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أعمال الملتقى الوطني الإفتراضي الأول

"Academic Writing at the Crossroad: Challenges and
Perspectives"
Department of English Language and Literature

قسم اللغة الانجليزية و أدابها

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افتتاحية العدد

لقد خصص فريق تحرير مجلة 'أطراس' عددا لأعمال الملتقى الوطني الإفتراضي الأول الموسوم بـ:

"Academic Writing at the Crossroads : Challenges and Perspectives"

، و الذي سهر على تنظيمه قسم اللغة الانجليزية و أدابها بكلية الأداب و اللغات و الفنون. وقد خصص هذا العدد تقديرا لجهود الباحثين و الذين قدموا جملة من المداخلات حول الكتابة الأكاديمية. و من أجل نشر الفائدة، قمنا بتخصيص هذا العدد.

يرحب فريق تحرير مجلة 'أطراس' بمختلف البحوث العلمية المقدمة في الملتقيات ويشجع على نشرها في أعداد خاصة في صيغتها الورقية و الإلكترونية. يتقدم رئيس التحرير بجزيل الشكر و عظيم الإمتنان إلى كل من ساهم في مراجعة المقالات مضموننا وشكلا مراعاة لقالب المجلة وقواعد النشر.
نسأل الله السداد في خطانا ويثمن جهود فرقة التحرير من مراجعين و محررين.

رئيس التحرير

Making Reading an Essential Step for a Successful Writing

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Abstract

It is often known that in the process of learning a language students start with a receptive understanding of the new terms. Afterwards, they move to productive use such as building reading skills that can contribute to developing writing competence. This research paper aims at exploring learners' attitudes towards reading and writing skills. Another significant purpose of this research paper is to investigate the major problems that encounter second-year students during their reading and writing production. To achieve those objectives both qualitative and quantitative approaches have been used to survey this work. The researchers relied on two research instruments in this study. The results obtained display that reading has a great impact on writing. Learners are aware of the significance of extensive and intensive reading in developing their writing competence.

Keywords: approaches**,** attitudes**,** competence, production, reading, skills

ملخص:

غالبًا ما يكون معروفًا أنه في عملية تعلم لغة ما ، يبدأ الطلاب بفهم تقبلي للمصطلحات الجديدة. بعد ذلك ، ينتقلون إلى الاستخدام المنتج مثل بناء مهارات القراءة التي يمكن أن تسهم في تطوير الكفاءة الكتابية. تهدف ورقة البحث هذه إلى استكشاف مواقف المتعلمين اتجاه مهارات القراءة والكتابة. الغرض المهم الآخر من هذه الورقة البحثية هو التحقيق في المشكلات الرئيسية التي تواجه طلاب السنة الثانية أثناء إنتاجهم للقراءة والكتابة. لتحقيق هذه الأهداف تم استخدام النهجين النوعي والكمي لمسح هذا العمل. اعتمد الباحثون في هذه الدراسة على أداتين بحثيتين ، أظهرت النتائج التي حصلوا عليها أن للقراءة تأثير كبير على الكتابة. يدرك المتعلمون أهمية القراءة المكثفة والمكثفة في تطوير كفاءتهم الكتابية ، وقد تم اقتراح بعض الاقتراحات والتوصيات لتحسين تعلم وتعليم كلتا المهارتين.

الكلمات المفتاحية: المناهج ، مواقف ، الكفاءة ، الإنتاج ، القراءة ، مهارات

1.Introduction

Reading is comprehension.While reading, good readers think about what they're reading.To make sense of the text, they draw on their personal experiences and understanding of the world, as well as vocabulary, linguistic structure, and reading skills.Regular informal assessments throughout the school year supply teachers with information that might assist them in identifying each student's specific strengths and limitations. By the 1980s, the theory had shown specific linkages between language skills processes.According to Ferris and Hedgcock (2005,p.31   ),   reading   becomes   the   basis   of writing because the information acquired through reading contains print-encoded messages as well as clues about how the messages are grammatical, lexical, semantic ,pragmatic,and rhetorical constitute, combine to make the message meaningful Hirvela(2004)contendsthat   reading   supports   writing   through "meaningful input "(p. 20). It was mentioned that readers write (in the form of marginal notes or outlines) and that writers must read (their notes and different drafts and some other resources).Reading has been described as a form of composition.According to Tuan (2012),the   correlation   between   reading   and   writing   helps EFL students improve their writing skills.However, despite the fair amount of studies that have been conducted in this field,Horning and Kraemer (2013), still believed that even in the United States,where English is spoken as a first language,connecting reading and   writing   to   facilitate   learning   is   not   paid   sufficient   attention by instructors .

2. The Connection between Reading and Writing

Reading and writing skills were (and are still) taught independently in the past. Reading and writing are more linked than we imagined, according to research conducted over the previous ten years. Reading and writing have a similar link to the chicken and the egg. It does not matter which came first; what matters is that one cannot exist without the other. The relationship between reading and writing is critical for a child's literacy development. Reading impacts writing the majority of the time. Reading teaching is most effective when paired with writing instruction, according to major English/Language Arts professional organizations, and vice versa. According to studies, children who read a lot as children grow up to be better writers as adults. Reading a variety ofgenres can help children learn language structures that they can later use at their work. Furthermore, reading has a lot of advantages for young individuals. At the

same time, writing exercise helps children improve their reading abilities. This is especially true for young children who still arelearning phonemic awareness and phonics. (Word knowledge is built up from sound "chunks") when children learn to read and write new words. Similarly, children's phonics skills, or their ability to connect sounds to form words, are reinforced when they read and write the same words. Practice in the process of composing their writings helps older children analyze the ones they read. They can use their understanding of how they choose to use specific language, text structure, or subject to better comprehend how a professional author constructs his or her texts.

2.1 Development of Specific Writing Skills

An intensive genre study can help students improve their reading and writing skills. The use of texts helps to improve writing skills. Showing and discussing examples that demonstrate the skill successfully through the selection of a variety of texts is one of the most effective strategies to assist students to develop specific writing skills. As a result, crafting intriguing introductions, reading and analyzing them with the teacher is an important phase in the writing process. It provides opportunities for students to practice writing. They can either compose new works or revise existing pieces using the writers' methodology.

2.2 The Significance of the Shift from Reading to Writing

The writing teacher can improve the effectiveness of the writing course by providing the appropriate stimuli, such as various texts, support and feedback, and structures. At that point, students will be able to critically think about and analyze the texts. The models are used to organize and connect concepts, which can demonstrate how different points of view are established. The responsibility of the teacher is to ask students to point out the important characteristics of the type of writing. The majority of the time, reading is taught sequentially.

2.3 Study of Genre

Some effective methods for fostering literacy development include immersing kids in a specific genre. Teachers should choose a genre that is important to a grade level's curriculum or that students are particularly interested in. They should begin with the basics of reading and writing. As a first step, children should read and discuss high-quality examples of works published in the genre with adults, concentrating on the genre's structure and language as well as other basic reading abilities such as phonics and comprehension. They should be allowed to write in the genre in which they are writing. To allow youngsters to shift between reading and writing in the genre, this process should be recursive.

2.4 Academic Literacy

This is appropriate because they seldom happen in isolation, but rather as part of a larger field of activity.Reading and writing go hand in hand.In truth, the two are inextricably linked.Writers   write   for   their   work   to   be   read,   and   a   writer   without   a

reader is wasting his or her time.As a result, reading and writing are mutually beneficial.Most of the time, what we read has an impact on our decision-making and prompt selection.A good writer will write what he has written, while a good reader will read and reread what he has written, attempting to clarify and adjust it.Reading is a receptive talent in which the reader decodes and analyzes the meaning of the receptive information to comprehend it. It is the procedure for deciphering the meaning of a written text.Furthermore, reading is a complex skill that requires interaction between the reader's past knowledge, the text's information, and the reading framework.Many professionals have provided their interpretations of what it means to be a good reader.Reading is defined as "the process of acquiring and comprehending information stored in language form via the medium of print" by Urquhart and Weir (1998).This means that the information conveyed by the text is decoded and interpreted using the printed text's grammatical points, vocabulary items, and figurative language structure.Reading, on the other hand, was defined as "a dynamic process in which information from the text and the reader's knowledge interact to enable him to construct meaning before, during, and after reading.Reading, according to Day, is the process of deducing meaning from a printed text.To achieve text comprehension, a process that involves an interaction between text information and the reader's background knowledge is used to recreate meaning.Reading can also be seen as a guessing game in which the reader tries to piece together the information or message conveyed by the writer as best as possible.Grabe's definition of reading is as follows:

"Reading is an active comprehension process in which students must be taught ways to read more effectively, such as defining expectations, guessing from context, making inferences about the text, skimming ahead to fill in the context, and so on (Grabe, 1991).To put it another way, reading is the interaction between the reader and the text that leads to automaticity.Readers must employ tactics such as skimming, guessing, and inferring to absorb the message.Furthermore, in any language lesson, it is the most effective instrument.Reading is also seen as a means of cultivating and enhancing one's knowledge of a foreign language and culture.

3. Reading Styles

There are four forms of reading, according to Patel and Jain (2008).

3.1 In-Depth Reading

Intensive reading is typically thought of as a classroom activity in which students concentrate on details and analysis.It necessitates that pupils pay close attention to the

text.The purpose of intensive reading is to gain knowledge and a complete comprehension of a subject of the written text.Students must concentrate on a little amount of material while reading under the supervision of their professors in this type of reading.In addition, there are four main characteristics of focused reading.Making deductions and being sensitive to figurative. languageand emotional tones are all part of understanding implication.Comprehending the text's apparent sense or factual surface meaning.Relating the reading material to the reader's previous knowledge and experience.Understanding the connections between ideas in the reading text, as well as the links between paragraphs.Furthermore, intensive reading is a method of engaging with text under the supervision of the instructor.The majority of second-year EFL students at Saida University's Dr. MoulayTaher do a lot of reading.They make an effort to read and comprehend the material, even if they lack some reading methods and linguistic expertise because they occasionally come across unfamiliar lexical items and idiomatic expressions that can obstruct their reading phase.This shows that EFL students understand the importance of intense reading in expanding their vocabulary and improving their reading skills.Teachers also play an important role in the intensive reading process because they are the ones in charge of the classroom and are more likely to choose authentic resources that are appropriate for their students' levels and requirements.Furthermore, they are more likely to design effective reading activities and provide opportunities for their students to ask questions, use dictionaries, and so on.In other words, teachers are fully aware of the benefits and significant influence of reading ability, and they encourage their students to read to improve their language skills.

3.2 Extensive Reading

It simply refers to the outside reading students make on their own, without taking any guidance or help from their teachers. According to Nuttall, there is a contradictory definition to describe the term of extensive reading; some associated it with the number of materials while others use it to mention scanning and skimming activities. Further, Nuttall(1982) illustrated extensive reading as "reading forfluency"(p. 23).

Moreover, extensive reading aims to boost learner confidence and entertainment. In this respect, he believed that extensive reading has an extreme valuation in which it confirms the significance of the students' knowledge to large amounts of affecting and expressive L2 material. Therefore, this will make a useful impression on the students' command of a second language.However, most second-year EFL learners at Dr. MoulayTaher do not use extensive reading and this is one of the causes of reading difficulties. They are not

interested and motivated to practise reading. Additionally, the lack of vocabulary knowledge, the absence of an extensive reading program, and the lack of teachers' help and guidance can be other reasons behind students' poor reading. Therefore, to read extensively, learners should carry out a positive attitude towards this approach, which makes them motivated to read more materials. Consequently, their vocabulary knowledge will be improved and they become fluent readers. More importantly, they will develop their writing performance and learning abilitiesBeth Burk's website argued that close reading is a critical determinant of a text, which focuses on meaningful details or patterns to increase a thoughtful, profound comprehending of the text's meanings and framework. It guided the reader's attention to the text itself. Likewise, Brummett (2010) denoted that reading is a disciplinary and mindful reading of an object with a range of vision to a deeper understanding of its message. Usually, that understanding is joined with others in the shape of critical analysis or criticism.

3.4 Critical Reading

Melbourne university website described critical reading as following "it means implementing critical thinking to a printed text by interpreting and analyzing what you read". To put it differently, it is the procedure of making evaluations in reading. The significant basis for critically interpreting or judging a text is attempting to understand the author's arguments and thoughts, the reader should then examine to recognize the effectiveness and the qualifications in the writer's pieces of evidence to confront any expectation the authors might have shaped.

There are many different views concerning the definition of reading strategies. These last are more beneficial techniques, which have a great influence on the learning process. In this sense, the following reading strategies were submitted such as skimming, scanning, predicting, interfering, self-monitoring, and guessing the meaning of the new words

4.1 Skimming

Skimming is the most useful technique used by the readers to pick up the main idea rapidly. This strategy involves glancing through the text to get an overview of the content. For instance, one does not want to read the whole passage or article. Consequently, he/she makes a glance through the papers to acquire the main information. In other words, skimming is a method of reading in which students are required to move their eyes quickly

over the text for a gist. It is an effective way of reading that is useful for getting a general overview of the content**.**

4.2 Scanning

According to Grellet (1981), scanning is a reading technique that needs to look for a piece of particular information without reading or comprehending the whole passage, it is simply searching for a certain word or idea. In most cases, you know what you want to look for. As a result, your focus is located on finding a specific piece of information or an answer that serves your needs.In addition, scanning involves moving your eyes over the text rapidly for the sake of getting the required information. Certainly, scanning is an effective reading strategy that is used to seek specific data (Test Wise Word Association,2006).

4.3 Predicting

According to psychologists, prediction indicates the application of the previous experience about the object and related with the new one in the written text. This means that the reader employs his prior knowledge and combines it with the new material, before startingreading any text, the readers subconsciously inquire themselves about what they know concerning the topic. The prediction technique involves thinking about what will happen in the following text, which implies that they use personal experience, pictures as well as headings to predict before they start to read. Accordingly, prediction is a very functional strategy to expand the readers' activation of their previous knowledge. It plays a crucial role in the reading process.

