from us.

First off, knowing a different language can help you when you travel. For example, a lot of jobs now include traveling, so if you know another language you might be able to communicate with people who speak a different language. Also if you <sup>cautious</sup> travel somewhere totally different than the country you are originally from, and you really enjoy it you could move there when you are older if you know how to <sup>not object if not cautious</sup> speak their language.

Next, learning a new language will help you in college. It might be a pain to learn now but it will help you a lot in college. For <sup>formal</sup> example, when you go to college, lots of people will only know one language, but you can stand out by knowing more than one.

Lastly, speaking a different language can help you learn their culture and how it is different from ours. For example eating habits and holidays are different from place to another; so we can learn about them.

In conclusion, <sup>not objective</sup> I feel that knowing a different language can benefit you in many ways. Some of these are, traveling, getting into colleges, and learning about other people's culture. I feel that if you speak more than one language you can get farther and learn more.

## **5.2.2. Essay Two**

Topic: Time management is an important skill for college students to master. Write three techniques students can use to effectively manage their time.

Everybody works hard and makes a hard effort to succeed in his/her life, especially <sup>not cautious</sup> the students because it's an important period in their life, but few of the students know <sup>not formal</sup> that if they use their time in the correct way, they will succeed because time is very important in our life and if we waste it we will lose our studies, in addition to that we know that time is very important in our religion because our God wants us to know that if we use our time in a good way we will get many (of) benefits, so, time management is an important skill for college students to master.

In order to get a good result in our studies we must use a good technique to organize our time.

<sup>not direct</sup> First of all we must give a big part of our time to our studies at school and home because that's the most important thing, we must study every module just in one hour or for an hour and half <sup>not formal</sup> because there are many modules and we must study every module and understand it very well, especially at home, we don't have a lot of time so we must revise every module in a simple <sup>not formal</sup> way.

Secondly we must give some time to ourselves to have fun because our bodies need to relax a little bit because if we don't relax we will lose our energy and we can't study more, and <sup>not formal</sup> have fun makes us feel great so that we will have new dynamism to make hard effort for study.

Finally we should give time to make our activities and works outside school, we must help our parents in their works and we must do some small jobs after school to get some money, also we must help our friends if they need us in their activities or studies.

Managing time is one the most important factor in student life even though in professions. Basically time management makes a student see different challenges of life especially for students who are unable to manage their time effectively without which students could make their studies more effective. However time management is a key to success for student collage if they use this three techniques which are, making a schedule for your studies, also get a planner, and be flexible.

Being in college studies are the vital part of your life if you are to be successful and have a fruitful futur. Every hour you spend in the class attending lecture means you must give the particatar source at least two hours daily to keep up with the class. Make a schedule for just studying daily. It has to be on one particular time. Allot some of your daily time only for your studies. Make sure you have a similar time daily for studies as that can help strengthen your studying habits further.

Get a planner for making a weekly and monthly schedule. Put all the due dates for your assignments and tests. This will help you organize and complete your assignments before the due date and prepare for the next assignment. It will help you be prepared for upcoming tests and constantly remind you of your monthly and weekly progress.

Be flexible and Allow yourself time for leisure and other fun activities on the weekends. Do not be so hard on yourself as being flexible will allow you to get rejuvenated for upcoming tasks. Use your time wisely during class intervals. Take breaks during study time when you feel burnt out to allow yourself some time to get refreshed.

To conclude, as a student & see that time management is one of the most important aspects of college life. Effective time management leads to other improved areas of life.



Students always work in an organized way. They always complain about the pressure they are under it. If they study one module, they forget about the other ones. Students often find their work takes them too long and they do not have enough time to get it all done. It means that every student needs to learn how to manage time. <sup>cautions</sup> I believe that ~~not object we~~ attending all the classes, taking footnotes and having a timetable makes easier the process of managing-time.

First of all, ~~(it is obvious that when attending classes)~~ every student should be present in all the classes. This allows him to have an overview about the lessons. <sup>not cautious</sup> Attending classes is not a matter of routine on the contrary it is the basic aspect to manage time effectively. In other words, if you already know the courses you will not take much time in revising them once the <sup>subjective</sup> exams are close.

Secondly, it is obvious that effective students take footnotes when attending the lessons. These concise and very important information are the backbones of understanding. They will index the student rapidly when he is revising his lessons. So, this is a <sup>good</sup> ~~good~~ technique in <sup>subjective</sup> learning how to manage time.

Thirdly, it is often fruitful to draw up a weekly study plan each weekend. By following an organized plan, you will not be a time-consuming student by doing the same task for hours. Each task should be done by its definite time. So, like that you will not find yourself taking more time to finish a task from what is supposed to be a time for an another task. Likewise all your task will be done without any complainings.

To sum up, managing time is an important skill and few are those who succeeded in manipulating it. Techniques of managing-time vary from person to another. I assume that my techniques are very helpful for students who suffer from a lack of time. <sup>subjective</sup>



Time is very important in our life, which we can do things that can change our life totally only if we know how we manage it, in order to divide it between studies, entertainment and doing other things. Personally I think that the good way manage your time is deal to the best results in your life, also there are a lot of techniques to manage time.

The most frequency technique that people use to manage their times is to put a schedule in which you divide your time between studies and how you study your modules and how you pass your free time by doing things you can benefit from it in your life.

Being patient about it is another technique to successful. By being patient in practicing your plan and pass all the difficulties in practicing your schedule in order to come to your aim and realize your dream in life and also is a good characteristic in the student personality in order to ~~pass~~ master his aims.

Ambitious is the most important thing in life to be successful, not only to be smart and capable, also ambitious ~~not all~~ people can have this desire whereas who have it, he live in a very good conditions, and not feel tired in order to achieve the aim he drawn in life.

To Conclude Time management is very important skill to simplify and organizing the student time and help them to realize their aims in life.

*not copy*  
No one can deny the importance of time either from the positive or the negative side. Most of us use it as argument when they put off for tomorrow what they must do today. But in fact time is gold; it's very precious so every one must organize his time in order to meet negotiate and specially us as student, personally I think that we must manage our time by using some techniques such as first scheduled then try to be hard workers just as and of course take some rest.

*not formal*  
First of all I we want to be at time to do every thing we must put a plan or schedule. In order to be our guide or leader, which helps to know when we start and when we must finish each work, But this step will not be enough I we are lazy persons for this we must be hard workers and never put off for tomorrow what we should do today. However when we say that we must be hard workers doesn't mean that we forget to take some rest, and this is the purpose of time management, so we must divide our time between organize, work and relax. In order to be strong

*not formal*  
To conclude we must say that time management is an important skill for us as student, so we must work hard and take some rest after that take a time which organize this steps and after because it is not enough to run, one must set out in time.

### **5.2.3. Essay Three**

Teaching is a very noble job; that is what my father reminds me of everyday. To be a teacher, you must be a very lucky person. Of course ~~teachers~~ differ according to what they are specialized in, and the techniques they follow in their teaching. As long as there exists good techniques, there exists the unsuccessful ones. These techniques need some characteristics which are very essential to be a good teacher. I personally think that one of the most successful characteristics which make a wonderful teacher are: to be very cultivated, an understanding teacher and also to be funny.

First of all, teachers need to be skilled and familiar with all the terms that their subject matter involve. This may encourage and innovates students to be just like their genius teacher. A teacher who tries to offer answers to some extraordinary or mysterious questions is a gift from heaven. Further, a skilled teacher is in fact someone from which you can gather from him at least ten words per session, especially for those who teach foreign languages.

Secondly, a teacher must be understanding. Someone who treats his students nicely, and of course none wants to have a moody teacher. He also should befriend his students without crossing the redline between them. He must be a broad-minded and sympathetic and tries hard to work out the obstacles that faces the success of his students.

Thirdly, another important characteristic to be a brilliant teacher is to have a sense of humor and learn <sup>how</sup> to transmit knowledge in fun way. I always remember my teacher of mathematics, we were used to learn the rules by heart in a joyful way without even passing by the theoretical part of the lesson. So, learning in a fun way keeps students away from distraction. This may increase the ability of students in memorizing lessons.

To sum up, a teacher is not someone that we fear the most. On the contrary, a teacher is a messenger from heaven. Every teacher has its techniques. However, if he tries to widen it by relying upon those aspects; he will become a much better teacher.

## An Essay

Topic: What are the qualities of a good Teacher?

Nowadays, The Teacher is a person who provides schooling to others, and a good teacher can be defined as someone who always pushes students to want to do their best while at the same time trying to make learning interesting as well as creative, so the qualities of a good Teacher in other words which they should have in my opinion. There are three main qualities that we should consider to analyse the quality of a good teacher: Teaching styles, goals and organization.

Teaching is one of the most important factors to evaluate a good teacher, the main purpose of being a teacher is to impart knowledge to the students and each instructor has their own way to do it. The fact is most of student can recognize the quality teacher. Therefore, good teaching is not just about transfer information but it is about building the inspiration into information for students to consume.