4.4 Inferring

Knowing how to make an inference is very significant in reading. When reading; the learners are required to guess the meaning of a new word or phrase and use their previous knowledge to make inferences about the text. Furthermore, inference refers to what you "read between the lines". That is to say, the writer wants the reader to draw the same logical conclusion the author has implied. He also demonstrated that inference is a reading technique, which requires the readers to use their previous knowledge and schema to draw conclusions and form a unique interpretation from the text.

5. Communicating through Writing

Writing is an essential process in improving the communicative capacity.Writing has a great influence in promoting the acquisition of communicative knowledge. Furthermore, the EFL student will be able to express his ideas and thoughts and to communicate using

conversation modes of the English language such as, informing, persuading or arguing, narrating or describing….etc. Indeed, the student will be able to explain himself, his peers, and his learning to his classroom instructor as well as his society. Therefore, the chain of communication will be moved from one generation to another.

5.1 Writing as a Help to Learning and Academic Progress

Writing skill is a very beneficial instrument for EFL learning and academic development. Initially, students practise writing as a tool to gain knowledge in their classroom. For instance, writing can be used as a technique to perform the acquired language or as a way to practice at home (Barras, 2005). Additionally, writing can foster collaborative learning (elbow, 1998). In other words, writing is used to grasp the content of various subject areas, to obtain sub-skills; use the language elements such as words, grammar, spelling, punctuation….etc. significantly, writing is used to attain in teaching students strategic communication with peers.

In addition, Graham and Hebert (2010) stated that the national commission on writing declares that writing is an absolute determiner of students' learning. Therefore, the success of an EFL student is persistent by his efficiency of writing since most of the subjects are examined about writing. This means that tests are almost free from writing answers that tend toinfluence the students' fulfilment and scores.Therefore, writing skill plays a vital role in learning and academic success.

5.2 Writing as a Help to Thinking

Writing is a very significant tool in enhancing the students' thinking competencies. Writing improves the learners' intellectual capacities. It enables us to change and examine thoughts, ideas, and experiences that the brain builds. Moreover, writing is substantial for enhancing the ability of sub-mental skills particularly, interpretation, criticism, reflection and summary. From this perspective, Hedges (2010: 64)argued that writing forces learners to focus and adjust their thoughts, and ameliorate their capacity to analyze, criticize, and summarize. This implies that writing enables students to foster and increase profound learning strategies. Certainly, writing is more essential since it is a thinking means and supports the improvement of a language. From a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and extension.To transmit thoughts and information in a precise and comprehensible manner needs suitable written language.

5.3 Types of Writing

Exchanging information and ideas with others is generally guided by various goals or purposes. Writers may want to express their emotions, feelings, and knowledge or want simply to explain ideas and thoughts. Thus, four different purposes lead someone to write a piece and these are known as the four types of writing Knowing the aspects of each type may help the student tochoose the appropriate one in the appropriate situation or context.

5.4 Expository Writing

Usually, this type of writing is used to explain things, places, people, relationships or an idea. Besides, expository writing is used to provide information about different subjects. In this type of writing, the writer gives real information concerning a certain topic instead of expressing his or her personal opinion orally. It is one of the most common types of writing andis used in textbooks and how- to cite an article.

5.5 Narrative Writing

The main purpose of narrative writing is to tell a story but in awritten form. The story could be either a real or fictional story. It is considered as one of the easiest writing types for reading and the most complicated type of writing to write since it needs many skills to write a story in such a way in it involves the reader in the world of the story. Writing stories require writing skills and creative thoughts to transmit to the reader.

5.6 Persuasive Writing

The main purpose of this type of writing is to convince the reader. It involves the opinions and personal points of view of the writer. In addition, Persuasive writing provides airtight proof of what the writers believe and what they think. The writer should have known about the other side of the subject or topic so that he can present the strongest information and ideas to counter it. He should also be able to improve a well-described and debatable topic.

5.7 Descriptive Writing

The descriptive essay means to describe things such as places, events, characters etc. in detail. It is like creating or drawing a vivid picture in the minds of readers to enable themto share the writer's sensory knowledge. Through words, the writer tells you how it feels like, looks like, smells like, and sounds like. Descriptive writing does the job of relating the outer world with the inner world.

6. Strategies for Improving the Writing Skill:

According to Wood (2008), having a good piece of writing requires making clear and meaningful sentences; seeing that students must be helped to create and express their thoughts within a comprehensible and suitable manner. With this regard, some techniques must be taken into consideration to enhance the learners writing performance, and they can be named as follows:

6.1 Selecting the Appropriate Type and Topic

Writing is considered as the result of reading since writers compose about the basis of what they have read before. Indeed, through reading, students can grasp new words, new ideas as well as acquire new language styles which enables them later to produce a good piece of writing and enhance their languageabilities.The reason behind choosing the questionnaires rather than any other research procedure is that questionnaires are anonymous in addition; students feel comfortable and free to answer and express their ideas about the given questions concerning the research topic.

The teacher must give reasons for his learners that collecting and noting down their knowledge concerning the topic without carrying about spelling, grammar and sentence structure will be an effective strategy to free students' minds and more importantly, to boost fluency in producing thoughts.

6.3 Reading and Writing Interrelationship

    A large number of researchers agreed that reading and writing are factually connected and interrelated skills, according to Olness (2005) and Tsai (2006) who considered both reading and writing as similar processes through which the reader or the writer interact with a text. As it has been observed in the classroom experience, good readers tend to be good writers (Williams, 2003). Besides, these two language skills are intertwined and strictly correlated. Graham and Herbert (2010:9) believed that writing is usually recommended as a means for developing reading. Indeed, the relationship between reading and writing is a very strong one and people who are generally good at one will be good at the other.Further, both disciplines are essential for acquiring or learning a new language. Tierney and Pearson (1983) stated that to understand the relationship between reading and writing, one must view writing and reading as building one meaning construction(cited in Tsai, 2006). Moreover, Stotsky (1983) made her exploratory study concerning reading and writing, this study stated that there is a strong relationship between these two skills. It concluded that there are

connections between reading and writing skills. Better writers are better readers and better writers read more than poorer readers as well as better readers tend to construct good and well-developed sentences rather than poorer readers.

The students' structured questionnaire includes fifteen (15) questions that are either closed questions requiring students to choose yes / no answers or to pick upthe appropriate answer from the number of choices and justify their answers.The questionnaire is divided into three main parts. The first part contains three questions (1-3)it is concerned with general informationabout the learners. The second part consists of six (6) questions (4-9) which are devotedto collecting data about the reading skill and its impact on their writing ability.The third part consisted of six questions (10-15) which are designed for gathering data about the writing skill and the students' writing issues.

Options	Number	Percentage
Very skilled	01	2.5%
Skilled	11	27.5%
Average	25	62.5%
Poor	03	7.5%
Total	40	100%

The results show that the majority of the respondents (62.5%) claim to have an average level of English. Others (27.5%) show that they are skilled in English. Some others (7.5%)affirmed that they are poor in English.While the least percentage (2.5%) state that their level in English is very skilled. This means that the student's Englishlevel is good**.**

Table 2.*Percentage ofstudent's achievements' in different skills*

Options	Number	Percentage
1.Listening	12	30%
2.Reading	04	10%
3.Speaking	11	27.5%
4.Writing	04	10%
1+3	06	15%
All skills	03	7.5%

According to the results shown in the table above, (30%) of the informants are attentive in their listeningskills. Besides,(27.5%)answered that it was speaking.While for reading(10%) it was the same percentage as writing (10%). 15percent go for both listening and speaking.Moreover, the percentage (7.5%)which is around three (3) students reportedthat they are attentive in all the skills.

Question5: do you practise reading inside the class?

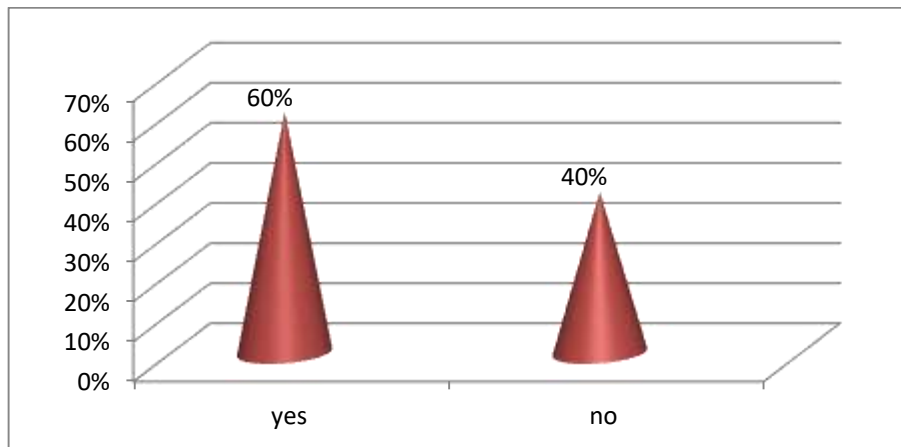*Figure 01.*The students' attitude towards reading intensively

Among the forty respondents, twenty-four of them (60%) reported that they practise reading inside the classroom, i.e. they read intensively.While (40%) which is around sixteen (16)informantsclaimed that they do not practise reading inside the classroom, which implies that they are not interested in reading.
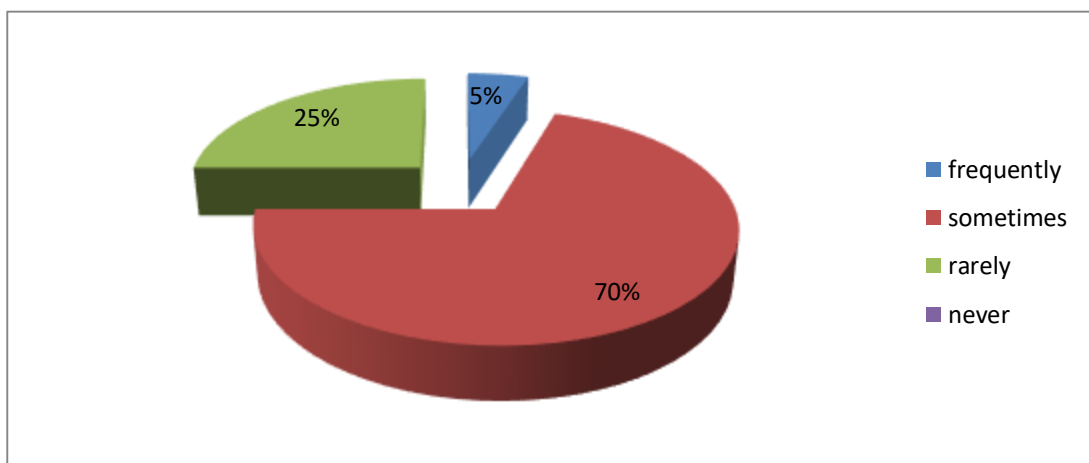

*Figure 02.*The degree of reading

The results tabulated above revealed that most of the candidates (70%) sometimes read in English and (25%) of the states that they rarely read. While (5%) is for those who are frequent readers.

Table 03. The students focus while writing

Options	Number	Percentage
Vocabulary	14	35%
Grammar	12	30%
Punctuation	03	7.5%
1+2	11	27.5%

From the table above, (35%) of the informants' responses indicate that they focus on the use of vocabulary and items.And(30%) of participants state that they give great attention to the grammatical aspects when writing.While (27.5%) of the learners assert that they concentrate on both vocabulary and grammar. The remaining percentages (7.5%) of them declare that they focus on punctuation.The results obtained from the students' questionnaire reveal that the majority of second-year EFL students were interested to read in English (65%) that is to say, that they are interesting to learn foreign languages and the English language, in general, to improve their skills and enrich their linguistic repertoire. The current level of the students also allows us to rely on them in investigating this study since more than half of them indicates that their level in English is between average and skilled (25+11) as shown in question 02. In addition, the third question of the students' questionnaire shows that most of the participants were interested in listening skills (30%) since it extended their knowledge and enables them to discriminate between sounds. On the other hand, (27.5%) of the informants have declared that they are attentive in speaking skills because they use them to communicate and express their ideas and thoughts.Many students claim that they use reading as a tool to develop their vocabulary since they have deficits with vocabulary and its appropriate use.While others indicate that through reading, they can learn grammar and acquire new vocabulary and concepts because reading enriches their background and enhances their language skills.In question 10, (42.5%) of the participants state that they are satisfied with their writing level; that is to say, they have enough linguistic background and are capable of using writing mechanics. However, the majority of them (57.5%) declare that

they are not satisfied with their writing performance this ispointing out to the improper development of analytical and cognitive skills or the lack of writing practice.

6.4 Negative expectations-frustrating-unsuccessful experiences

Building the learners' writing capacitiesis an important step at the university level that enables learners to communicate and express their ideas and thoughts. Likewise, there is a strong agreement among researchers that reading and writing are mutually connected as they improve each other. In this vein, EFL teachers should choose interesting reading materials, and use effective strategies to implement them in their classes to boost learners' vocabulary knowledge that will help them later to increase their writing performance.In this research paper, the researcher tried to investigate the importance of reading to teach writing. This study attempted to explore how the reading skill affects the students' writing performance and aimed at demonstrating the students' attitudes towards reading and writing skills. In addition to that, this research tended to shed light on the major difficulties that hinder EFL learners to achieve their reading and writing phases.As for the dissertation layout, this research involved three chapters; the first one started with a theoretical framework, which dealt with the main concepts related to reading skills in the first section and the writing in the second section. The second chapter is the practical side in which it explained the research aims, instruments, and methods. It also elucidated the research design, data analyses and the interpretations of the main results. As for the third chapter, it intended to provide some suggestions and recommendations for EFL teachers and students to develop and facilitate the teaching/learning instruction of reading and writing skills.Moreover, the researcher used two research instruments for the sake of collecting data. The researcher used classroom observation and two questionnaires one was submitted for EFL students and the second was for the teachers. This data collecting instrument was addressed to second-year English students at the department of Dr. MoulayTaher University of Saida. Therefore, these tools were examined and interpreted to prove or disapprove the research hypotheses, proposed by the researcher.The obtained results confirmed the hypotheses that were designed by the researcher. Indeed, the findings revealed that through extensive reading learners improve their writing performance; they will have the ability to write a clear piece of writing. Moreover, both teachers and students showed their awareness of reading and writing connection and they expressed positive attitudes towards the importance of the two skills since they influence each other and leads to better language developments. In addition to that, students need great exposure to language through extensive and intensive reading to boost their writing achievements. The findings also revealed that the

major problems that hinder the students writing are the lack of vocabulary knowledge, grammar, spelling, punctuation, and other features that influence their writing competence. The study also displayed that the absence of training and practice created considerable problems among EFL learners and decreases their language enhancement.Finally, the researcher confronted some limitations while doing her investigation and accomplishing her study. These limitations such as the researcher's illness, and the lack of the internet recently in addition to the practical side took a long time to examine.

7 Conclusion

Just as reading is connected with learning, it is connected with writing.This skill is used in many ways to record information to organize ideas to reflect on what is learned and state and explain ideas.What a person writes reflects on how a person reads.Reading and writing are two allied disciplinary partners.Since reading and writing are closely related.By reading, studentswould learn organizational patterns. Both skills for enhanced language arts instruction has been found to lead to cross-learning opportunities. Students may lose interest if they do not find the plot quickly.So, they tend to read for it.

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The Role of Critical Thinking in ImprovingEnglish as a Foreign Language Students' Academic Writing Skills

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Abstract

Today's challenging world demands the creation of a collaborative social network. For this social network to develop professionally, it is imperative to engage in reflective and independent thinking. Practicing critical thinking can be seen in education, politics, problem-solving, decision-making, and so on.However, as education is the cornerstone and the key to the growth of nations, it is imperative to emphasize the significance of critical thinking in the educational sphere. Students of English asa foreign language may need to use it as a reliable source to enhance their academic writing because it is often lacking in their works. Therefore, the objective of this research is to delineate the different concepts through teachers' and students' perspectives on critical thinking. This is to raise students' awareness of its significance for their academic writing. To accomplish this, a mixed methodology has been employed in the department of English at BelhadjBouchaib University ofAinTemouchent, based upon teacher interviews and student questionnaires. The findings reveal that critical thinking is a key component of students' academic writing development. As a result, this research will contribute insights into the complementary relationship between critical thinking skills and academic writing for the improvement and enforcement of our teaching methodologies.

Keywords: awareness, education, effective strategies, critical thinking, teaching methodology

ملخص

يتطلب عالم اليوم المليء بالتحديات إنشاء شبكة اجتماعية تعاونية. و لكي تتطور هذه الشبكة الاجتماعية على نحو مهني، لا بد من الانخراط في تفكير تأملي ومستقل. إن ممارسة التفكير النقدي من الممكن أن ترى في التعليم، والسياسة، وحل المشاكل، وصنع القرار، وما إلى ذلك. ولكن، بما أن التعليم هو أساس ومفتاح نمو الأمم، فمن الضروري التأكيد على أهمية التفكير النقدي في المجال التعليمي. قد يحتاج طلاباللغة الإنجليزية كلغة أجنبية إلى استخدامها كمصدر موثوق لتعزيز كتاباتهم الأكاديمية لأنها غالبا ما تفتقر إليها كتاباتهم. لذلك، فإن الهدف من هذا البحث هو تحديد المفاهيم المختلفة من خلال وجهات نظر المدرسين والطلاب بشأن التفكير النقدي. وذلك لرفع وعي الطلاب حول أهميته في كتاباتهم الأكاديمية. ولتحقيق ذلك، تم اعتماد منهجية مختلطة في قسم اللغة الإنجليزية في جامعة بلحاج بوشعيب، عين تموشنت، استنادا إلى مقابلات المعلمين واستبيانات الطلاب. تكشف النتائج على أن التفكير النقدي هو عنصر أساسي في تطور الكتابة الأكاديمية للطلاب. لهذا، فإن هذا البحث سوف يساهم في تكوين مفاهيم حول العلاقة التكاملية بين مهارات التفكير النقدي والكتابة الأكاديمية من أجل تحسين وتعزيز منهجيات التعليم لدينا.

الكلمات المفتاحية:توعية، تعليم, استراتيجياتفعالة , تفكير نقدي, منهجية التدريس.

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1.Introduction

With the rapid growth of technology and the changes it brings, university students are obliged to adapt to these changes by applying the learning strategies and skills they learned for future employment. Language is the basic element of any learning context because it is with which we perceive information and share knowledge about different issues. Hence, students with low language proficiency risk having an improper understanding of information, and thus critical engagement. Proper understanding of information results in clear thinking. Therefore, many educational researchers have focused on the importance of critical thinking and how it can be improved. In higher education, teachers' main focus is developing students' academic writingto meet their futureacademic needsthrough providing them with opportunities to dive into concepts to find solutions to life issues,so thatthey understand the world (Karbalaei, 2012).

Besides, teaching students how to think critically is required to improve their academic writing skills. Over the last two decades, critical thinking has become an imperative educational goal because students need this intellectual vigor (cognitive skill) (Rahmat, Aripin, Lin, Whanchit,&khairuddin, 2020), to fulfill their educational and professional requirements. Since critical thinking plays a central role in logical thinking, decision-making, and problem-solving, it is highly needed in higher education. Therefore, educators believe that this competence is of paramount importance to be acquired specifically for writing academic papers such as dissertations, and articles.

The current study investigates the importance of raising students' awareness of the crucial role that critical thinking plays in academic writing development. It aims to provide answers to the following question: Is critical thinking the key component for the betterment of academic writing?In the attempt to answer the former question, the researcher hypothesizes that critical thinking is the main strategy to improve students' academic writing in particular and learning skills in general.

2. Literature Review

Research on the correlationbetween critical thinking and writing gained much attention from scholars such asTahira and Haider (2019), Rahmat, Aripin, Lin, Whanchit, and Khairuddin (2020), Khairuddin, Ismayatim, Ismail, Rahmat, and Zamri (2021), where they explored several areas related to this intertwined relationship. Moreover, with the four language skills, critical thinking is another important skill that should be learned and developed   since   effective   communication   is   what   characterizes

a critical thinker (Paul & Elder, 2008). In other words, critical thinking can be measured through the involvement of speaking and writing competencies because it is most required in spoken and written communication.

In this line, a study based onKorean English-major students' responses and interviews over asemester conversation course, showed that students became actively engaged in talking about specific topics through adopting teachers' questioning as a useful method for students' development of their criticalthinking skills (DeWaelsche, 2015). Additionally, McKinley (2013)reported that the appropriate way to train students in thinking critically is argument-based writing. Similar to this study, Liu and Stapleton (2014) claimed that Chinese college students developed their critical thinking skills through learning how to analyze and evaluate their opinions in counterargument in the academic writing task, which stands as evidence for Andrews (1995) perspective on regarding argument as the reflection of higher education students' critical thinking. Since the written discourse is based on arguments, Bonnett (2001) emphasized it later stating that: "your essay is your argument; everything else makes sense because of it" (pp. 50-51). This postulates that critical thinking skill is the fundamental of thoughts expression, be it in written or spoken discourse.

2.1Conceptions on Critical Thinking

The termcritical thinking has been defined in several different ways because it is a controversial and debatable concept. In broad terms, critical thinking is a cognitive skill in which one's cognition possesses the ability to analyzeand evaluate a set of ideas in such an active, organized way to examine one's thinking and the thinking of others.Starting with the psychologist Sternberg (1986) critical thinking is "the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts"(p.3).Similarly, Corttrell (2005) agreed on the fact that critical thinking is an activity that is related to our cognition, which means that our mental abilities process the thinking activity in a way that allows people to become more problem-solvers, decision-makers, and precise in the way they perceive things.

Indeed, Elder and Paul (1994) described critical thinking as the individual's ability to control the way they think, in which they assert that "critical thinking is best understood as the ability of thinkers to take charge of their own thinking"(p.34).Hence, the fact that we raise a particular question on a particular issue, and look for an answer that isbased on shreds of evidence that might confirm or disconfirm the idea that we had on that issue; we are engaged in the thinking process.However, thinking in other terms is a matter of recognizing

the negative and positive side of the issue, then treating it with an open mind so that the appropriate solution is recognized. Willingham (2007) confirmed this claim in which he noted that critical thinking is about "seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth" (p.8). Moreover, the process of critical thinking happens systematically in which our conscious mind processes the information, through evaluating and analyzing it to seek out its relevance, and logic. Then, decide whether to accept or refuse that information so that we can share it with people around us.

Unlike the cognitive psychological perspective, other definitions of critical thinking have emerged from a philosophical perspective. Many philosophers view critical thinking as a way to decide what to believe and what not to believe. As it is based on a reasoned process, a critical thinker relies on reasons to reach reasoned conclusions, and avoid any confusion. Thus, according to Ennis (1985) "critical thinking is reflective and reasonable thinking that is focused on deciding what to do or believe" (p. 45).This idea was later supported byFacione (1990) and Norris and Ennis (1989), whoalso stated that a critical thinker can decide to believe or act based on reason, to harmonize the elements of critical thinking.In addition, critical thinkers are regarded as sceptical and rational because firstly, they are logical rather than emotional, and secondly, they question everything before making snap judgments.

Similarly, McPeck (1981) noted that critical thinking is "the propensity and skill to engage in an activity with reflective scepticism"(p. 8). In addition, he viewed a critical thinker as someone who confronts a situation in a doubtful way of thinking.Furthermore, when it comes to university context, critical thinking is also defined as mental abilities and skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgment (Tapper, 2004). When we apply critical thinking in writing, these abilities are more expressed in the argumentative type of writing, because they are based on the argument's construction such as essays, dissertations, articles, etc. Both Andrews (1995) and Scott (2000) claimed that critical thinking in higher education can be seen as primary in an argument. On the other hand, critical thinking is an intrinsic part of writing (i.e., the core ofwriting) where the writer's way of thinking about a certain topic can be reflected in his writings. However, due to the lack of criticality in higher education particularly in academic writing, teachers believe that critical thinking skill represents an important cognitive skill to be learned. Therefore, implementing critical thinking in learning is of paramount importance.

2.2 The Salient Role of Critical Thinking in Higher Education

Educators have long been aware of the importance of critical thinking skills as an outcome of students learning, the reason for which studies on how to assess and develop students' critical thinking have been the focus of many researchers. The main goal of many professionals in higher education is to prepare students for real-life situations. Besides, employers often seek employees who can apply their critical thinking abilities to come up with creative solutions to solve problems in their workplace (Tapper, 2004). Elander, Harrington, Norton, Robinson, and Reddy (2006) believed that critical thinking skills are not limited to other areas of our lives only; they can also transform individuals from passive recipients of knowledge into active participants in society.Likewise, it helps people to acquire knowledge and strengthen one's arguments.

Critical thinking is important for two main reasons. One of the reasons is logical self-defence. According to Kevin (2014),self-defence can be depicted through the analogy of martial arts, in which he claimed that people sign up for martial arts for distinct reasons. However, learning how to defend one' s self against physical attacks is what proves to be the main reason why many people take martial arts classes for. Indeed, critical thinking is a weapon to defend our standpoints through the use of strong arguments, particularly in situations where power is the dominantfactor for higher positions, such as in politics. Politicians often attempt to exercise power over others by influencing their beliefs and values. For this, awareness of critical thinking principles helps sensitize these influences. Therefore, when educators raise students' awareness of the importance of critical thinking, they are implicitly teaching them self-defence, i.e., how to construct valid reasons to convince others, not to impose their values but to defend their ideas, where they will become effective persuaders in different situations.

Consequently, Kevin viewed personal empowerment as the second reason for which critical thinking is important. Empowerment means having the ability to think logically, to convince others to accept the conclusion (Kevin, 2014). Manyresearchers stated that critical thinkingis related to logic, and being logical when stating an argument is a necessity for students to improve their writing. Thus, it is needless to say that critical thinking comes with many benefits.Thinking critically means that your brain engages in questioning the clarity of your thoughts.Moreover, if students are aware of the importance of critical thinking,which is one of the strategies they should master, developing good writing skills can be enhanced effectively.Besides, critical thinking helps them structure,organize their thinking, and

reinforce the body of their written discourse. Davidson (1998) argued that it is the teacher's responsibility to prepare students to meet the requirements of academic writing in higher education, and if the university expects critical thinking skills to be displayed, then they need to be made explicit and taught.

3. Methods

Research Design and Research Methods

This study is investigated through the use of qualitative and quantitative data gathering, in which the findings suggest that critical thinking is a skill that is highly required in academic writing in higher education. The data were primarily obtained from the questionnaire and interview that we submitted to the students and teachers at BelhadjBouchaib University of AinTemouchent, Algeria. The research was conducted during quarantine due to the Covid-19 pandemic, where participants were obliged to work and study from home, the reason for which this research was conducted online.

Participants

The sample consisted of thirty (30) students enrolled in the linguistics stream. The students have been chosen on the fact that they study critical thinking subject matter at their master1 level. Additionally, five teachers of English have been chosen because we think that they can provide us with the appropriate information we are seeking for.Besides, the majority of them taught written expression as a subject matter at the department of English.