The second quality that should be concern about the quality of good teacher is goals in order to develop the good directions for students and teacher themselves, teacher have their own plans and goals, the students need a guide who can lead them to the right back of life. Therefore, the teacher plays a very important role in guiding students. The effective teachers usually have a very clear understand of students, Teacher (have) must be able to manage student's multiple personalities and organize their subject matter so that a maximum number of students benefits from their presentations.

Finally (teacher must have) They good teacher must have the best qualities in order to deal with students in the right way, Teacher should have the knowledge of the subject matter, well organization and plans and goals.

Teaching is a difficult occupation. Teachers play an important part in training children, teenagers... So, a good teacher must have some special qualities. They are: Knowledge, creation and confidence. <sup>not cautious</sup>

Imagine you are dreaming being a teacher, you must accept that there are no doubt that knowledge is the first <sup>subjective</sup> quality of a good teacher. A good teacher need to enlarge his/her general knowledge on culture, society, biology, geography.. to provide students what they want to know. Beside, a good teacher must be a person who are open to change. He/she must know "the only <sup>not cautious</sup> real constant in life is change". There is a place <sup>not cautious</sup> not only for tradition but also for new ways. new ideas and new methods. To be a good teacher, he/she is willing to learn from other peers and from his/her students. A good teacher need to know that his/her student are visual, auditory and kinesthetic learners.

Creation perhaps is the second quality. A good teacher is a person who are able to motivate students by using creative and inspirational methods of teaching. He/she must always seek to find new ideas. He/she not only teach in a traditional way but also find other way to transfer the lessons. A good teacher need to find many kind of teaching method such as preparing presentation slide show on computer.

Another quality that a good teacher should have is confidence. He/she must believe in his/herself despite setbacks. <sup>cautions</sup> Failure is The Mother Of Success". Teachers is a hard work. Sometime he/she will feel stressful, tired and disappointed, but after that, he/she will totally <sup>final</sup> forget about it.

To conclude, I am totally convinced that a good teacher requires a good ability to give his lectures to his students, <sup>not objective</sup> this qualities not only make a teacher a good one but also have a positive influence on students and on there willingness.

Essay

Topic: Qualities of a good teacher?

Essay:

Every person live in these world he born with different quality, colour, character's and our god make sure that we are all his people and these people has many job but our god make the job of teaching relevant, so the teacher is very important in the world and their role took a very important place for that reason I have two qualities of good teacher

first the teacher in the classroom they must be patience for their student and carry for him because they are a trust and they mustn't beat them or scold them and they accept their question by pleasure and win their confident

second they must be comprehensive and understand that are young then him and have some different thinking and bear their behaviours and their character and they should know that the way of understanding differ from one to another

All of these patience and comprehensive make a teacher like a friend not an inmate for the student.

Teaching is a noble job that is not everyone had his diploma can work on it, because it is a holy job that demand a lot of characteristic which makes the teacher perfect. Personally I believe in that, and the good teacher must be fair, Patient and Capable. *not of objective*

The main reason which complete the image of the teacher is to be Capable and give a trusting mission to his student in order to can trust him and they can give them his full respect. Also the teacher must found away in order to create a good atmosphere in which the information transmitted between the student and the teacher. *cautions*

Patient is the most important subject in the teacher personality, which Perfect the relation between the teacher and his students. Since the least sometimes do things that cannot be forgiven but there are teachers who are very patient and forgive their students which create a great relationship. *not formal*

The other important feature which specializing the teacher is to be fair, which this not all teachers have it, but it is very important for the students, because when the student found their teacher relationship.

To sum up the teachers must be perfect in order to can perfect his image and prestige because being a teacher makes you have a great place in the society that's why you must be fair and do your work. *not formal* *not cautious* *not cautious + subjective*



## **5.2.4. Essay Four**

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Topic: If you can change two important things about your hometown, what would they be?

I live in Simsmara since my childhood and I'm adapted to my hometown and I like my neighbours; I have a lot of friends but there are some things which I don't like; and I would like to change two important things in my hometown which are: The mentality of people; The street.

The first thing which is important for me to change is the mentality of people; I would like to change their (of thinking) way of thinking because if mentality change; everyone will work for a better, nice town; they will protect her from the danger and this is a great advantages for my hometown.

The other thing is the street; because it's dirty, I would like to change the structure of building of the street and to make it clean and I everyone don't throw out on the street; it will be a clean and a nice town.

So sum up; everyone should live in safety place and a nice town that why I want to change two important things & mentality of people and the street and I hope that it will happen for a better town.

- If you can change two important things about your hometown, what would they be? Use specific examples to support your answer.

We know all that any country and town has problems in all fields economic "Transport" "education". but living in unprotected town I think is the most hazardous thing in life. Because that if I can change things in my home town, I will change two things which are the hospital and the public garden.

At the first, I think that the hospital it may be the important place that must be changed. when you enter in, you think that is good and organized. but the staff is that. The essential things in are not proper which are the materials. Because that I will bring new and technological equipment for surgery and throw out all what is ancient. also I will put new law for the workers. They must be respectable especially with sick persons.

The second thing that I want to change is the public garden, because is the most dirty place in. I will make formal places, and specify a large place for children make games to amuse and enjoy them in time. also I will put security to be a

calm and peaceful place with any problems with the misbehaving persons.

to sum up. The hospital and the public are two small examples of how change is important ~~time~~ <sup>not for</sup> in my home town - because there are other places with it also need change and modification to have beautiful image about my home town.

Every one forme up has a hometown that he considers as the <sup>not cautious</sup> most beautiful place in the world, but in fact there is no perfect hometown due to the problems that happen and moreover it is clearly seeing, <sup>no objects</sup> personally. If it came to me I will change many <sup>formal</sup> things to make my hometown the most perfect place such as fighting all the society problems, cleanliness and get rid of the problems of traffic.

First of all people must be aware about the danger of the <sup>not cautious</sup> fire problems, especially <sup>not formal</sup> smoking, drinking, drugs and alcohol. Because these things are harmful, <sup>not cautious</sup> strict <sup>not cautious</sup> must be put strong rules that forbid those people to do such <sup>not formal</sup> things and punish them very hard, also make the government aware that this lack of rules make the situation worse.

on the other side we must not forget the importance of being clean not only in our houses but also outside, in the street, the public places and schools. In order to have healthy places and moreover healthy people.

and as we know "cleanliness is next to godliness"

To conclude I must say that if we want to have a lovely and perfect hometown, we must get rid of all the <sup>not objective & not cautious</sup> bad things that destroyed the societies. and try to make it have good behavior and as they say: If when character is lost <sup>not formal & not cautious</sup> every thing is lost.

## An Essay

Topic: If you can change three important things about your home town, what would they be? Use specific examples to support your answer.

As Algerien people, we live in a huge society, each one of us have his Hometown, Normally everyone should keep his hood clean and safe in order to live without <sup>not cautious</sup> problems and/or difficulties, Nowadays our hometown have several or many problem that we should omit it by putting some law and punish person's who didn't care about the tidy of our home town, so personally I have two important <sup>not formal</sup> thing about my home town, <sup>not formal</sup> keep it clean and make a space as green land

First, my hometown has a good architecture with lovely spire but no one care about the tidy of this later, so as a human we need to live in a quite and nice place where we find a clean road, clean building, nice places which children can play without any risk

Second, in our hometown rarely we find a green land, so people in general <sup>not formal</sup> don't find places where they could Relaxing either children boys and girls or hole family so the government <sup>cautions</sup> should make a green space where <sup>not cautious</sup> everyone could Relax and have pleasure with their friends or their family

To sum up, Everyone of us should keeping his hometown clean and safe because (each generation) we are living in, so we must respect <sup>not cautious</sup> the law and <sup>not formal</sup> don't throw <sup>not formal</sup> anything in the street.

If you can change three important things about your hometown, what would they be? Use specific examples to support your answers.

Constantine: it's not just my hometown but it's my second mother, it's really gorgeous place with amazing views, specially the seven bridges, I love this town, not just because I born in it but because it has many special things I don't think I can find them in other town over the world, another hand there are some things I don't like them in my home town, if I can change two important things about my hometown I will expand the routes and I'll clean the streets.

First of All, I think constantine is the only town in the country wich suffer from the problem of traffic because we have very small routes specially in the center of the town, if I have the chance to change that I will expand the routes and build new bridges to make the traffic very easy from place to another place in the town.

Secondly, we have very important problem in our town wich is the dirty in our streets, that's why I want to clean our streets to make the views very beautiful, because really we have amazing places but because they are dirty that's why we can not see the charm of this places, but if we clean them we will see a great charming and amazing views so, if everybody clean his/her street we will clean all the town and we will have the cleanest and the best town in the world.

As a conclusion, traffic and dirty are very important problems in our beautiful town, if we change these problems we will have the best town over the world.

## **5.2.5. Essay Five**



## Essay.

There is nothing better than taking care of our look and style so that we <sup>not ~~can~~ ~~cautiously~~</sup> at least win people's respect besides it's a fact that the way we dress up effects people's perspective to us, so clothes can tell a lot about a person and personally, there are some things I <sup>can</sup> tell about someone judging from their clothes, like a <sup>not formal</sup> good, clean and well dressing person and people who refers a lot to the red colour.

One of the <sup>not objective</sup> comments that I can tell about a person who is always good looking, is that either he is a clean and well-organised one or just an arrogant and braggart kind who likes to show off, so in those two cases, you can step on his shoes or push him to the wall, because he will have the thought of you might be jealous trying to turn him <sup>horrible</sup> into uncool or dirty, and of course <sup>another</sup> his look is not complete without the way he speaks and walks so obviously anyone can notice the type of people.

Another <sup>not contains</sup> thing that we generally know, is people who exaggerate wearing red, well, red is one of the nice colours that I like the most, but maybe for flowers, or valentine's day though I don't believe in that, but too much of it may be called an <sup>not formal</sup> exaggeration, basically red is a hard colour that draws too much attention than any other, so people who wear red a lot are sad and lonely mostly, especially girls from time to time, since it suits them and attracts some people who didn't notice them before.

To sum up, there are studies specialised for the matter of clothes that can really analyze someone's attitude and personality concerning both shape and colour, so it's a fact that clothes can tell a lot about a person for instance <sup>not formal</sup> attractive red colour and dressing up too fancy, so personally I think that wherever we see that we forget our basis for <sup>not objective</sup> the pleasure of others, because at the end of the day all that matters is our mentality.

As we all know people are extremely different, so  
no one can deny that each one from us has his own markers  
that makes him special. However some persons think that  
they can know the other's personality through things such  
as: the haircuts, behaviours, attitudes, but the most attractive  
thing is their clothes since it can tell a lot about them, personally.  
I think that judging people through their clothes can be possible  
but not always for many reasons.

If we can talk about that someone judging from  
his clothes we find that his clothes is one way to help him  
to improve his personality, and many study confirm that  
for example they said that those who use to wear chainy  
clothes are more courage and who wear cold colours are timid  
and maybe complex people. Also those who take care about  
their clothes have a strong personality, and more over  
for woman that put his handbag under her thigh, it has  
more self confidence, and when she put it in her wrist, elegant  
but when she put it on her shoulders, she is moody but  
helpful.

On the other side what we can say about those poor  
persons, who haven't enough money to choose their clothes,  
or those who can't because they have other important things  
like study or work all the time, or those who can't choose their clothes  
not formal

due their to their parent or a superior, on the rich persons that they are obliged to wear a special clothes ...

As a result we must say that judging persons through their clothes is not good all the time only in some cases. For this we shouldn't judge anyone only through his clothes. Because a person is not formal every page has different things and we can't know his not formal contents through his cover only.

People differ in the ways of judging people, they judge them on their way of speaking, on their gestures but I think the most popular way that many people do is judging them from their clothes <sup>not objective</sup> for instance those who wear luxury clothes, they say that they are related to upper class, either who wear classic clothes they say that they are serious and people who wear lots of colours <sup>or</sup> have self confidence or they are funky

Many people agree that those who wear luxury clothes are rich but I think that this opinion is not really true since there are poor people, <sup>not objective</sup> they work hard only to buy luxury clothes and to show themselves that they can wear those clothes as rich people.

Others say that clothes can give you information about people's personality, for example those who wear classic clothes that they say that they are serious on their lives and they are not playful <sup>cautions</sup>.

People who wear lots of colours, especially hot colours, they say that they are confident and they like to attract people's attention. whereas why people choose to wear simple clothes with simple colours,

Formal clothes can tell a lot about someone and judging people from what they wear, <sup>not cautious</sup> like people who wear classic clothes are serious or people who wear lots of colours in their clothes have self are confident, <sup>however</sup> judging people from their clothes as often give you exact information about persons, but, sometimes it is not true

Have you ever realized how much your clothes have an influence on how you are seen by people for the first time? Every time you walk out your front door you are sending a message by the clothes that you chose to wear. I love clothes and think of clothing as a way to express one's self and help others get a sense of who you are. So, what are some things that you tell about someone judging from the clothes he/she wear?  
*not formal*

Choice of clothing, especially with so many different options in fashion today, can tell a lot about a person. Wearing simple clothing and neutral colors all the time could mean that you are a simple person who loves wear what makes him feel more comfortable.

Some people like to wear lots of bold colors and crazy prints or some clothing a little different from what everyone else is wearing. That sends a message that these people are kind of wild and like to have fun and good time.

Sportswear and brands like Nike and Adidas could portray that you are athletic, workout often, and love playing sports. This kind of clothes can mean that the person is a player in some team or he's just someone who loves sport and like to stay comfortable all the time.  
*not formal*

I think that someone's clothing does tell something about them, it may not tell everything but it gives away what type of personality they have.  
*not objective* *cautions* *not formal*

Everyone has its own style. ~~Each one~~ <sup>not cautious</sup> chooses what pleases him only. Even in clothing; what could be one's heaven is in fact poison for the other one. However people have a tendency to judge people according to what they wear like judging a girl who wears boyish clothes or women who do not respect the islamic rules. <sup>formal</sup>

First of all, girls who wear like boys are generally viewed as bad girls. People see that she wears like boys, behaves and imitates them almost in everything <sup>not objective</sup> but they never consider the points of view of that person. Unfortunately <sup>not cautious, not formal</sup> there exists some people who do not respect others choices and they judge them badly. <sup>formal</sup>

Secondly, islamic women are obliged to wear el-hijab. So every woman who does not follow this rules will be judged or and reflected by some people. Again they may even abuse her of atheism <sup>formal</sup>

To sum up, people judge without thinking. They judge people according to what they see. This act is a bad habit and it should be stopped because everyone and to some extent is free as long as he does not <sup>formal</sup> <sup>not formal</sup> cross the limits.

**Appendix 6**  
**Post-test Essays**

## **6.1. Control Group Essays**

### **6.1.1. Essay One**



A human being in his nature is social and live with other peoples around him to share with them different experiences, moments, and feelings passing with them his daily life, so he must contact with them and build relationships with them mainly <sup>not cautious</sup> these relationships are named Friendship ~~which~~ means making friends ~~to~~ to share with them your ideas and feelings. Mainly these relationships stay for a long time but <sup>not strictly</sup> sometimes it ends even if it was in the level of brotherhood, So why do Friendships end?

~~not a friend~~ ~~friend~~  
There are too many reasons and causes which can damage a ~~friendship~~ friendship and end it. It could ~~be~~ because of a misunderstanding where the friends fall in the traps of the disability ~~to~~ understand what the other mean. Can it can be damaged by the money where it become a question of profit between them or a question of "always being why not you". this are not the only reasons there are others such as a <sup>formal</sup> rivalry between friends where <sup>cautions</sup> gossip start by one to reach every one of them and this is one of the worst causes of ending Friendships because it ends with a lot of hate and revenge feelings. Sometimes parents are the cause of ending a friendship where they can order their ~~child~~ ~~son~~ to stop ~~dealing~~ dealing out with some friends.

~~At~~ At the end friendship can be damaged by love. in this case it's when two friends a girl and a boy one of them fall in love <sup>not formal</sup> with the other but the other one have no such kind of feeling ~~to~~ the other person and this is one of the worst types of ~~and~~ why friendships ends.

Every body in his life needs to communicate with others, either directly or ~~undirectly~~ <sup>not cautious</sup> directly, when we have friends that study with us or live next to us. This relation ships may be between girls or girls and boys. Some times the friend ships ends for many causes.

I am a student in Mentanices university ~~where~~ <sup>not depressive</sup> in my secondary year, I was having a lot of friends, boys and girls many of this relation are ends specially with boys. Personally I don't have any problem when I was talking or sitting with a boy but, our society <sup>not depressive</sup> <sup>not formal</sup> alleges us to put obstacles. Our religious all so makes the relations between girls and boys forbidden, this last makes us finished our relations.

In addition to religious and social causes we can considerate jealousy as one of the main causes that may ends the relation ship between two friends. In many friend relation we found differences between the two friend or more, one who studied more than the other, or one who is lucky more than the other and this introduced to problems and ending relation.

The friend ship may all so ends because of many, and it is the most common problem in our society now, because there is people who are rich and others who are poor, Logedly this difference makes people forgot about their principles and love each other.

friend ship is the most beautiful thing that we <sup>not formal</sup> <sup>cautions</sup> may create it and use it in its ~~is~~ right way and protect our relations with our friend. It is really the most beautiful thing in our lives. <sup>not cautious</sup> <sup>not formal</sup>

friendship is good relation  
between two persons that is <sup>not perfect</sup> totally honest  
and faithful for ever. but sometimes  
this bond does not have an end. there  
are a lot of <sup>no final</sup> causes about this relationship  
which are lack of confidence, this person  
is not honest and comfortable, betrayal and  
selfishness.

Lack of confidence between two  
persons lead to separate each other and also  
lead to hatred.

The person who is not honest open  
and comfortable you really cannot tell him  
or her every thing about yourself and about  
your <sup>not honest + not affection</sup> problem.

betrayal and selfishness are the  
most problem between people and those two  
main characters lead also to hatred each other  
and without any confidence, ~~you~~

There are no many other causes of  
friendship end but you really only have  
this bond with a few people.

why does the relation between friends ends?