Research Instruments

The researcher chooses a questionnaire and an interview as data-gathering instruments for their effectiveness. For this, an online survey and a structured interview were administered to the students and teachers of English.The thirty respondents were asked to answer a questionnaire with a total of nine questions. The questions of the survey were initially developed based on a review of relevant literature, where they were focused on drawing outparticipants' perceptions and conceptions on the significance of critical thinking as an effective skill in academic writing enhancement in particular and education in general. The questionnaire was structured in nature so that it allows the respondents to answer in the bestway possible. Furthermore, it consists of two main parts, the general questions part and the topic-specific part to elicit data as much as possible from the participants. In addition, the questionnaire also had five closed-ended questions aimed to confirm the problem existing,and see whether the studentsunderstandthe concept of critical thinkingafter being taughtthissubjectmatter.The other four open-ended questions are tosee how students regard the importance of critical thinking.

As for the structured interview, we managed to interview only one teacher face-to-face at the university before quarantine; whereas, the remaining interviews were sent to the interviewees via e-mail, because of their availability there at that period. The interview consists of nine open-ended questions. The four first ones were general; however, the remaining ones were specific to the topic of investigation. In addition to this, the questions were predetermined in which the participants answered in their own words, and were structured to cover the teachers' perceptions and perspectives on the importance of critical thinking in enhancing academic writing.

Research Procedures

The chosen research method for this study is a combination of both qualitative and quantitative data gathering tools because of the nature of the research. The study at hand was conducted online because of the hard circumstances our universities are suffering from during this sensitive health crisis. Due to the availability of the participants online during quarantine, the researcher was obliged to submit an online questionnaire using a website called *surveymonkey.com*to be able to collect adequate data in a short time. Moreover, the online questionnaire allows the researcher to easily access the results obtained. The questions were standardized and allowed the students to give answers according to the preceding questions. Additionally, the author interviewed the teachers who took part in the study online as well.

4. Results

Questionnaire

This study consists of two types of data collection instruments. The first type is related to the participants' understanding and awareness of the importance of critical thinking skills. The following bar graph summarizes the main results.
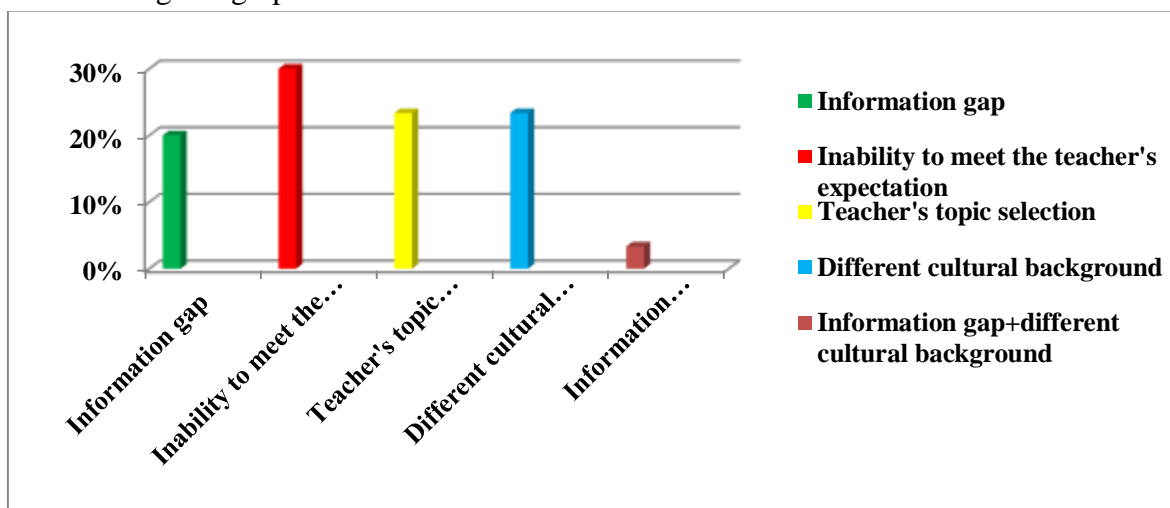
Figure1. Difficulties preventing EFL students' academic writing achievement

This bar graph aims at exposing the obstacles behind students' lack of proficiency in writing academic papers, which is the reason for asking questions one and two where the majority of the students (i.e., 80% which represents 24 students) said that they have difficulties in academic writing. Results from this bar graph show that the majority (30%) confessed that the inability to meet the teacher's expectation is what prevents them from expressing criticality in

academic writing. Whereas, the minority (20%) said that the information gap is their obstacle. In addition, seven students (23.33%) claimed that it is difficult for them when the teacher suggests a topic and asks them to develop it. On the other hand, seven other students (23.33%) stated that it is hard for them to develop a topic in English because they do not share the same cultural backgrounds as natives where this distinction makes it difficult for them to express their ideas appropriately. However, only one student (3.33%) claimed that both information gap and different cultural backgrounds are the two criteria that stand like a wall in his academic writing development.
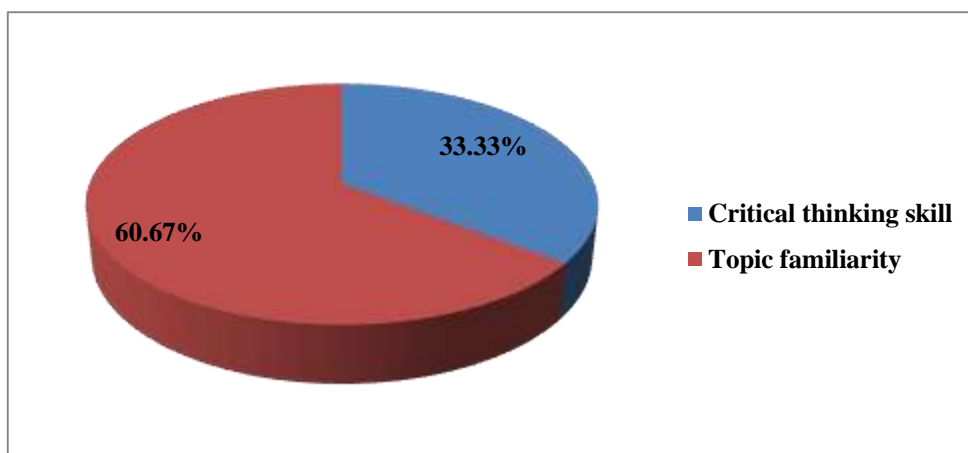
Figure2. Strategies developing EFL students' academic writing skills

This pie chart aims at showing the strategy that would best develop academic writing skills from the students' perspective. It indicates that twenty students (60.67%) whom we choose for the study claimed that topic familiarity is what helps them better write in English, unlike the critical thinking skill usage where only ten students (33.33%) view it as a reference for their written production development.
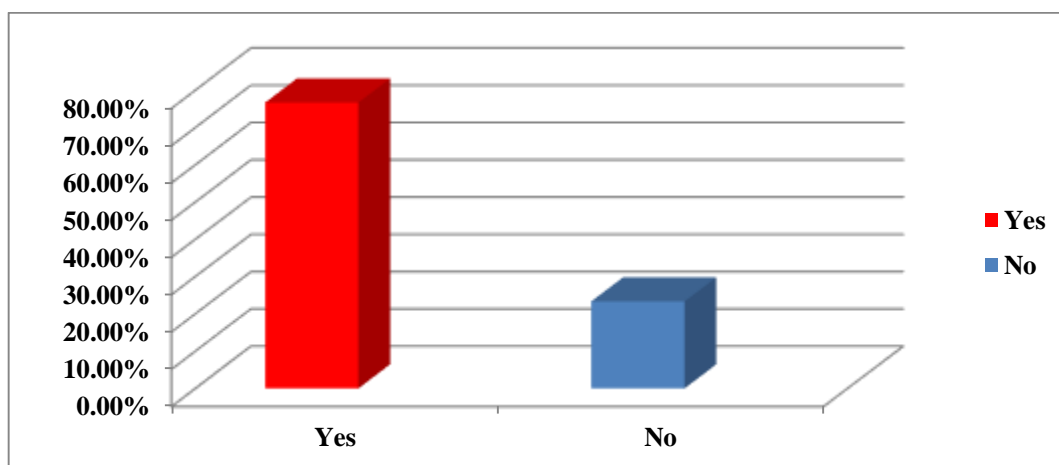
Figure3. The impact of critical thinking module in students' academic writing improvement

This bar graph represents the role of the critical thinking module in improving students' academic writing. It shows that twenty-three (76.67%) students stated that their academic writing improved after studying the critical thinking module, whereas only seven (7) of them (23.33%) said the other way around for unreported reasons.

The second type of data collection tool is the interview that was conducted to seek distinctive insights from the teachers of English on the importance of critical thinking in academic writing improvement. Hence, the teachers share a common understanding of the concept of critical thinking, the reason for which questions one, two, and three have been asked. According to the answers of the majority of them (i.e., four teachers), critical thinking is a process of thinking deeply about distinctive life issues through exploring, analyzing, evaluating, etc. On the other hand, the other teacher said:

> *Identifying and approaching specific subjects with critical thinking refers to*
> *how a learner approaches an analyzing spirit or idea not to judge but*
> *simply to comprehend.*

Furthermore, specific questions are asked to see the importance of critical writing from the teachers' perspective. Participants in questions five and six noted that the connection between critical thinking and writing is complementary, where writing can be developed through possessing critical thinking qualities. In addition to this, two teachers said that students' criticality in writing is manifested through their ideas and opinions on certain topics;while some others do not have this characteristic which is reflected in their writing style. However, the other teachers claimed that even though some students' level is limited, elements of deep thinking can be found in their academic writing.

Results taken from question eight, view that the majority of the interviewees regard critical thinking as the main strategy for good writing, in which they consider it as the basis of an analytical mind, as they reported that it helps learners consider, compare, select and coherently organize their ideas. On the other hand, two interviewees said that critical thinking is one way to develop writing in addition to the other ways.

5. Discussion

Even though students who took part in this study claimed that they have difficulties in writing and that getting familiar with a topic on which they are supposed to write about is a good way to improve their writing skills, it is noticeable that they are aware of the significance of critical thinking skills in developing their writing. In fact, according to participants' responses to the proceeding question (i.e. question four) which aims at determining the characteristics of efficient writing in their eyes, all of them agreed on many different specific internal features such as vocabulary usage, unity, coherence, and cohesion, the ideas provided, their simplicity and clarity, the absence of grammatical mistakes, etc. They all make a good piece of writing, in addition to the form which is usually the first thing that attracts the reader. This indicates that they are referring to the features of critical thinking skills which should be taken into consideration in writing an academic paper.

However, topic familiarity can be good as a starting point in writing which has been given as evidence from one of the teachers we interviewed. Hence, thisshows that thesestudents are conscious of the critical thinking aspects and characteristics. A study investigated by Indah (2017) on the relationship among critical thinking, writing performance, and topic familiarity seem to cover this claim, where results from her study indicate that topic familiarity contributes directly to students' critical thinking skills when they initiate the topic

themselves; as it can influence their written performances. This stands as evidence for what has been already mentioned in the literature review.

In addition to this vein, Tahira and Haider (2019) claimed, that as fertile soil for critical thinking development, adequate subject knowledge is necessary. Moreover, students positively reported that the critical thinking subject matter helps them improve writing for several reasons such asideas and view points' consideration, developingrationality, having the opportunity to view what is beyond the picture (the issue itself) to detect the real meaning behind certain things, providingpieces of evidence and facts to convince the readers(See questions five, six, and seven in appendix B). This reveals that the qualities of critical thinking are present through the students' varied responses to the open-ended questions. Furthermore, results from the table show that students of master's degree developed a good understanding of the concept of critical thinking, and are aware of its importance in developing academic writingafter being taught this subject. This can be primarily deducted from their responses to the last question in the questionnaire (See question 9 in appendix A), which aims at seeking the importance of critical thinking from the students' perspective.

Indeed, most of the participants have agreed on the fact that the importance of critical thinking can be seen at the micro and macro levels. Thus, it helps them construct valid arguments,particularly when writing a persuasive (argumentative) type of writing, where the study conducted by McKinley (2013) supported this view. They also said that it encourages them to be autonomous learners in which their academic level will be promoted. Likewise, it develops the human mind,changes his thinking about stereotypes and false generalizations that were engraved in his mindset; it encourages open-mindedness, objectivity, honesty, and rationality; as it boosts creativity. It can also helpthem find solutions to real problems, come up with quick decisions, make choices, etc.

In addition to the students' opinions about the importance of critical thinking, the teachers we interviewed also share a common understanding, where they think that students possessing this valuable skill would develop knowledge and awareness of certain phenomena; as it is important in many disciplines not only for academic purposes. Since all of the interviewees regard critical thinking as essential for students' academic writing production in particular, they recommend that it should be implemented at an advanced level (i.e., before master's degree), due to its effect on their learning outcome development in general. We can also deduce from the interview's answers that the teachers are doing their best to help their students become better writers, which means that they are attempting to contribute in creating future intellectuals who can serve the society with their critical mind; as it is their responsibility to engage the students in critical thinking through explicit intention and practice (Davidson, 1998).

6. Pedagogical Implications

Writing is an importantskill that should be given much attention andeffort from both teachersand students. It appears to be the most difficult task for EFL students to achieve because it requires one's intellectual ability and clear thinking. Writing is a very challengingtask in learning a foreign language because it is based on appropriate and strategic language usage. In general, writing is a process, and so is teaching it. In this,Oshima and Hogue (1997, p. 2) noted that: "*writing is never a one-step action; it is a process that has several steps*". This means that writing is a process that is based on ordered steps, and each step is regarded as significant.

Therefore, William (2001, p. 4) viewed that: "*rewriting is the essence of writing*".He believed that the attribute of aliveness determines good writing, which draws the reader to continue reading. Many writers claim that the first thing that captivates the attention of the reader is the form of the writing. The format is very important to prepare the reader for what he is going to read. When teaching writing, most educators emphasize the importance of the outline.Planning can help the student gets in one direction. According to Oshima and Hogue (1997), the first step in the writing process is prewriting. In this stage, you gather information and ideas and plan how to organize them. After you organize your ideas and select the relevant ones, you start writing the first draft.