In our lives, we are in need to know people and meet them, By time we can build a friendship which is considered among the most important relations that allows us to fight the hard moments of life. Having a best friend with us <sup>cautions</sup> may help us to see the beautiful side of life. But, this kind of relation should be built in a strong way. So as to, nothing can stop lying; the lack of trust and the zip out secrets are three major causes that led to the end of friendship.

First of all, lying is a bad behaviour that characterizes most people. when it comes to any kind of relationship, we are always in need to say the truth, even though; it may hurt them. without forgetting that in our religion, lying is forbidden. when a friend of us lies, we can expect everything bad that comes in our mind. This makes us afraid to forgive them a <sup>not afraid; not cautious</sup> second chance and be obliged to regret about and stop the communication with them.

In addition to the lack of trust, which is the most important step that we should focus on before engaging to any relation. Confidence may cover everything bad someone can encounter in his/her life. like: reputations, <sup>not afraid</sup> trust helps us to ignore and believe our friends, resulting from this, our relation would continue and preserved from decline.

Adding to these, the zip out secret is the major cause of all things that push us to make an end of our relation. As humans, we are <sup>not afraid</sup> in need to share our ideas and personal problems ~~to~~ <sup>with</sup> our friends. The latter is supposed to be a secret keeper; a good listener and adviser. But, if it is the opposite we discover that our personal life is shared by all people, this makes us feel as if we are silly and stupid person who

## Why do friendships end?

### Ending a friendships.

As human, we have feelings and these feelings, we develop them towards people around us, such parents, sisters and brothers, and also friends. Friendships are important in life, they are our escape from the monotony of the life and family, but such relationships can be ephemere. In fact, friendships can end under different causes: a great dispute, betrayal or just because of one word.

A friendship relation can end because of a great dispute between the two friends. It's common, even when the two persons are too close to each other. Saying things with bad manner or meanly to others can lead to such dispute. Also disrespecting her or his friend can have a bad effect on their relationship which will lead to the end of their relation.

Another important cause that can lead to put an end to a friendship is betrayal. Betrayal does not exist only between enemies, it also exists between friends. Lying is betrayal, revealing a secret is betrayal and putting down his or her friend is also betrayal. Such behaviour leads to mistrust and without trust, can we support or stand close at the other person. So betrayal has only one result obvious result which is the end of the relation.

One word, only just one word can put an end to the friendships. Thinking that the other person knows us, believes us, and believes in us is the best proof of a sincere friendship, and it is something that makes

as happy & confident, but one word can destroy and collapse this world. Understanding that you were wrong about all in what you believed is very difficult. One word can make you understand that the other knows ~~nothing~~ <sup>nothing</sup> about you.

Friendships are ~~not found~~ <sup>not found</sup> such spices in life but can be stars in midnight. This ~~can happen~~ <sup>can happen</sup> because of the minor things of life such as bad behaviour, ~~offences~~ <sup>commitments</sup> or also ~~to set others~~ <sup>not found</sup>. If you really love your friend, if you really believe in him or her, if you believe in your relation & the good time you have passed & shared you can pass through all these cases & forgive, give another chance & here you can understand that this person means a lot for you.

## **6.1.2. Essay Two**

## The effects of your teacher value on you

There is a huge importance of teachers affection on students achievement, Many of us agree that they can be in touch with teacher according to his method and the way he presents in his thought, so that we can distinguish the quality of teachers and being effective.

We will discuss this subject in the lines:

In the one hand the students can show ~~can~~ his capacities depending on the teacher for example: when we see a teacher who have self confidence of his knowledge and can deal with the different reaction of the student so he can control in the way he love and make his more satisfied, and in this situation the student will love the teacher more and more and make his (possible give) best to <sup>formal</sup> give him the same reaction.

Also if a teacher doesn't have the capacity ~~to~~ or the mood to teach and he doesn't give <sup>not formal</sup> any importance ~~to~~ the student so that the student will show his <sup>not formal</sup> Unconcern to the module and even the teacher.

An other important <sup>not formal</sup> thing when the interested on the student need and try to help him, the student will show his interest to the teacher and try to treat him the same as he does.

Finally we can conclude by saying that teacher has a big effects on the student it can be in a negative or positive way depending on the personality or the method of teacher.



## The effects of your teacher's Value on you.

Many people emphasize ~~that~~ importance of good teachers and others to promote teacher quality, some teachers are <sup>not objective</sup> more effective than others and also being taught by an effective teacher has important consequences for student achievement, then you probably want to consider the effects of your teachers on you.

However teachers differ greatly in how much they teach their students, but little is known about which teacher attributes account for this. For me, to have a good teacher, with an appropriate method of teaching, which should be good, <sup>not objective</sup> would have a deeper affection on my way of thinking, even in thinking, because teachers are our <sup>formal</sup> examples whom we follow, and take by their advices and informations to be clear that the student is waiting and expecting a lot of things <sup>not for</sup> from his teacher, such as giving him his attention, and a chance to prove his capacities and get more self confidence, would have <sup>formal</sup> a positive points to continuous

To illustrate, that the effects of our teachers impact and value on us is the basis of a self confidence, because if teachers are evaluating you with a good sense, you must then get some how a sense of security, but if not, it will affect you performance and attendance in sessions and may lead you <sup>formal</sup> to stupid thoughts, like leaving the studies and maybe using drugs as a way to escape for reality to idealistic world, just to prove that you can do it.

To conclude, the teacher play the major role of affecting students, because it is not a matter of doing effort, it is to take the

Many Teachers in the university are very perfect <sup>not objective</sup> they take their doctorate from foreign countries. so that, they considered the most important element in our study. and my teacher has a lot of values effecting me like: improving my level, facilitates my researcher to solve, and encourage me to go far in my study.

First of all, my teacher's values make my level improve. I was totally different from the beginning, i.e. I did not <sup>formal</sup> take care about writing a speech. I had just wrote a paragraph. additionally, I was very strained to write a correct paragraph. but. Now, I become more comfortable, and write freely any essay about different topic and without grammar mistakes. and I have selfconfident on my self.

Moreover, my teacher's values facilitate to solve any researches. I require tremendous ideas with extra information, and I get more vocabulary in order to understand everything. besides, I am capable to solve my exercise at home or in the class room.

Furthermore, my teacher's values encourage me to go far in my study because. I learning great things. and I become cherishing English. my teacher give us for support by bringing <sup>not formal</sup> dictionaries and papers... et. she gather all student and share with each other all new information. surprisedly I find out a lot of beautiful thing supported me. and I make my point and goal to ful fill in the future <sup>not formal</sup>.

Finally; My teacher's values, is different from a elaborate my study, too, writing and spoken, <sup>not objective</sup> too facilitating to find solution of my researches and encourage me to study more. and benefit from all things we get from her. <sup>not formal</sup>

we feel so gl'ave everytime we come to university. To find all what we want and what helps us to find our way we mentioned here our teachers and the effects of their values on us, as it will be illustrated in the following paragraphs.

First of all, The good teacher should be disciplined well. The is the teacher that all the student see him in good image, he is the person who pick them out of the dark, who advice, helps, teach the student every thing help them win in their own lives. and all that make them love him as well.

Second, Teachers Nowadays, seems like The second father who control his kids by giving them the best ways to know more about life, and not limited by giving the a particular lesson then he moves. Student effect by their teachers inside the classroom or even outside the classroom because this student reacts by the way teacher's ways of teaching, for example who make the students understand his point of view. he lets you work very hard, asks you many questions so that he makes you participate more, even your marks sometimes, he don't gives you what you deserve, just to make you work harder and harder to improve and to develop yourself.

The teacher is on Job, he leaves many impacts on us, with goodness or badness. he is the tool of success.

The effects of your teacher's values on you =

Teaching is a great responsibility, However, most people are under-estimating the effects of this noble career on the student's future and professional afterwards. Consequently, the teacher's values play a huge role in building up personalities of students.

First effect is that at the primary school we were only white pages to the extent that any teacher could sculpture any principle, whether good or not on our personality, especially that we had the tendency ~~to~~ to immitate even each gesture a teacher could do.

Secondly, now since we are still ~~adolescents~~ adolescents our personalities are strained a bit along with our hormones so, we tend to believe the untrue and disbelieve what's in our benefits. And nowadays, ~~not all~~ the teachers are trustworthy. I can confirm it through the marks because they are not being <sup>not objective + not cautious</sup> fair enough. There is nepotism also which is widespread, they prefer the people they know over the ones they ~~don't~~ even if they have the same capacities and competence, <sup>not formal</sup> which is not recommended at any circumstances, so, this will create an atmosphere of grudges between us students and will lead me to react ~~so~~ when I'm a teacher in order to revenge what was done to me <sup>not formal + not objective</sup>.

As a ~~conclusion~~ conclusion, teachers are just humanbeings they can make mistakes, they can even commit crimes, however, those should be controllable or at least excused sometimes, Cautious

### **6.1.3. Essay Three**

## Topic: Our generation Vs Our parents generation

Nowadays, youth feel in general that they are misunderstood by their parents, that they have nothing in common and that they will never agree on something because exchanging ideas turns each most of the time into a kind of battle. That is what happens to me each time I try to have a discussion with my mother. I really feel that there is a huge difference between our generation and our parents generation in many aspects: the way of thinking and perceiving life, life style and the vocabulary.

One major difference between both generations is the way of thinking and perceiving life. For our generation life is like a game, we take it as it comes, we do not think about our future or we start doing it very late (according to them), we are mostly irresponsible because we think that we are still young and we still have time to grow up, we feel easily bored by serious topics and we avoid dealing with them, we are careless about others and extremely selfish. While our parents were raised to take responsibilities early in their life, they care pretty much about the future and tend to always have serious discussions about life, give advices, control our acts and do not agree on our decision to be free and self-dependant and that is what makes tension between the two generations.

Another aspect of difference between the two generations is the life style. Our generation is crazy about technology and means of communication, we love luxurious things and having fun, we pay attention to our look, the way

We dress follows the tendency, we are easily influenced by the media, we like modernity and all its aspects even if they are useless, superficial and superfluous. However, our parent's generation is conservative and traditional, they think functional i.e. if your life does not really depend on it, so you certainly do not need it. For them the way they look does not have to be given as much importance, all what they need is to be dressed properly and to be clean. About technology the only thing that matters is that the device does his job regardless to all other criteria. So the two generations do not agree at all in most cases.

The vocabulary is also one aspect that makes our generation different from our parent's generation. Our vocabulary nowadays is completely different from our parent's vocabulary and even the way we speak and the intonation of the voice, we are rude, sarcastic, we speak without thinking, regardless to the impact of our says on others, we mix languages, we create new words and sometime we use words that we are normally not aloud to use because it is disrespectful. On the other hand our parent's pay pretty much attention to what they say and how they say it, their language is deeply thought they use words to express ideas rather than feelings and words are understandable and clear that's way communication between the two generations is cut and hard to establish.

To conclude, despite the differences we have in our way of thinking and perceiving life, our life style and our vocabulary, we still share the most important thing that is love which makes us do compromise and find by the end a common ground to please all the parts. It makes us for a while forget about all those differences to focus on a common benefits.

## Essay about: Our generation Vs Our parent's generation.

We all agree that lifestyle changes from a specific period of time <sup>not confusion</sup> to another, many changes took place and they made a big difference between life in the past and life in our present days. Our generation is quite different from our parent's generation in many sides, for instance: crazy electronic items, open-minded ~~and~~ love of luxury.

The first difference between our generation and our parent's generation is the crazy electronic items. Nowadays, self phone has become useful, each one poor or rich can have his own self phone, you can find a child of Seven years old having a mobile. For me and many others, this electronic item (mobile) becomes <sup>not directly</sup> a necessity that we cannot live without. However, our parent's generation did not have technology and electronics like they exist today. At their <sup>parent</sup> time they had no means of communication, they had no self phone, no internet. If we speak about ~~the~~ phone, we say that at that time only few families had a fixed phone and only one at home, also they did not rely a lot about it; if someone wanted someone else, he would meet him in person rather in phone.

The second variety between the two generations is that the new generation is much more open-minded than the previous



generation. ~~Things~~ <sup>They</sup> that were in the past unacceptable, nowadays become accepted, for instance: dating becomes a social activity; saying a couple walking in the street hand to hand is not surprising at all, there are people who break down this taboo considering it a part of personal freedom. In contrast to things our parent's generation were more conservative and strict, they used to follow their family values and they did not go beyond limits or break down taboos.

At last, the difference between our generation and that of our parents is none of (luxury) luxury. It is something known and common that the youth love all ~~not~~ <sup>not</sup> what is lux and new, they like comfortable cars also they like to experience ~~bad~~ adventures by travelling here and there. Yet, our parent's generation had different dreams and hopes, they dreamed about having a job, then founding a family. Their dreams were very simple, they had neither intention to travel nor to pretend what is out of their capacities.

As I mentioned above, many changes took place in life and other changes probably would happen in the future. (and would give a new face to life) Because generations differ from a given time to another as well life would have a new face.

## Essay about the difference between Our parents generation and our's.

Every generation is different from another and as the time runs, the changes are also fast and radical. We don't want to go far, we only see our parent's generation and us we analyse that there is a huge difference between us, in daily life, professional one and mentality.

When we speaks about differences between our generation and previous one we see that we are open minded while they were closed so much eg. they don't send their girls to study, they don't let them go out without a reason.

We have by what passing time, educate and entertain ourselves by TV, Internet, Computers. But they didn't have all this technology at that time so the girls used to work at home and the boys were out.

Our generation have more choices in life, in work, studies and especially dreams, compared to our parents' generations that had limited choices in life, so they were obliged to take what they were given.

The last point is a personal opinion which is our character and it's crazy and nervous comparing us with our parents and our generation's behaviour eg: they don't get ashamed and embarrassed as the previous generations used to be not formal

In conclusion, I think that time plays a role to make changes in every generation, not objective as we are different from our parents, our children should also be so, everyone has to live to his time whilst losing our grand parents education and good principles.

## **6.1.4. Essay Four**

Every one has a purpose in his life, when I was a child I always dream about a good job, but to realize <sup>not countries</sup> our dreams we have to hight our level by studying hard, either in our country or in a foreigne one. if it is possible but both are different that is what I'm going to illustrate in the following paragraphs. <sup>not final</sup>

When you study in your country you find people that you know, you live with them in the same environment, you have the same traditions and language, when you finish your studies you turn back home you can relax in your own room and revise your lessons without noise you can make connection with your teachers who can help you when you need help.

psychologically living in your home between your family give you the ability to study and make you feel comfort.

However when you study in a foreign country you find foreigne people that you do not know them, you find a different environment, traditions and language, you will look for a house in which you will live with your friends who can interrupt you, you will miss your family and feel lonely, so you will loose your ability to study even if you find the suitable conditions.

as a conclusion studying in a foreigne country has some positive sights but the negative ones are more.

## Studying.

G:07

Studying was always the majority's passion in order to get some knowledge but this studying ~~thing~~ <sup>not formal</sup> was also different from one country to another according to all of ~~things~~ <sup>not formal</sup> that control in one way or another the level of knowledge which is acquired by people.

In a country like Algeria, studying had its own value only in the 19's but now people ~~don't~~ <sup>not formal</sup> care about it at all since all they care about is money and power, even the ministry of education does not care as well because of the systems they make and bring every three or four years, it is complicated to live in such an environment of ignorance when everybody <sup>not formal</sup> is looking for something to eat instead of something <sup>not formal</sup> to learn.

On the other hand, and exactly in other countries like in Europe, Canada, America and Australia, studying was and still be the most important <sup>not formal</sup> thing in life as long as so many conditions such as a good life, opportunities for everyone, no matter who he is or what he wants to do, it is all about the level of education that an individual has. Everybody <sup>not formal</sup> is looking for big dreams to achieve like new life styles, better living conditions, new ideas for a better future.

Eventhough the big difference between the two different places it is never impossible to reach the good life and the high level of education that every single man on earth wants to live, it can happen if we just think a lot, think positive, love what we do and work hard to bring that beautiful, comfortable, amazing future to life.

Some people of Algeria think that studying a foreign language like English in their country is the same as studying it abroad, but in fact there are many differences more than similarities between both studying in their country and studying abroad, as the following paragraphs will illustrate.

When you come to study abroad at university, you will pass an entrance exam to discover your level of this language. If you succeed in this exam, you will be accepted, but if you fail, you will be rejected. In contrast to Algeria, there is no exam to pass it, you may study even if your level is very low in English.

If you will be a student abroad, you must study hard always to develop your level in speaking, reading, and writing. So, you will have additional hours, like have a meeting every day for two hours with your classmate to discuss some subject in English, in order to improve your level in speaking. However, in Algeria, they do not tend to have additional hours, they spend some hours in classrooms, only the teacher speaks. This may not allow you to improve your level at all.

To conclude, study English differs from your country to abroad

People think that studying in our country or studying abroad is the same thing and that there is no difference between the two, but, ~~in fact~~ <sup>not formal</sup> there is a lot of differences between them as I will show in the following paragraphs.  
~~not objective not formal~~

First, In my country, each student who has get his Baccalaureate exam can make the inscription at any university he wants, the only condition to be accepted is to get the mark required to study the field and without paying attention to his behavior in the high school, but, in another countries, the students have to postulate at the universities and wait for the response of being accepted or not, and it is depending on their marks, behavior, and extra-school activities in the high-school.

Second, the studies in my country are free, so students don't realize the chance they have and they don't make the necessary ~~efforts~~ <sup>not formal</sup> to succeed, however, abroad, studies are very expensive and people make a lot of sacrifices and efforts to come through their goals.

In conclusion, people will keep <sup>formal</sup> thinking that there is no differences between studying here or abroad but they have to work hard and make effort to keep their thoughts true.