The next step in the writing process is proofreading. The reason for it is detecting errors to be corrected. When editing, you are supposed to correct the grammar mistakes, spelling mistakes if any, check the sentence structure, look for synonyms, etc. Rereading what has already been written gives the chance to the writer to examine his ideas. Sometimes, we tend to write sentences that do not cover the meaning that we want to convey, and we only realize the linkage and connection between the ideas when we read them out loud. Therefore, proofreading helps you realize your mistakes that might be written unconsciously. For this, to be conscious of our critical thinking while writing is important. Consequently, critical thinking is an effective way for academic writing improvement.

Additionally, when writing we should take into consideration the readers and what they need to know. When knowing to whom we are writing, we should vary the style and content according to what the readers know and what they need to know. Hence, knowing your readers helps you decide what information is relevant, and what supporting details will be necessary for them. Moreover, most students desire to become effective writers; however, they often do not attempt to get feedback about their writing before submitting it. Having feedback from someone professional helps students to get the appropriate instructions that they need to know for effective writing. Hence, the more they ask for feedback, the more theyfinderrors, and the more they practice writing.For this, practising is anothervital step inthewriting process. Practicekeeps students' cognition into action. As a result,extensivewriting enhances critical thinking.

7. Conclusion

Many studies have proved that writing enhances critical thinking and the other way around. This study has proved that critical thinking is the soul of writing for many reasons, including its major role in helping students use their critical thinking skills to evaluate their ideas and the ideas of others. Indeed, the relationship between critical thinking and academic writing is a two-way street. This means that critical thinking helps promote academic writing effectiveness, i.e., the more students practise writing, the more their thinking process is engaged. In addition to the importance of critical thinking skills, teachers emphasized that extensive reading is a useful procedure for academic writing enhancement.

Thus in the light of the results obtained, we can postulate that critical thinking is an essential strategy to improve students' academic writing in particular and learning skills in general. Results also show that students developed a sense of awareness after being taught the critical thinking subject matter. Hence, critical thinking can help individuals to consider the credibility of the information source, recognize propaganda and not fall prey to it, and examine others' trustfulness. Since this study attempts to delineate the immense role of critical thinking in academic writing promotion through the students' and teachers' perspectives and conceptions, our participants suggested its implementation in all the disciplines to enhance the quality of the teaching methodology.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire is intended to collect data on the role of critical thinking in developing academic writing skills. Hence, we would appreciate it if you could take the time to fill out this questionnaire as we are doing some research into critical thinking. We value your opinion and thank you in advance for your time and honesty.

1.Do you find difficulties in the academic writing process?   Yes [ ]   No [ ]

2. What are the difficulties that prevent you from improving your academic writing?

a. Information gap   [ ]

b. Inability to meet the teacher's expectation   [ ]

c. Teacher's topic selection   [ ]

d. Different cultural background   [ ]

Others …………………………………………………………………………………………

3. What is the strategy that would best help you develop goodacademic writing?

a. Critical thinking skill [ ]   b. Topic familiarity [ ]

4. What help you distinguish between "efficient" and "non-efficient" academic writing?

………………………………………………………………………………………………

5. Does clear thinking result in efficientacademic writing?   Yes [ ]No [ ]

6. Is critical thinking essential for academic writing improvement? Yes [ ]   No [ ]

7. Does the critical thinking module help you improve your academic writing?

Yes [ ]   No [ ]

If yes, how? …………………………………………………………………………………..

8. Please specify the degree to which you agree or disagree with the following statements.

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Critical thinking is an abstract cognitive activity					
Critical thinking affects the choice of vocabulary					
Critical thinking affects sentence structure					
Critical thinking helps you construct valid arguments					
Critical thinking is a series of decisions made by the students when writing academic papers					
Critical thinking is synonymous with decision-making processes					
Critical thinking is a rational process					
Critical thinking enhances creativity					
Critical thinking is a vital skill in academic writing					
Critical thinking is a generalizable skill (can be applied to many different activities)					

9. Where do you think does the importance of critical thinking lie?

…………………………………………………………………………………………

Appendix B

Teachers' Interview

> **Dear Teachers,**
>
> This interview aims to know your perceptions and perspectives on the significance of critical thinking in academic writing improvement. The purpose of the present study is to raise students' awareness of the importance of critical thinking to enhance their academic writing skills. **We value your opinion and thank you in advance for your time and cooperation.**

1. From your perspective, what does it mean to be a critical thinker?

   …………………………………………………………………………………………..

2. Is critical thinking skill learned or acquired?

   ………………………………………………………………………………………….

3. It is said that "good writers are good thinkers". Do you agree with this statement? (Justify)

   ………………………………………………………………………………………….

4. Is it essential for first-year students to study the critical thinking module for their academic improvement? If yes, explain.

   …………………………………………………………………………………………

5. What is the connection between critical thinking skills and academic writing?

   ………………………………………………………………………………………….

6. Do you think that students' critical mind is active when asked to write an essay/paragraph? If so, how do you know?

   ………………………………………………………………………………………….

7. How would you guide your students through the critical thinking process, if they lack the spirit of a critical thinker in their writing style?

   …………………………………………………………………………………………

8. Is critical thinking skill considered as the main strategy for academic writing improvement? (Justify)

   …………………………………………………………………………………………..

9. In addition to the significance of critical thinking skills, what are the other strategies that you apply to develop your students' academic writing skills?

…………………………………………………………………………………………..

A Thematic Analysis on the Obstacles Experienced by EFL Students and Supervisors in Master's Thesis Writing

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Abstract

As academic writing has become a daunting task for most English Foreign Language (EFL) students, the study at handattempted to scrutinize the significant obstacles in writing theses from Master two EFL students' and supervisors' outlooks. To reach this aim, a purposive sampling consisting of 30 EFL graduate students and 10 supervisors was chosen from the Department of English, Ain-Temouchent University. Qualitative data were collected through semi-structured interviews and the findings were analyzedusing the so-called thematic analysis. The findings highlightedsomeobstacles confronted by the students in writing master theses as reported by the students themselves and their supervisors. Among these obstacles, some were common for both groups and thus, the main challengesreported by both the students and supervisors lay in the students' lack of research knowledge including the inability to write academically using academic vocabularies, lack of sources and flaws with supervisors. Implications of the study for universities, EFL graduate students, and their supervisors were also discussed in this study.

Keywords:Academic writing,EFLstudents, Master theses, obstacles, supervisors

ملخص:

ومع تحول الكتابة الأكاديمية إلى مهمة شاقة بالنسبة لأغلب طلاب اللغة الأجنبية في اللغة الإنجليزية، فقد حاولت الدراسة في متناول اليد التدقيق في العقبات الكبيرة التي تحول دون كتابة أطروحات من طلاب الماجستير اثنين من طلاب اللغة الأجنبية ولتحقيق هذا الهدف، اختير من قسم اللغة الإنكليزية بجامعة عين تموشينت أخذ عينات هادفة يتألف من 30 طالبا من. والمشرفين وتم جمع البيانات النوعية من خلال مقابلات شبه منظمة وتم. طلاب الدراسات العليا في الاتحاد الأوروبي لكرة القدم و 10 مشرفين وسلطت النتائج الضوء على عدد من العقبات التي يواجهها الطلاب في كتابة. تحليل النتائج باستخدام ما يسمى بالتحليل المواضيع ومن بين هذه العقبات، كان البعض شائعاً بالنسبة لكلا المجموعتين ،. الرسائل الرئيسية كما أفاد الطلاب أنفسهم والمشرفون عليهم وبالتالي ، فإن التحديات الرئيسية التي أبلغ عنها كل من الطلاب والمشرفين كذبت في افتقار الطلاب إلى المعرفة البحثية بما في ذلك كما نوقشت في هذه. عدم القدرة على الكتابة الأكاديمية باستخدام المفردات الأكاديمية ، والافتقار إلى المصادر والعيوب مع المشرفين الدراسة الآثار المترتبة على الدراسة بالنسبة للجامعات وطلاب الدراسات العليا في الاتحاد الأوروبي لكرة القدم والمشرفين عليهم

الكلماتالمفتاحية: الكتابة الأكاديمية ، طلاب اللغةالإنجليزية، رسائل الماجستير ، العقبات ، المشرفين

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1. Introduction

A Master's thesis is probably the hardest piece of academic writing that students are supposed to write in their last year of study at university. Therefore, examining the hindrances faced by EFL master students in thesis writing and discovering the research variables that inform those hindrances from the students' and supervisors' perspectives are considered a milestone to deal with them. As one variety of writing, academic writing involves writing research papers, assignments, reports and finally theses which are written for specific purposes and particular people(Stapa, Maasum, & Aziz, 2014)

Writing thesis is one of the main causes of stress for students; therefore, finding out about Master (MA) students' perspectives regarding the difficulties and challenges they may encounter in writing theses, can provide important information which in turn would decrease their hindrances (Lundgren &Harvalsson, 2009). The study at hand tries to scrutinize the significant obstacles in writing theses from Master two EFL students' and supervisors' outlooks hoping that the scrutiny of such hindrances may help both students and supervisors to cope with them in the future to ameliorate students' theses writing. As such, this study is guided by the following main research questions:

1. What are the major obstacles facing MA EFL students in writing master theses from supervisors' perspectives?

2. What are the main hindrances facing MA EFL students in writing master theses from students' perspectives?

2. Literature Review

To better understand the concept of academic writing, it is of paramount importance to be familiar with its key- aspects. Singh andLukkarila (2017) consider academic writing as, "Distinctively different" from other forms of writing in terms of purpose, tone, structure, style, audience, and word choice. It is, thus, important to search in the scholarship about the major types of obstacles students encountered in thesis writing. For example, Elzebilo (2012) opined that the majority of MA students faced challenges in data collection methods, data analysis, writing publishable research papers, oral presentation skills, and inaccessibility of associated supervisors. Yarwood-Ross and Haigh (2014) posited that major problems that emerged in completing theses were communication issues, academic regressions, lack of trust and supervisors' negligence.

Saidin, Veloo and Shari (2016) found that postgraduate students encountered four main challenges in completing their master research, which was counted as different fields of interest, time management, lack of research knowledge, and supervision. Kotamjani and Hussin (2017) identified that students faced more language-related rather than general academic skills. Summarizing or paraphrasing sentences, linking sentences, using adequate grammar, and using appropriate vocabularies for making sentences and paragraphs were the most challenging.

Additionally, a study conducted byDivsar (2018) of similar interest scrutinized thehindrances faced by Iranian TEFL students in thesis writing. The results of this study disclosedthat linguistic flaws (e.g., grammatical and organizational problems and lack of

mastery of academic writing style) constitutedasignificant hindrancefor Iranian EFL students. Nevertheless, results revealed that the students reported a wide range of other flaws which were grouped into three main categories: (i) instructional and pedagogical inadequacies (mainly students' lack of knowledge and experience in researching and writing up their thesis), (ii) personal problems and affairs such as poor management of time and the loss of interest and motivation in the process of thesis writing, and (iii) educational support such as the limited availability and assistance offered by the supervisor and adviser.

3. Methods

3.1 Sample population

To find out more about the obstacles encountered by MA students in writing their theses, the researcher relied on a random sampling including structured interviews with 30 EFL students and 10 supervisors whose teaching experience ranges from 10 to 14 years at the Department of English, Ain-Temouchent University, the place of the researcher's work. A semi-structured interview was conducted with the respondents to know more about the obstacles encountered in these writing from both the supervisors' and students' outlooks.

3.2 Research tools

The research tool used in this study was a semi-structured interview conducted with the respondents to know more about the obstacles encountered in these writing from both the supervisors' and students' outlooks.

3.2 Research design

To conduct this study, the researcherhasadopted a descriptive design involving qualitative content analysis.It refers, in fact, to "a research method used for the subjective interpretation of the content of texts through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p. 278).

3.3 Research Procedures

EFL students at the MA level and their supervisors were, initially, asked to participate in this study. All interviews were audio-recorded and transcribed for later analysis. Each interview session lasted about 30 minutes, and the participants were assured that their personal information and responses would remain confidential. Pseudonyms were used to protect their identities.

3.4Methods of Data Analysis

Qualitative data from the interviews were analyzed and coded. To analyze and interpret qualitative data in this study, *thematic analysis* was used. Thematic analysis which is a method of qualitative research is used for uncovering patterns and themes in a special phenomenon which themes are known as "a pattern found in the information that at a minimum describes and organized the possible observations and at a maximum interprets aspects of the phenomenon" (Boyatzis, 1998, p. 4).

5. Results

To answer the first research question, the supervisors were interviewed about their MA students'obstacles in writing theses. Some challenges were reported by supervisors which are presented in Table one. Based on their supervisors' opinions, EFL MA students face seven challenges lack of research knowledge in the first rank followed by time, supervisor, Inability to Write Academically, Lack of Interest, university and Lack of Sources.

Table1.*Supervisor's outlooks*

Obstacles

   Lack of Research Knowledge

Time

  Supervisor

Inability to Write Academically

Lack of Interest

 University

Lack of sources

Upon being asked the same question about challenges faced in writing master theses, EFL students postulated some challenges which are shown in Tabletwo. Lack of research knowledge appears as the most confronted challenge, followed by time constraints, supervisor, inability to write academically, lack of interest, confusion in choosing a suitable topic, difficulties in methodology and finally, lack of resources.

Table 2.*Students' outlooks*

Obstacles

   Lack of Research Knowledge

 Time

 Supervisor

 Inability to Write Academically

  Lack of Interest

 Confusion in Choosing a Suitable Topic

  Difficulties in Methodology

 Lack of Sources

The research questions of the present study posit the following:

What are the major obstacles facing MA EFL students in writing master theses from supervisors' perspectives? And What are the main hindrances facing MA EFL students in writing master theses from students' perspectives? As clearly shown in Table 1. And Table 2., both parties, i.e., Supervisors and students encountered various obstacles in the writing process of Master theses, among which time management, lack of research knowledge and inability to write academically were among the major hindrances faced.