- First Name: Youssef
- Groupe: 1

As any student I prepared to study in the University, and I think about studying in my country or going to take my chance abroad. I consider that there is many differences than similarity between Algeria and other country's, as I will illustrate in the following paragraphs.

University in general is made for studying so neither in my country nor in other we go to learn and to get a Diploma for respectful job.

University in particular in Algeria are very difference from other country. If we take an overview we understand that there is a lot of student more than what should be allowed, more than 60 student in the class room, this means most of time there is noise no one understand the other. Program is not organized and even the planning of exams are always late, the administration also have a part of this miss since they do not give attention to students and what they needs. Their our <sup>formal</sup> ~~do not~~ courses have relation with the new technology even if in we study without computers and when we finish our study we stay jobless cause there is no places for work however we have high level.

In contrast if we go and study abroad we may find and realise many things that we do not in our country. I know that they pass a test <sup>not formal</sup> before being accepted in their university's but <sup>formal</sup> ~~not objective~~

it is to consider our level. Study abroad is something I want it to be true cause they represent the higher education, ~~not formal~~ every thing there is perfect, study and courses. Student learn ~~not formal~~ and take things seriously, they really thirsty to achieve success. The administration increase what student need in study, if we talk about the library for example are the books we obtain, when the teacher give students a research they will find hundred books in all domain for what they look for, ~~formal~~ and when the student finish his/her study he can work easily in his domain.

Finally, I prefer to study abroad since there is many means as I explain to be better than study in my country.

## **6.2. Experimental Group Essays**

### **6.2.1. Essay One**

"Man is social by <sup>his</sup> nature", this is what everybody utilise to demonstrate that man needs others to survive. <sup>not cautious</sup> Every body needs someone to share good and bad times with. This is what friendship means. However, friendship does not last forever and it ends generally because of a serious <sup>not cautious</sup> misunderstanding or due to life conditions. <sup>formal</sup>

First of all, some friendships are not meant to withstand all the obstacles. These obstacles may be a jealousy or a misunderstood conversation that leads to eternal separation. Or simply because the word "friendship" contains the word "end" in it.

Secondly, life conditions are a major reason. These conditions could be a marriage or a moving to another place. The first condition is especially dear for girls when they get married to some weird husbands who negate and forbid them to contact their friends.

To sum up, friendship is a very important relation. However, we should not take ~~them~~ it too seriously and we should predict that likewise our existence everything else will fade someday. <sup>not cautious & not formal</sup> <sup>formal</sup>

## Topic: why friendships end?

Friendship is an important relation between two humans, so when we say he/she is my friend we means the one we can be natural and the one who knows almost everything about us, secrets, information and feelings. Sometimes this relation corrupt and die, because of many reasons.

In case when one of them move on to another place and occupy with job or studies, he start lose the attention to the other, especially when they don't meet and call each other then this relation fade one by one until it disappear because of the distance and time's problems unless they both work to save it and remain their memories together.

Sometimes when one of the friends do a unforgivable mistake like "stabing in back" or sayin' something hurts the feelings of the other, there will be separating, hate and miss-trust, it's difficult to go back to each other and make it causes many other problems after the separation, pain and regretting, this can be a test of the force of this relation, if it's so strong then they would forgive and forget.

Finally to have a best friend is something amazing so you can do anything with this person without bein chained to make happy memories together, but it's better to not put him/her in tests and hard situation as we say if your friend is honey, don't eat it all.

Topic = why friendship End?

Friendship is necessary in everyone's life; humans are social being and everyone needs a friend in his life. A friend; provide a lot of support and comfort in good times and bad but as everything has an end also friendship ~~may end~~ because of many reasons and some of them are: personality's change;

The first reason why friendship End is because of change of the personality. When friends are apart for an extended period of time, they may meet other persons during their (Vacation) Holidays. One friend might change social circles, meet other friends or both friend may change in personality; in this case feelings also change.

The second reason is because of conflicts, they can also cause the end of friendship. Sometimes friendship are not strong enough to endure much conflict because friends sometimes do not understand each other's point of view and this can be a reason for breaking up with your friend.

To sum up, friendship is important in everyone's life, a true friend will help you whatever your situation but sometimes; friendship end for two reasons: conflicts and personality's change. but when we find a true friend we should keep this friendship because it's precious and rare to have a true friendship.

## The Essay

Sometimes it seems hard to keep up things the way you want them to be, just because other people <sup>not for all</sup> do not agree with you or they do not see it from the same <sup>angle</sup>, and friendship is a good example for that, since the question asked nowadays is the reason why friendships end. Well, it can be either because of mistrust based on betrayal or mis-understanding that leads to disagreement.

Starting with mistrust, as a common complex in any relationship, which is a natural feeling can be caused by so many things, ideas and even gestures that one of the friends do, like betrayal, when <sup>not for all</sup> we betray someone they lose the secure image they had in mind about us and start being cautious to the betrayer, what ends up with the fragility in the relationship.

Another cause of friendship failure is misunderstanding that leads to disagreement between the two friends, for instance when they both have a conversation about a specific topic or a fight would be a better example, as they get lost in words with no solution <sup>normal</sup> at the end, and here are the results.

To sum up, friendships is built on so many basis that shouldn't be ignored so that friends will not run the risk of falling in the holes of mistakes, betrayal and misunderstanding or else, they <sup>not for all</sup> wouldn't be together anymore, but as long as they can be friends, it is good because as they say: a friend in need is a friend indeed.

## why friendship end?

Relationship between friends is very important in our life, everybody have friends in his life, in School, Society, work or in family, <sup>not cautious</sup> it's very important to make relationship with others built on confidence to get a real friends who help you in your life. But as we know friends come and go and some friend stay with each other for ever. But <sup>not cautious, not formal</sup> why friendship end? One important thing is distance and the second important thing is problems. <sup>not formal</sup>

Distance is One of the most important reason which makes the friendship end, because when some one is very far from his/her friend, the contact between them <sup>will be</sup> less than before, it will be very difficult and complicated. Although there are phones and internet but the discussion face to face and the meeting every time better than discuss on phone or internet, that's what make distance block the relationship between friends. <sup>formal, not formal</sup>

Problems is the second important reason which makes the relationship between friends end, Some problems between friends made when someone lie to his/her friend or someone betrays his/her friend, friendship is building on honest and confidence, <sup>that's why we must be honest with our friends</sup> to avoid the problems. <sup>not formal, not cautious</sup>

Distance and problems are important reasons which make the relationship between friends end <sup>that's why we must to avoid this reason to protect our friendship.</sup> <sup>not formal</sup>



## **6.2.2. Essay Two**

Def  
Topic = Discuss the effect  
of your teacher's values on you  
Effect of subjects & teacher's effect on the effect of

Any teacher has its own way of teaching thus what make ~~them~~<sup>not compare</sup> has a different values from other teachers and it is depending on the teacher it self and that will effect on the students - so the values can effect on the student's behavior when the teacher is in his ~~practic~~<sup>practic</sup> his principal inside the classroom such as the explanation of lesson and the relationship

First when the teacher can control well in the classroom is allowed him to get silence inside it it can win by having a good a valuable atmosphere to explain the lessons with all students' attention that will make them have an extra information from the teacher. The silence make them untress tend the lesson well and having a good results in the exams.

In addition to that the other major effect is the win with a good relationship in which is the serious problems that the major of teachers are face it and because of the value of the teacher the student will have a good relationship and they will have a good respect them.

Discuss the effects of your teachers' values on you?

To be a teacher is not an easy job because it has many responsibilities and it is a hard work. Therefore, being a teacher is very hard because the teacher is considered as an example by the students. The students influence by their teachers so that the teachers should have values which effect positively on their students. However, many teacher have bad values and they influence negatively on the students. The effects of my teachers' value on me are being more patient and to work hard.

One of effect of my teachers' values on me is being more patient. when you are inside the classroom and you see how the teachers is patient with his students, you will know that patient is very important in social life. To be a patient teacher is almost difficult because the teacher deals with all the students and everyone thinks and behaves differently, you will learn how to be a patient person from your teachers.

The second effect of my teachers' values on me is to work hard. The teachers showing to the students how to work hard through their efforts and working hard. The students learn how to be serious and working hard when they see their teachers ~~the same~~ working hard and more care about the lessons. The teachers are considered as good examples in most cases to their students.

Teachers effects on the students. Being more patient and working hard are examples of the effects of the teacher's value on the students -

Topic: Discuss the effects of your teacher's values on you?

Teaching is a noble job, because the teacher represents the guide for students; he will correct them when they are wrong and to help students for giving <sup>formal</sup> them the right information. A good teacher may affect positively on students because of its good values: teacher's seriousness <sup>continuous</sup> and good technique of the teacher.

The first effect of teacher's values is when (how) the teacher is serious enough, students will follow their teacher and will (participate) participate during the <sup>formal</sup> lesson. Students will deal <sup>formal</sup> in a serious way because teacher are serious and want to work in good way.

The second effect on student is when teacher has a good technique to teach and to transmit the informations to students. when teacher got a good way and right technique to teach their students, they will understand <sup>formal</sup> better the lessons.

To Sum up; teaching is a very important job, it builds generations either in a good way or in a bad way depending of (effect) the effects <sup>with objective</sup> that teacher has on student by teacher's seriousness or teacher's good technique.

...with, self, called, wish. Also, with his  
...club, with his bag, around him, started.  
...of, enough, distribute, all, to, know, plan, ...

Many people think that students can not influence by their teacher's values. Because if the student want to learn and succeed, he will learn without any difficulties even if the teacher is not good enough. However, the students are influenced by their teachers. When the teacher has good values the student will learn better. Therefore, the teacher's values have many effects on the students such as being serious and learning better.

First of all, one of the most common effects is being serious. If the teacher is serious in his work and he does every thing in it's time, the students will influence by him and become serious in their studies and work hard. The consequence will be that the lectures will pass very organized and successfully.

In addition, another effect is learning better. Because if the teacher has good values such as being serious and organized, the students will be like him

and they will learn better. Also, they may love the lectures and become good in this module.

Finally, most of the students influence by their teacher's values and those values may be good or bad and so that their effects on the students. Some examples of these effects are being serious and learning better.



topic: Discuss the effects of your teacher's values on you?

Each year we have different teachers, some of them are diverse and they make presumptions about students based strictly on first impression and others are serious and never want just to do their job and others want just to waste time and finishing the programme rapidly, some effects of my teacher's values on me are serious and polite.

There are some teachers who are too much serious and without humor or any <sup>contours</sup> expression of happiness, they are so never at class, so that they make the session boring, they are not friendly in speaking with students, they are always vulgar and disrespectful in speaking kindly with students.

Some of them make you feel better in asking questions, they are comprehensive, they let you even do mistakes and correct

nicey for you in a nice way, to make you feel comfortable in class.

But some of them are very polite, kind, they are easy to relate with them, but as some people know's that here in Algeria, to be a teacher <sup>in universities</sup> is very difficult because they deal with mature and even when you are polite they oblige you to be unpolite with them.

To sum up every person have value's and we are ~~not~~ not different from each other's, we may find our teacher's that they are bad or very sever but they just do this for our benefit to make us a good student's.



### **6.2.3. Essay Three**

## Topic: Our generation and our parent's generation

### Essay:

Both of our generation and our parent's generation are similar in some things such as education and ethics. However, there are many differences too, as differences in the way of thinking, way of wearing and also way of speaking.

One of the most behaviors that is differ from our generation and our parent's generation is the way of speaking. Speaking can tell more about a person judging him on the way he speak and also from the words that he is producing if it is bad or good. Speaking can also tell about person's negative sides such as spelling mistakes, bad behavior...

Other difference is the way of wearing and this may considered as big change from the past till the present, because this generation clothes consider as the most clothes that never had been seen before. Parent's consider it as a changing not only in the clothes, but also in religion, because Islam made many rules of wearing, speaking and even in eating.

The third difference that may considered as a real difference is the way of thinking. Because of Internet, such as chatting on facebook, MSN... etc. have an important role in changing people's way of thinking for example this generation is a great of car, technology... So our generation have to follow it in many things such as thinking of having car, new big houses... not like the ancient people just thinking of eating and working hard to live in a small house with his small family.

To conclude with, either there are many differences between our generation and our parent's generation but our parent's still considered as our idols, and we hoped to be like us.

Q = . . .

Every period of time the world witness a new generation. Every generation differs from the old one in several things such as the way of thinking, fashion and inventions but ~~we~~ <sup>not formal</sup> cannot deny that there are some similarities in all the generations.

It is well known that teenagers had passed conflicts with their parents, and sometimes it cause serious and big problems. That's because in the way of thinking, every generation flourish in its own period, so their minds are different from each other and they don't agree on many things, every generation and the mistake that the parents do ~~unwittingly~~ <sup>not formal</sup> that they compare their time to their kids time and that what makes the disagreement between them in almost every thing and every decision.

Fashion, fashion is artform that recycles itself for example this past season the eighties strong shoulder came back but it was modernized. One of the most biggest differences between fashion before and now is simply technology in textiles and just in general. The greatest difference ~~would be~~ <sup>not formal</sup> ~~social~~ <sup>formal</sup> is that women as well as men are much more casual in dress today than they ever were. Most people look for comfort in every aspect of their clothing.

## The Essay

Time is an important element in human lives, as it plays the role of an effective factor in changing people's mind and conventions for instance in so many ways through different generations and that is a remarkable theory since we can see these changes if we compare our parents' generation with ourselves nowadays, that sheds a lot of details if we consider it well where they still the same and others that differ.

One obvious difference is the mentality because our generation happens to have a lot of reasons that can for sure change it, technology for instance that tends to take people to the next level, under the name of modernization and for the sake of better life, whereas in old times our parents did not have the opportunity to express themselves through media, ~~for~~ clothes and it could be possibly because they were bounded always by conventions and ~~education~~ traditions that held them back from moving forward.

Another domain of difference is that our generation is frankly speaking a one lazy kind of all generations, and it goes to parents' over spoiling their children on one hand and the availability of ways of comfort on the other hand, and why not go insane blaming technology once again for that too, since it serves to help growing their bad habits more than relying on themselves as our parents did before, and they really worked it out, even though they did not have enough time to sleep; they were happy with what made them sweat, besides they think it was worthy.

To sum up, our generation and parents' generation are different but somehow alike. Although they both differ in many ways as mentality and laziness or lack of encouragement towards serious hard work. Furthermore, their differences probably contribute as much as their similarities toward the mutual interest the two generations have in their country. It will be interesting to see where these two leads in the future. ~~final~~

picnic and hangouts but we don't do it. Part 4 2021

your generation and your parent generation?

Nowadays we live in a debate of generations, because of the development we face. We always find this debate even in our families, since we and parent are not the <sup>the</sup> same generation that's why we find some difficulties to deal with them sometimes because they have their own thoughts, behaviours, tradition which belong to their generation. personally I think that our generation and parent generation from the past and till now still a big debate.

In my opinion people change with time change. Since we and our parent are not with the same generation that obliged the presence of some differences like thoughts, our parent thoughts are totally different from ours, they believe in things we don't even believe in or we consider it silly and vis versa they consider our principles' silly too. Also our behaviours are so different from their's because the influence of new technology. But we cannot omit our similarities since we choose mainly the same things in our life.

The other feature we suppose that it consider as a distinct element in our generation and our parent is their traditions in everything mainly in clothes, or food, since we don't like traditional clothes which they like very much, unlike we like modern ones. Also the kind of food are different we as a new generation prefer fast food and other food with no benefits as our parent think because they sometimes.

In our generation lot of ~~thing~~<sup>things</sup> has changed. My generation is very different from my father's <sup>not formal</sup> generation in many ways. They are more obedient, care giver and sociable than we are now.

First of all, my parents generation is very obedient. They always do what their parents ask them to do without even asking. My grandfather told my father to study medicine. So he did it and spend all his career caring for his patients. Eventhough, he loved to be musician, he forgot his desire and was very obedient. But my generation is really different, I can not do the ~~same thing~~<sup>not objective</sup> that my father did. I like my parents to be proud of the ~~person~~<sup>not formal</sup> I am not the way they want me to be. They suggested I carry on my father's career but, because I was interested in architecture, I followed my heart and achieve my dream.

Secondly, their way of life was different. My father stayed in his father house after he got married. He was responsible of the whole family. And he took care of my grandparents until they died. For me that was not the case. I started living on my own at the age of twenty and I am <sup>formal</sup> living now in a different continent. Eventhough my parents are old, they still taking care of themselves while I am not with them.

Finally, my parents generation is more sociable than my generation. They used to be close to their extended family, they grow together and share a lot of memories and stories. But in my generation extended family members are strangers, I don't know almost anything about them, because, I am <sup>not objective</sup> always busy. I don't even have time to do thing I used to do. <sup>not formal</sup>

## **6.2.4. Essay Four**

## "Studying in your country and studying abroad"

Studies is an important task that we must deal with in our life, in order to get our degree and achieve our childhood dreams of being what I want to be. In our country the studies is different from the broad, since we don't have the same capacities, or the same programme and the ~~same~~ <sup>not for all</sup> system.

There are many features that the study in our country and abroad have, and there are others different. The study is obligatory in our country and in abroad, but these ~~are~~ differences comes on the studying system. In our country ~~we~~ have primary, middle and secondary school unlike broad they don't have the same division. Also, the studying years are different, in abroad schools are providing by all the means that the teachers and the students need. However in our countries we have very poor schools, and the system is suffer from a lot of weaknesses, that caused difficulties, that influence the results.

Studying abroad and in our country also, have another feature of difference, which is the programme, that divided according to the student capacities, and the means that the schools provided with due to facilitate the way of teaching for the teachers, and to make the student grasp the informations easily, in order to get good results, but how our programme is poor to compare it with the broad one. Our programme is nearly different in everything, since they motivate the student to do their best to get good results, and push them to research to invent new things.

To sum up studying in your country and studying abroad is mainly different, since every country has its own system of education and programme.