5. Discussion

When asked about the challenges encountered in writing master theses, EFL students reported many. Lack of research knowledge appears as the most confronted challenge, and it is Hussin (2017) who found using specialized vocabularies as challenging. This study corroborates Saidin et al. (2016) findings that considered 'lack of research knowledge' as one main challenge faced by postgraduate students.

The students also reported their inability in academic writing and this goes hand in hand with the study conducted by Divsar (2018) where the results disclosed that linguistic flaws (e.g., grammatical and organizational problems and lack of mastery of academic writing style) constituted the significant hindrance for Iranian EFL students.

A consensus between supervisors and EFL MA students about the main challenge faced by EFL Master students in writing theses; lack of research knowledge was among the main challenges faced since writing MA thesis is their first experience in writing academically (Singh, et.al (2016). MA students cannot choose the topic easily since they either believe it is the supervisors' responsibility or a novel topic that has not been conducted by anyone before it must be selected.

Supervisors claimed that most students are not proficient enough to write academically especially regarding using academic vocabulary.Similarly, MA students reported a lack of research knowledge as their main obstacle to writing theses due to variation in research topics which results in their confusion in choosing a suitable topic.The methodological part of the thesis is also a hindrance for MA students.

6. Conclusion

The present study has attempted to scrutinize the significant obstacles in writing theses from Master two EFL students' and supervisors' outlooks. The main obstacles included the inability to write academically using special vocabularies, lack of research design knowledge and choosing a researchable topic. Students and supervisors agreed that the inability in managing time was among the main challenges of MA students in writing master theses, but their perspectives about other challenges varied.MA students reported more challenges in writing theses compared to supervisors. One proof of this is the students' claims about confusion in choosing a suitable topic and the difficulties in methodology.

7. Recommendations and Limitations

Following the results obtained in this study, it is highly recommended that supervisors should try to create a balance between their professional duties and supervision to provide students with effective guidance and amble assistance, especially timely constructive feedback on language, style, content, and structure of the thesis. Students, on their part, are also required to take responsibility for their learning and work hard to improve their academic writing and research skills.

To address the limitations of this study, the researcher refers to the limited generalizability of the findings as the data for this study were collected from EFL MA students and their supervisors not from MA students and supervisors studying different majors.

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The Incorporation of Peers' Correction Technique in the Classroom to Improve Writing Skill

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Abstract

Writing academic papers, dissertations or compositions in English is still a challenging task for most EFL students. Although many students work harder to produce good essays or compositions, they still need to make much effort to avoid making errors and/or mistakes. To overcome this sort of problems and to improve EFL students' writing skill, most EFL teachers of written expression module encourage their students to make small groups with their peers in the classroom to read their homework or essays, to collaborate, to learn from each other and then to correct their mistakes together. To this end, the aim of this study is to investigate EFL students' attitudes and views towards peers' correction technique as well as its effectiveness. To collect relevant data and investigate the importance of using peers' correction in the classroom, a triangulation method was employed: a teachers' interview, a questionnaire for second yearlicence EFL students and a class observation. The participants of this research study were forty two students of second year licenceand 2 teachers of written expression module. The findings showed that students had positive attitudes towards peers' correction. Moreover, they were interested in incorporating peers' correction technique in the classroom because they saw it had a positive impact on enhancing their writing skills and learning process.

Keywords:EFL teachers, learners' attitudes, peer's correction, writing skill.

ملخص:

كتابة المقالات او الأطروحاتباللغة الإنجليزية لا تزال مهمة صعبة بالنسبة لمعظم الطلاب بالرغم من أن العديد منهم يعملون بجد لتحسين مستواهم في الكتابة إلا أنهم لا يزالون بحاجة إلى بذل الكثير من الجهد لتجنب ارتكاب الأخطاء. للتغلب على هذا النوع من المشاكل وتحسين مهارة الكتابة لطلاب اللغة الانجليزية يشجع معظم معلمي التخصص على العمل بالافواج داخل القسم لقراءة انشاءاتهم الكتابيةو تصحيح أخطائهم معا قصد التعلم من بعضهم البعض. و بالتالي فإن هدف هذه الورقة البحثية هو دراسة آراء طلاب قسم اللغة الانجليزية بجامعة الدكتور مولاي الطاهر(سعيدة) ولجمع البيانات اللازمة استخدمناالمقابلة والاستبيان و الملاحظة.شارك في هذه الدراسة البحثية اثنان وأربعون طالبا من السنة الثانيةو استاذين من قسم اللغة الانجليزية (مادة التعبير الكتابي) وأظهرت النتائج أن هذه الطريقة لها تأثيرا إيجابيا على تعزيز مهارات طلبة اللغة الانجليزية في الكتابة وعملية التعلم.

الكلمات المفتاحية:اساتذة اللغة الانجليزية،ومواقفالمتعلمين،وتصحيحالزملاء ،ومهارةالكتابة.

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1. Introduction

With the shift in methods from the Grammar Translation Method to Communicative Language Teaching, teachers' role as feedback providers has also changed. In the early methodsof language teaching, the teacher was considered to be the sole source of knowledge. Therefore, he/she was the only one responsiblefor correcting students' mistakes. However, recent methods and approaches have insisted on learners' cognition and autonomy. With such a change, a student-oriented technique such as peer correction has come up. The latter is involved in classrooms to enhance learner autonomy, cooperation, interaction, and involvement. Moreover, it may bring about a significant improvement in students' writing skills. Correcting mistakes by mates does not only enable EFL students to be more aware of their peers' mistakes, but it also promotes their level in academic writing. Hence, their motivation is expected toincrease when they correct themselves away from their teachers. In this enquiry, we investigate to what extent peer correction has an impact on reducing students' mistakes, and what changes in their attitudes towards this technique are? To this end, the research was guided by the following research questions:

1. How can peer correction help EFL learners of Dr MoulayTahar University develop their writing abilities?

2. How do EFL students of Dr MoulayTahar University react to the use of peer correction?

Based on the questions mentioned above, we hypothesize that:

1/ When teachers initiate activities then they urge their students to work on them cooperatively and collaboratively, they enhance the opportunity to learn in a stress-free environment, this process leads to a higher level of motivation and achievement among students.

2/ The discussion of ideas between peers improves their oral fluency and learning process.

2.Literature Review

2.1. Peer Correction: An Overview

Writing is one of the most important skills in learning a new language; it is one of the most important skills in learning a new language; it is considered a challenging activity for most language learners because it is a combination of thinking and productive processes. It represents ideas in a structured way according to the conventions of language: grammar, vocabulary, spelling, and punctuation. Writing is the primary basis upon which students' learning process is evaluated. Although teachers have a strong desire to respond to students individually, the task is difficult and more complex especially in giving feedback to students due to time constraints. Henceforth, involving students in reviewing their peers is an effective method to improve their writings taking into consideration the process of writing with all its stages: prewriting, drafting, revising, proofreading and publishing that allows them to write good and complex compositions, rather than writing as a product that focuses on the final version (Whit & Arndt, 1991).

Peer correction can also be called peer review, peer evaluation or peer feedback. It is the process of *"integrated activities"* in which students are socially involved in *"responding to each other's writing"*. In doing so, students as evaluators use different forms of evaluation generally set by the instructor and give feedback according to the given criteria about their peers' writing for further improvement (Johnson & Roan, 1989). This peer evaluation process calls for some interactive skills"reading, writing, speaking, listening, and thinking in which students are set in real communicative context to perform the language. Peer correction has many forms; it can be a small group response where students receive feedback from"a supportive audience", a pair response, in which two students exchange their writing and feedback with each other, or a whole group response, when all members of a group provide feedback to one student. From this idea, students are not only expected to develop their writing abilities but they are also able to correct their peers' mistakes and provide them with constructive comments.According to Rollinson (2005), the principles behind applying peer correction are:

1. Peer feedback is less threatening than teachers' feedback because students are more comfortable with their classmates and therefore, getting corrected by friends evokes less anxiety. In this way, students can gain confidence since they express and negotiate their ideas freely.

2. When correction comes from the teacher, it reinforces the teacher's authority. In a traditional language class, the teacher is an authoritative figure and he/she is considered to be the sole source of knowledge. Students play the role of just passive receivers of information. However, with the practice of peer feedback, the classroom becomes less dominated by the teacher.

3. The involvement of peers in the correction process makes the classroom atmosphere more supportive.

4. It helps students to be less dependent on the teacher.

5. It reduces students' writing anxiety, promotes their motivation and self-esteem, and increases their willingness to try new tasks.

6. Peer correction may create a suitable atmosphere in the classroom where some affective variables are found to help students develop their academic level and improve their writing process.

2.1.1.Benefits of Peer Correction

When students write for the teacher who is regarded as a limited audience, they do not experiment with different writing styles, they write to fulfil the expectations of the teacher and therefore, their writings are often bored (Pianko&Radzik, 1980). However, peer correction allows students to write for a variety of persons. When they write for a wider audience, they develop a greater awareness of the complexity of writing and they need to develop their thoughts (Pianko&Radzik, 1980). Peer correction reinforces the writer's obligation not just to express ideas but also to communicate meaningfully (Cooper, 1986). Another benefit of peer correction is developing confidence in detecting others' errors. Correcting and evaluating other papers helps students to be more critical (Pasternak, 1981). Students enjoy the opportunity to criticize peers' papers, they appreciate working together,

and thus, they value the response from their peers and consider their judgment to be accurate (Pianko&Radzik, 1980).

2.1.2. Cooperative Learning

This refers to working together to accomplish shared goals. The term cooperative learning refers to students working in teams on an assignment under conditions in which certain criteria are required. Within cooperative situations, students seek outcomes that are beneficial to themselves and the whole group. Hence, cooperative learning is the instructional use of small groups so that students work together to develop their own and each other's learning. It may be contrasted with competitive learning (students work against each other to achieve an academic goal). In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously (Olsen 1Kagar, 1992).

The success of cooperative learning depends on the nature and organization of group work. This requires a structured and careful designed program of learning so that learners interact with each other and are motivated to increase each other's learning. Olsen andKagar (1992) proposed five elementsof successful group-based learning in cooperative learning. Yet, in the current paper, we shed light on the most important element which is "positive interdependence"; it occurs when group members feel that what help one member will servethe entire group through cooperative learning tasks that build a spirit of mutual support within the group.When cooperative learning takes place, learners are involved in many metacognitive strategies either directly or indirectly such as: explaining, negotiating, and arguing. If cooperative learning is well planned, students become responsible for their learning and group learning too, this makes all learners autonomous. Cooperative learning produces greater achievement than traditional learning methodologies. According to Hymes (2007), using cooperative group activities would help students achieve their academic goals because they are involved in "comprehensible output" and at the same time receiving "comprehensible input". Moreover, cooperative learning has other social benefits, it provides respect for others and cooperation between students. Furthermore, it promotes linking and strengthens relations among students regardless of their multiple intelligences, thinking abilities, gender and social class.

2.1.3. Autonomy

Learner's autonomy in EFL classrooms is a supportive variable that increases proficiency in the target language and develops long-term learning. The learner is expected to be involved in the learning process, and to participate in it effectively by operating and using his competencies and efforts.Dicknson(1999) suggested that "autonomy is a situation in which the learner is responsible for all the decisions related to his learning" (p. 5).

3. Methods and Materials

The investigation aimed at studying the effectiveness of peer correction techniques as an alternative way to improve students' writing skills. To ensure that, we employed a triangulation method with three research instruments: classroom observation teacher's interview and students' questionnaire. At the end of the whole process, we gathered the data which was interpreted and analysed to obtain general conclusions.

Participants

The current study addressed forty-two EFL students (second year) and two teachers from Dr MoulayTahar University of Saida at the level of the English Department. We purposefully selected second-year students because they study the module only in the first and second year; they know about it and they help each other.

Research Instruments

To carry out this research, we implemented three research tools: classroom observation to notice how peer correction can take place in an English written course. Teacher'sinterview to investigate EFL teachers' opinions about the integration of peer correction in their classes and its effectiveness, in addition to students' questionnaire to examine their attitudes when they are correctors or they receive correction from their peers.

Research Procedures

The study was conducted at the English department of DrMoulayTaher University because we observed that foreign language learners express themselves freely with their friends rather than with their teachers. To this end, we selected the appropriate research instruments that fit the objectives of the study. The first step was attending written expression sessions with the selected level (second year). Then, we designed students' questionnaires and teachers' interviews to address the targeted population. After gathering the data, interpreting and analyzing all the information obtained we made general conclusions about EFL learners' attitudes towards peer correction technique.

4. Results

4.1. Classroom Observation

We implemented the observation to gather the primary data about the implementation of peer correction. The information collected was related to the attitudes and perceptions of the participants towards this teaching and learning technique. During this phase, we focused on the interaction between the teacher and students as well as the interaction between students and peers.

4.1.1. Interaction between the Teacher and Students

We observed that the teacher gave clear instructions. In this way, students were able to understand everything that she said. We also noticed that while students were working together, the teacher kept control over her class; by doing so, students havecreated a positive environment where both the teaching and learning processes occur. We also noticedthat from time to time the teacher gave feedback to her students; students seemed to interact with the teacher and feel comfortable.

4.1.2. Interaction between Students and Peers

We noticed that students were encouraged to work with their peers and involved in their learning process. When students were working in pairs, most of them seemed to be comfortable in correcting and being corrected by their mates. They were orally making suggestions to their peers, giving comments and ideas.

4.2. Teachers' Interview

Teachers' interviewsaimed atexploring teachers'points of viewabout the integration of peer correction in their classes. The results of the interview revealed that

EFL teachers of Saida University implement cooperative learning activities to correct students' mistakes, such as peer correction which is an effective learning strategy that helps EFL students improve their writing skills and creates a suitable learning atmosphere that reduces students' speaking anxiety. On the whole, peer correction haspositive effects on the learning process.