## An Essay

Topic: Studying in your country and studying abroad.

Nowadays, studies is something which is very important for all students not only in particular branches but in ~~all~~ <sup>not formal</sup> branches and this later has a good value because studies will help students to improve their skills and their knowledge and ~~can~~ <sup>formal</sup> more information which ~~does not empower~~ <sup>formal</sup> some students prefer studying in their countries and other prefer studying abroad because of level and the way of studying.

Studying in ~~our~~ <sup>our</sup> country is ~~different~~ <sup>different</sup> than studying abroad because in our country the level is a little bit low and in the other countries especially the European <sup>one</sup> countries the level is so ~~high~~ <sup>high</sup>, the nature of our teacher is unlike ~~us~~ <sup>us</sup> in the other countries also there are techniques and methods of studying either for teacher or for students but in our country ~~we did not find~~ <sup>we did not find</sup> it or it is ~~ignores~~ <sup>ignores</sup>.

<sup>formal</sup> By comparison on the other hand the way of studying in our country is not the same as in the other countries, teacher of our country is not similar to teachers of the other countries, their techniques are not like ours because they are more active and culture than ~~ours~~ <sup>ours</sup>, the way of teaching not only the way but also the behavior in some teacher but not ~~in~~ <sup>in</sup> our country is somewhat random but in the other countries ~~everything is in their right form~~ <sup>everything is in their right form</sup>.

To sum up <sup>and formal</sup> studying in our country ~~is~~ <sup>is</sup> different than studying in other countries because of the highest level not like our country, also the atmosphere of studying ~~is~~ <sup>is</sup> different of teachers or students and the way of dealing with students not the same also behavior is unlike in comparison with studying abroad.

## written Expression

Studies are the first priority for everybody since it controls their futuristic accomplishments in so many ways, and it is not a question of what to study but where and how to do it. So there is a considerable difference between studying in our country and studying abroad, in that the level reached abroad is not the same, and the branches are internationally more qualified.

First factor that students give credits for is that being in their own country gives them the priority to learn equally with others, though it does not help taking them to the next level, and what they aim for is finding a career that can higher to further places, but since the level of teachers and studies is not the same abroad, they cannot feel the comfort they have backhome, so there will be no equality especially when they try to make contact with foreigners who themselves know certainly that these students are less educated to be there in the first place, consequently they will treat them badly and will never respect them for that.

Concerning the second factor which is the international qualification that happens to be missed in our country, where it is isolated somehow, because it does not and it will never follow, the same basis and system as the foreign countries or even the non foreign ones, that has the same religion and beliefs, whereas abroad, is the definite meaning of challenge and passion where every thing is possible so to perceive their dreams, they have only to think of any logical one.

As a conclusion, knowing any country, there is a lot of complicated obstacles that can hold someone back, but not banding him on his knees for good, so gladly there is a chance of being known as somebody who accomplished something, so it would be better to be in your own country, rather than being humiliated just because you do not belong out there.

Topic:

Studying in your country and studying abroad.

There is a point when every student have to decide his own future when you study in your country you already know the most of the rules, how the system works. Most of the students continue there studies in there country and stay in it, while some of them travel out side it in order to learn more or to work there when they finish. Probably every one has his own thought about this, but you can tell from it that studying in your country is different from studying abroad.

When you study in your country, studies do not require to spend a lot of money, besides studies are for free in my <sup>formal</sup> country, you are often near you home, you can ask your friends, teachers, classmate for help, and you already have an idea about how things work out like time table and exams period so it is easy for the student to get in the mood. Beside that you can often sleep home, and be close to your family and friends every day. Moreover you have extra time to rest, study more, or work and be there on special events and occasions or in dangerous situations. So when you study in your country you don't have to push your self every day. <sup>not formal</sup>

When you study abroad, studies are going to be expensive, you have to spend a lot of money and may be obliged to find a job, you will discover new things and different kind of people with other civilization or may be another religion. In the beginning you will be confuse, you always far away from home and you have to make new relation ships and friends in order to get help. Or you have to count on your self in every thing which going to be difficult for you. Moreover you have no idea or experience about the system here or the orders. it is true you will learn new things, get more ~~experiences~~ experiences but you will suffer but it requires a lot of time and effort, you will be confused in your time between studying and ~~and~~ working if you found a job it will effect you badly, you have to push your self every day. But here is an exception of a small chance which is if your government will take care of everything and you just have to study.

Studying in your country is a bless and a curs at the same time because in order to get experience and knowledge you have to discover new things and travel abroad, Even though studying abroad is difficult and hard but it will sure bring a good thing.

## Second English test "EE"

Topic: Studying in your country and studying abroad.

### The Essay:

Most people want to get their diploma and having a good job... etc. these purposes will not be realized unless they study. Study has two methods either <sup>local</sup> studying in your country, or study abroad. Both of these methods have many similarities such as achieving the same purpose, maybe they have the same program... etc. But studying in your country or studying abroad have too many differences.

Studying in your country may make you more comfortable because you are studying in the same country <sup>countries</sup> where you have been for many years, near of your family and your friends... etc. It may also help you to be one of the most needed people in your country if you will be with the intelligent students. There are the positive sides, and there are other negative sides such as staying in the same country all your life is not a good idea, and also staying in the same country may mean studying only one or two languages, and, Nowadays, we are living in a world which needs speaking more than language.

Studying abroad is the exact opposite of studying in your country. Because of the far distance that students have travelled it for studying abroad, this later may disturbing them to be in a good form or even to be in a good health.

Studying environment is also a cause of disturbing student's concentration because when the student is not from that country other students cannot believe well with him. Although studying abroad have many negative sides, it has such of or many positive sides such as: knowing new language, get an extra information, having communication with native speakers, using extra materials and tools of studying, having experience then in order to get a good job when return at home town, etc.

~~How can two things lead to achieve the same purpose?~~  
How can two things achieve or realize the same purpose. and <sup>is</sup> ~~can~~ <sup>not</sup> ~~be~~ <sup>final</sup> ~~achieved~~? This question have an answer that: When you use a method effectively you will achieve your purpose and if not you will lose it. At the end, for all ~~there~~

Not every thing have just positive sides, it may also have a negative side, and the opposite: cautions

## **Résumé**

Cette recherche a pour objet de souligner que l'enseignement de l'écrit académique devrait se concentrer sur les principales caractéristiques qui font de ce type d'écrit différent des autres types d'écrits. Il tente également de déterminer dans quelle mesure les étudiants de deuxième année au Département d'anglais, Université de Constantine 1, sont conscients des caractéristiques d'écrit académique, ainsi que si ils utilisent ces caractéristiques principalement l'objectivité, la formalité, et l'écriture prudente dans leurs productions écrites. De ce qui précède, nous faisons l'hypothèse que si les étudiants de deuxième année reçoivent des instructions explicites sur les conventions d'écrit académique, ils seront conscients des caractéristiques d'écrit académique et leur qualité d'écriture sera améliorée dans la rédaction des écrits académiques. Pour tester cette hypothèse, deux outils de recherche sont utilisés; des questionnaires pour les enseignants et les étudiants et une expérimentation (pré-test, post-test) qui ont été entrepris par un échantillon aléatoire d'étudiants. Les résultats montrent que les étudiants manquent de connaissances sur les conventions d'écrit académique. D'autre part, les résultats de l'expérimentation montrent que le groupe expérimental montre une amélioration quant à l'utilisation des caractéristiques d'écrit académique après le traitement par rapport au groupe de contrôle qui ne reçoivent pas d'instructions explicites.

## ملخص

يشير هذا البحث إلى أن تدريس الكتابة الأكاديمية يجب أن يركز على السمات البارزة التي تجعل هذا النوع من الكتابة مختلفة عن الأنواع الأخرى من الكتابات. كما يحاول هذا البحث إلى الكشف عن أي مدى طلاب السنة الثانية في قسم اللغة الإنجليزية جامعة قسنطينة على علم بمميزات الكتابة الأكاديمية و أيضا إذا كانت تستخدم هاته السمات في كتاباتهم الجامعية كالموضوعية الشكلية و الكتابة الحذرة . و على ضوء هذا، فإننا نفترض انه إذا تلقى طلاب السنة الثانية تعليمات صريحة حول قواعد الكتابة الأكاديمية فسوف يكونون على بينة من ميزات الكتابة الأكاديمية و تتحسن نوعية كتاباتهم. و لاختبار هذه الفرضية نستخدم اثنين من أدوات البحث. الأداة الأولى هي استبيانات قدمت للأساتذة و الطلبة و الثانية هي عبارة عن تجربة. و أجريت هاتان الأداتان من قبل عينة عشوائية من الطلبة. تظهر نتائج الدراسة إلى افتقار الطلاب للمعرفة حول قواعد الكتابة الأكاديمية. و من ناحية أخرى تكشف نتائج التجربة على أن المجموعة الإختبارية أظهرت تحسنا في استخدام مميزات الكتابة الأكاديمية مقارنة مع مجموعة التحكم التي لم تتلقى أي تعليمات صريحة.