4.3. Questionnaire

The questionnaire addressed second-year licence EFL students;it is divided into two main sections: the first one was about learners' attitudes and perceptions and the second one was related to the effectiveness of peer correction. Additionally, we implemented a focus group because students were numerous.

Among the questions we have asked our participants, we have selected the following items:

Table 1.*Number of returned and non-returned questionnaires*

Questionnaire	Questionnaire	Percentage
Number of returned questionnaire	42	90,47%
Number of non-returned questionnaire	04	9,52%
Total	46	100%

Question one: Do you appreciate the process of correcting your writings by your peers?
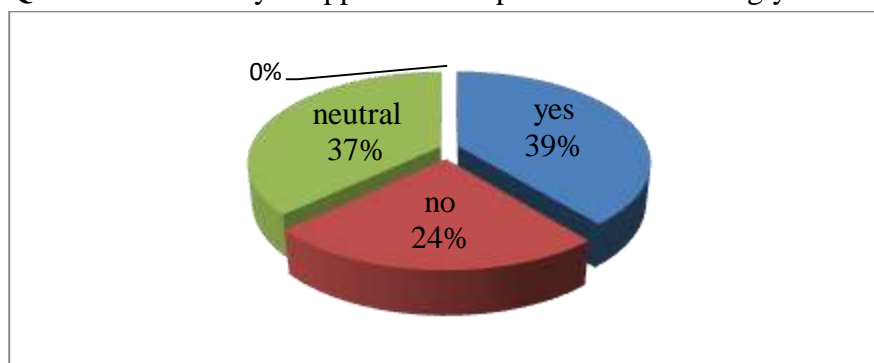
Figure 1. Students' opinions when their friends correct their writings

In response to question one: Do you appreciate the process of correcting your writings by your peers? 39% of the informants appreciate the process of being corrected by their mates; on the other hand, 24% showed the opposite and 37% had a neutral opinion.

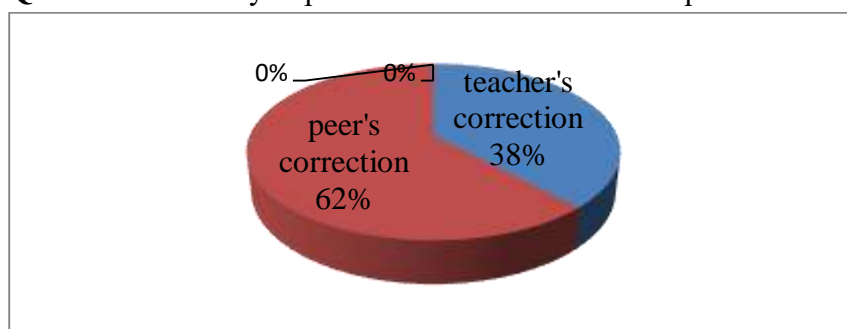**Question two:** do you prefer teacher's correction or peer's correction?

Figure 2. Comparison between teacher's correction and peer's correction

Figure two demonstrates that the largest proportion of the participants in this research prefers peer's correction rather than teacher's correction, to be more accurate 62% and 38% respectively.

Question three: do you see that peer correction enhances autonomy among EFL learners?
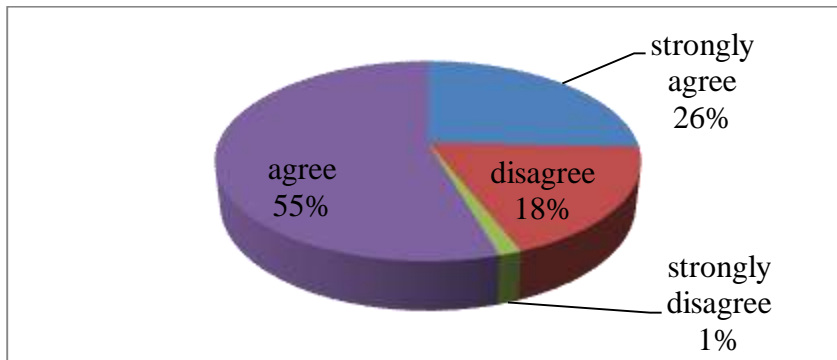

Figure 3. Enhancing learners' autonomy through peer correction

The third figure presents information about the impact of peer's correction on EFL students' autonomy. It shows that a large fraction, particularly 55% see that peer's correction enhance autonomy among EFL students and 26% agreed. However, 18% disagreed and 1% strongly disagreed.

Question four: when you correct your friends' writing mistakes, do you feel that you are improving your writing abilities?
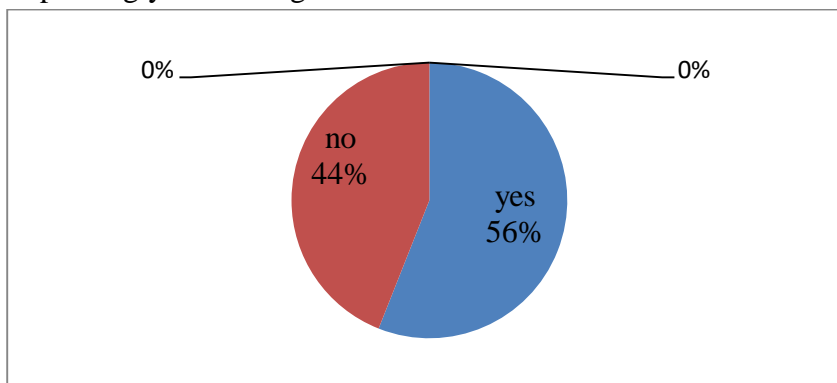

Figure 4. The improvement of students' writing process from their peers' mistakes

Peer's correction contributes to improving EFL students writing skills, in this regard, the fourth figure demonstrates that 56% of the informants see that peer's correction has a positive impact on improving their writing abilities and 44% disagreed

5. Discussion

The main concern of this study was to investigate the effectiveness of the peers' correction technique at Dr. MoulayTaher University of Saida. Based on the research instruments, we reached a set of results summarized along these lines.

Attitudes towards peers' correction were positive; 39% of students don't have a problem when their receive correction from their peers however, students tended to feel more positive when they correct their friends' writing. On the other hand, 62% prefer peer correction rather than teacher's correction (38%) because it enhances students' autonomy for 55% of our informants and improves their writings (56%).

These results are similar to the previous studies mentioned in the section above in terms of the significance of the incorporation of peer correction in foreign language

classes because it develops the four language skills simultaneously (speaking, reading, writing and listening) through effective conversations among learners.

To conclude, when the teaching and learning processes shift from a teacher-centred approach to a learner-centred approach, the whole environment becomes more enjoyable, interesting and significant, moreover, students' motivation is raised.

6. Pedagogical Implications

Peer correction can have important pedagogical implications because exchanging feedback in the form of negotiation can be an enabling activity for EFL learners to improve their critical thinking abilities which are not restricted only to the writing skill but also speaking, listening and reading. Besides, it is a variable alternative to teacher-centred classes, particularly with overcrowded classes.

7. Conclusion

The general conclusions that can be drawn from the findings based on the research instruments can be summarized in the following lines.The attitudes of participants are quite similar when they were correctors or were corrected by others. Hence, students are more willing to be involved in the process of learning from others and being a source of knowledge for their mates. Concerning students' attitudes towards this technique, the results of the study showed a positive change in the subjects of attitudes towards using peer correction in their writing compositions. Learners believe that to improve their writing skills, it is necessary to receive feedback from their peers since correcting errors collaboratively is more motivating rather than notingdown correct forms from the teacher. To conclude, peer correction is important in English written courses. It helps students become accountable for their learning and encourages them to work on their weaknesses, moreover, it helps them reflect on their writing skills. Therefore, peer correction is of great importance in the writing process because students value the opportunity of sharing knowledge, comprehension, and correction.

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Appendices
Appendix A
Teachers' Interview

Dear teacher,

Would you please answer some questions about the implementation of peer correction in written expression classes?

Section one: General information about teaching written expression module

1- Which approach in teaching the writing skill?

   Grammar translation method

   Direct method

   Communicative language teaching

2- How would you evaluate your students' writing level?

3- Do you think that collaborative work is useful in teaching writing skills?

4- Do you think that learners improve their writing abilities when they exchange ideas?

Section two: teacher's viewpoint about sig peer correction

5- Do you use peer correction as a teaching technique? Would you please justify?

6- In your opinion, how can peer correction help EFL learners develop their writings?

7- What attitudes do you usually observe in students towards the use of peer correction?

8- Do you see that peer correction creates a suitable learning atmosphere in the written expression   module?

AppendixB
Students' Questionnaire

Dearrespondents,

You are kindly requested to fill out the present questionnaire that serves as a data-gathering tool to collect the information needed in our research entitled "TheIncorporation of Peers' Correction Technique in the Classroom to Improve Writing Skill". To reach our goal we would be pleased to help us get the appropriate responses to our suggested questions. Your answers will be kept strictly confidential and the given information will be used for academic purposes. Your contribution is highly appreciated.

Section one: EFL students' attitudes towards peer correction

1- How do you feel when you correct your classmate's writings?

Excited   confident   ensure

2- How would you feel when your classmates correct your writing?

Interested   worried   bored   ensure

3- Is it hard for you to notice your errors?

Yes   no

Section two: the effectiveness of peer correction

4- Do you appreciate the process of correcting your writings by your peers?

Yes   no   neutral

5- Do you prefer teacher's correction or peer's correction?

Teacher's correction   peer's correction

6- Do you see that peer correction enhances autonomy among EFL learners?

Strongly agree strongly disagree   disagree

7- When you correct your friends' writing mistakes, do you feel that you are improving your writing abilities?

Yes   no

8- Do you see that peer correction strengthens your relationship with your classmates?

9- Yes   no

A Corpus-Based Genre Analysis Study of Structural Move, Citation, Reporting Verbs and First Person Pronouns Practices in Master Dissertation Introductory Section of Language Sciences Students at University of Constantine 1

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Abstract

Genre analysis offers a space to analyze generic features such as *rhetorical moves*, *reporting verbs*, *first person pronouns*, and *citation* that facilitate the writing of academic genres and help to realize writers' communicative purposes. This study concerned itself with the investigation of the rhetorical organization of Master dissertation introductory sections using the Move Analysis method to Genre Analysis named Creating-A Research- Space (CARS) Modelproposed by Swales (2004). In addition, it explored how and for what purposes the aforementioned features were used. Both quantitative and qualitative methods were employed for the two levels of examining the data. Data analysis was based on a corpus of 17 introduction sections randomly selected from 80 Master dissertations in the field of Language Sciences. Having analyzed the data, move-step analysis revealed irregularity and randomness in the execution of the first two moves, and limitation in the set of steps used for expressing some functions in the last move than those proposed in CARS Model. Regarding the second analysis, the study indicated a very limited understanding of the range of functions offered by linguistic features and the roles they play to strengthen academic texts. We suggest these findings to add to the ever-evolving knowledge of how writing academic texts can be understood as having predictable and expected structures as well as functional significance for how they are interpreted.

Key words: Citation, first person pronouns, reporting verbs, rhetorical move structure

ملخص

تهدف هذه ا الدراسة البحثية إلى دراسة البنية البلاغية المتبعة في كتابة مقدمة مذكرات طلبة الماستر ، تخصص علوم

اللغة ، بقسم اللغة الإنجليزية، جامعة منتوري قسنطينة1. ويمتد هدف هذه الدراسة إلى محاولة اكتشاف طرق توظيف بعض الأساليب

البلاغية المصاحبة لهذه الخطوات السالفة الذكر (الاستشهاد، أفعال التقرير المستعملة في الاستشهاد، وضمائر المتكلم التي تبرز

وجود الكاتب). وسعيا الى تحقيق هذا الهدف، تم اختيار سبعة عشر مقدمة اختيارا عشوائيا من بين ثمانين مقدمة، بغرض التحليل وفق

نموذج "سوايلز" (2004) المعدل (خلق- مجال- للبحث). وقد استخدمت الدراسة الطرائق الكمية والنوعية على حد سواء لتحليل

البيانات على المستويين. وقد أظهرت نتائج التحليل (الخطوة-مراحل الإجراء) أن هناك تطابق بين مقدمة مذكرات الماستر وبين نموذج

"سوايلز" من حيث وجود الخطوات، ولكن مع عدم انتظام وعشوائية في تحقيق مراحل اجراء الخطوة الأولى، وغياب كلي للمراحل

الإجرائية المقترحة لتحقيق الخطوة الثانية. وأما بالنسبة لطرق توظيف بعض الأساليب البلاغية، فقد بينت الدراسة أن هناك فهما

محدودا لمجموع الوظائف التي تؤديها هذه الأساليب، وللدور الذي تؤديه في تدعيم النصوص الأكادمية. و يمكن الإستفادة من النتائج

التي توصلت إليها هذه الدراسة في فهم كيفية كتابة النصوص الأكادمية على أنها ذات هياكل متوقعة ويمكن التنبؤ بها، فضلا عن

أهميتها الوظيفية لكيفية تفسيرها.

الكلمات المفتاحية: الاستشهاد،ضمائر المتكلم التي تبرز وجود الكاتب،أفعال التقرير المستعملة في الاستشهاد،والبنية البلاغية

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1. Introduction

Producing a successful academic genre or a sub-genre involves competence in some related skills. Such competence includes the ability to organize the structure of the genre and understand the communicative purposes it serves, the ability to conduct inter-textual links to previous research -referring to and evaluating the work of others- and the ability to create a voice to one's work. These skills, among others, are expected to be used effectively by novice researchers. Unfortunately, these researchers, including LMD Master Students in the Department of English at the University of Constantine 1, face difficulties that hinder their writing process. Supervisors, however, should not stand idly by while the results obtained fromGenre Analysis studies may help overcome the challenge of providing their candidates with the needed assistance.

One principal aim of Genre analysis is the description of the rhetorical structure of texts based on two notions namely move (M) and step (S). Using these two notions, Swales proposed the Create a Research Space (CARS) model (1981, 1990, and 2004). With the belief that writing introductions are the most complex task, the opportunity Swales offered succeeded in coming up with a description that can account for the rhetorical organization of the research article introductions. However, his model has frequently been employed to analyze not only the structure of the research article (RA) introductions but also introductions in other academic genres such as Master and PhD dissertations (e.g., Bunton, 2002; Arulandu, 2006; Olivares, Salom and Monreal, 2008; GecikLli, 2013; Stapa, MohdMaasum and Abd Aziz, 2013 and Choe and Hwang, 2014).

Swales CARS model can be regarded as "one of the strongest descriptions of text structure to date" (Anthony, 1999, p. 39). In addition, the model is one of the most explicit genre pedagogies that have been widely preferred both in the teaching of different genres across disciplines and the analysis of the rhetorical organization of text genres. It has been used as a basic analysis model to present the overall structures of genres through the description of textual factures behind the rhetorical organization of the manuscripts in the writing process Geçikli (2O13, p.1). Moreover, when students are made aware that texts are composed according to the model's organizational formats and patterns, they will be able to understand better the coherence and logic of the information being presented, and they locate the main ideas and distinguish them from less important information (Grabe, 1997, p. 15).

In addition to the description of the rhetorical structure of genres, Genre Analysis offers a space to analyze the generic features that facilitate the writing of academic genres. *Citation*, *reporting verbs*, and *first-person pronouns* are probably the most needed and practical features through which research writers' academic competence is to be assessed. Their significance lies in their functional rather than linguistic role to offer one's own original contribution in a particular topic of interest. Citation is a fundamental aspect in academic writing through which research writers seek "to frame and support their own work and also to establish a niche for themselves" (Jalilifar&Dabbi, 2010, p. 91) The appropriate use of reporting verbs, as well, is crucial both in establishing the writer's own claims and establishing the credibility of other's claims. Bloch (2010, p. 219). The use of some first-person pronouns to control and increase the degree of their presence becomes also a key feature of successful academic writing. The most common reasons given for this, according to Millàn (2010), are to move academic writing "away from its traditional image of distance and impersonality" (p.36), and, on the part of the writer, to create an appropriate authorial identity in order to present themselves as competent

and original members of their discourse communities and to highlight the relevance of their contribution. Therefore, it is not enough for writers to express their tendency to focus on the use of these forms or merely develop an awareness of the principles and strategic ways of their correct use; but they should give them an important weight and must exploit their understanding of these devices in order to demonstrate their academic competence.

The purpose of this study is to examine the rhetorical structure (move-step analysis) of introductions written by LMD Master Students belonging to the Department of English at the University of Constantine 1. Using Swales' (2004) CARS model, the study aims at identifying and describing the moves that are considered obligatory or optional by student writers. Moreover, the study goes beyond this purpose to examine the most common rhetorical devices associated with the moves such as citations, reporting verbs and first person pronouns indicating the writers' presence.

This study is motivated by the two following primary questions:

1. Does the organizational pattern of Master dissertation introduction sections developed by student writers reflect the rhetorical moves as defined by Swales' CARS model?
2. How are the linguistic features of citation, reporting verbs and personal pronouns textually realized? Do they meet the communicative purposes of the introduction sections?

Supporting questions include:

1. Do all three moves have to be present (obligatory)?
2. Is the sequence of moves (1-2-3) according to Swales CARS model inviolable?
3. Are there any other features/ components of a move that are used by the novice research writers but not mentioned in the CARS Model?
4. What types of citations and reporting verbs are used in the introductions?
5. How often and in what ways are the first person pronouns used in the introductions?

2. Review of the literature

2.1. Genre Analysis

Genre analysis is used to refer to an analytic approach for studying texts in terms of their communicative purposes (Hyland, 1990). Its central aim is to explain why genres are written the way they are rather than how they are written (Nielsen, 1997). It is the study of linguistic behavior in institutionalized academic or professional settings (Bhatia, in Miller, 1997), whether in terms of rhetorical actions, as in Miller (1984); or communicative purposes, as in Swales (1990). It is the study of how language is used within a particular setting; it is a means of studying spoken and written discourse for applied purposes (Swales, (1990).

In genre analysis, two types of text analysis were distinguished *lexico-grammatical* and *rhetorical or schematic structure of texts* (Rasmeenin, 2006).

Lexico-Grammatical Analysis

Genre Analysis at the lexico-grammatical level is used to investigate the linguistic features chosen by expert users of the genre to realize their communicative purpose (Henry & Roseberry, 1998) such as epistemic modality or hedges (Hyland, 1994, 1996) containing *model verbs* (would, will, could, may, might), *lexical verbs* (seem, appear, suggest, indicate, assume, believe), *adverbials* (probably, possibly, apparently, unlikely), *nouns*(assumption, claim, evidence), and *adjectives* (probable, possible, clear, reasonable), reporting verbs (Thomas & Hawes, 1994), and citation analysis (Thompson&Tribble, 2001).

Rhetorical Analysis

The second type of analysis is also referred to as 'structural move analysis' by Hyon (1996) or 'the identification of schematic units or moves' by Nwogu (1997). It aims at identifying the rhetorical structure or a structural move analysis of texts. Move analysis is a method within Genre Analysis proposed by Swales (1990) to analyze a genre rhetorically. It has been used to gain insights into the distinct rhetorical functions carried out by parts of a text. Analyzing in this fashion involves identifying the common moves in a corpus of texts representative of a genre, accounting for the presence of each move within the corpus for determining whether they are obligatory, optional or conventional, identifying their sequence to discover the common movement patterns, or examine steps or sub-categories within a single move (Tardy, in Hyland &Paltridge, 2011).

A move or "information segment" is a rhetorical unit performing a coherent communicative function. It can be a part of a sentence, a whole sentence, several sentences, or a paragraph with a uniform conceptual or semantic orientation which is typically signalled by linguistic cues and is given a name such as research finding, research conclusion, research problem, background information. Each rhetorical move can be realized by one or more steps, but not all moves comprise constituent steps (Samraj, 2009, as cited in Yun, 2011). Both moves and steps are functional units and can be 'optional' or 'obligatory' in a genre. Some moves or steps occurring regularly in a genre are considered obligatory; others occurring less frequently are considered optional. However, the criteria for defining an obligatory unit are not consistent. In some studies, an obligatory move or step, which refers to a unit, occurs in over 50% of a set of texts, or over 60 % of a set of texts, or even above 80% of a set of texts. In the study of Yun (2011), "a particular move is considered obligatory when it happens in the text over 80 percent of the cases" (p.16).

2.2. Swales' (1990) CARS Model

In his 1990-model of the structure of RA introductions, Swales proposes three moves, each of which is identified by some obligatory and optional steps. The general purpose of these moves is for the authors to justify their proposed research and create a research space for themselves. These frequently start with establishing the general topic being discussed (*Establishinga Territory*), followed by the creation of a research space within the territory (*Establishing a Niche*) which is then filled in the third move (*Occupying the Niche*).

2.3. Deviations from the CARS Model

As far as the applicability of the CARS model is concerned, Swales (1990) suggested that the model can account for the structural organization of RA introductions irrespective of the discipline. Although it seems that the model has adequately described the overall structure of introductions in different disciplines, several subsequent studies such as Anthony (1999) in Software Engineering, Lakic (2010) in Economics, Samraj (2002) in Wildlife Behavior and Conservation Biology, Habibi (2008) in the three related fields of English for Specific Purposes (ESP), Psycholinguistics and Sociolinguistics, and Ozturk (2007) in second language acquisition and second language writing have proved the fact that there is not a single model applicable to all fields.

2.4. Swales' 2004 Version of the CARS Model

In 2004 (as cited in IsıkTas, 2008; Ozturk, 2007), Swales revised some aspects of the CARS model in line with the results of some research studies, particularly those raised by Anthony (1999), and Samraj (2002). In comparison to Swales' (1990) model, the 2004 version of the CARS model has reduced the three steps in move 1 (Establishing a Territory) into one, i.e., reducing *Claiming Centrality* (M1S1), *Making topic generalization(s)* (M1 S2), and *Reviewingitems of previous research* (M1 S3) into *Topic generalization of increasing specificity* (M1S1). *A review of the literature* is now not limited to M 1 S3. Swales (2004, cited in IsıkTas, 2008; Ozturk, 2007) noted that the step occurs "throughout the introduction and indeed throughout the article as a whole".

The four steps of M2 (*Establishing a Niche*) offered in the 1990 version of the CARS model have also been reduced to two in the (2004) latest version. *Counter claiming* (M2 S1A), *Indicating agap*(M2 S1B), *Question raising* (M2 S1C), and *Continuing a tradition* (M2 S1D) become the following two steps: *Indicating a gap* (M2 S1A) or *Adding to what is known* (M2 S1B) and *Presenting positive justification* (M2 S2). This last step accounted for one of the limitations observed by Samraj (2002). IsıkTas (2008, pp. 20-21) indicated that the reason behind modifying M2 was the consequence of Swales' observations "that *Continuing a tradition* seems a rather odd choice of categorization since it does not answer the question of continuing a tradition of what?" And his acceptance that "*Indicating the gap* is by far the most common option [and] the rarer other options of *Counterclaiming*, or *Question raising* may not functionally be very different from *Gap-indication"* (IsıkTas, 2008, p. 21).

Another aspect of the CARS Model revised in the 2004 version is the third movement which was initially re-labelled*presenting the present work* instead of Occupying the Niche. Swales (2004, cited in IsıkTas, 2008) noted that it is apparent that separating the opening step *Outliningpurposes/Announcing present research* from later ones is not always easy. Moreover, he comments that more options such as summarization, " especially in papers whose principal outcome can be located in their methodological innovations, extended definitional discussions of key terms, detailing, and sometimes justifying, the research questions or hypotheses, and announcing the principle outcomes" (IsıkTas, 2008, p.21). Consequently, seven steps are offered for the realization of the third movement.These are, respectively, *Announcing present research descriptively and/orpurposively*(M3 S1), *Presenting research questions or hypotheses* (M3 S2), *Definitionalclarification*(M3 S3), *Summarizing methods* (M3 S4), *Announcing principal outcomes* (M3 S5), *Stating the value of the present research* (M3 S6), and *Outlining the structure of the paper* (M3 S7).

As a response to the problems and difficulties related to writing introductions, as one of the most complex research sections both linguistically and rhetorically, researchers in the different disciplines have adopted Swales' CARS model to identify the different moves that are routinely used by their participants. One important point that needs to be made in favor of his last version is the integration of mainly all the proposed new aspects through which disciplinary-distinctive are covered. This, no doubt, provides further insights that can be used. Swales' (2004) version is employed in this present research work to facilitate the process of analysis. (Table 1, Appendix A, shows Swales' (1990) vs. Swales' (2004) CARS model for structuring English RA Introductions.

2.5. Reporting verbs

Reporting verbs are generally defined as verbs that can be used to describe and report on others' work. In academic writing, they are intentionally used to discuss or report on others' ideas and research. Thus, blend other's work or other sources into one's writing to show his understanding and ability to make judgments about these sources. This can be realized through the use of verbs that indicate the author's agreement, disagreement or questioning, evaluation or examination, proving something, beliefs, and what s/he did to make the knowledge. According to Hyland (1998, as cited in Bloch 2010, p. 220), they are one of some grammatical devices to express a writer's stance in an academic paper. That is, strategies or ways writers use to show their opinions, evaluations and feelings on a given matter.

2.6. Thomas and Hawes' (1994) classification of Reporting Verbs

Thomas and Hawes (1994, pp. 133-142) proposed a categorization to develop a detailed systemic network representing the options for reporting verbs and their choices. Depending on the kind of activity referred to, three categories were suggested.

1) Real-World or Experimental Activity Verbs: these verbs refer to some aspect of the methods/procedures involved in the conduct of the research experiment. They do not focus on the linguistic activity involved in the write-up of the research work, but go back a stage further and make reference to the activities involved in the actual experimental work itself. This category is divided into two subcategories:

First, **Findings Verbs** occur in statements of the overall findings of the research which have been generalized from the results. This in turn subdivided into the *Objective Verbs* and *Effect Verbs.* The former kindis neutral, that is, unmarked, concerning the reporting writer's assessment of the acceptability of the reported information. They give no explicit indication of the effect produced by the cited researcher's claim on the reporting writer. The latter sub-divisionsuggests more than the neutral communication of reported information. The cited researcher/author has affected the reporting writer, that is, s/he has been convinced by the research findings.Second, **Procedural Verbs** referred to experimental procedure activities and did not permit the report of information about findings.

2) Discourse Activity Verbs: these verbs refer to activities that are linguistic and involve interaction through speech or writing. The verbs can be categorized based on whether they indicate a tentative claim in the following element or whether they suggest one which is non-

tentative (certainty verbs). Based on the time reference in the proposition introduced by the tentative reporting verb (posterior or non-posterior), two groups of verbs were distinguished: *Pre-Experiment Verbs* refer to preliminary working hypotheses which will be tested out by the experimental study. Alternatively, *Post-Experimental* verbs might be useful in indicating that the reported proposition was arrived at after the experimental work. Reports with these verbs generally state conclusions/claims arising from the data and results obtained from the work which was carried out.

Certainty verbs are associated with reported propositions, stated in more conclusive and definite terms than are reported prepositions with Tentativity Verbs. They can be group into two further subclasses: (1) *Informing/Recording verbs* are verbs in reports that are associated with the neutral passing of information from the source author to the reader via the reporting writer. They objectively introduce reports as the writer appears not to interfere with the substance of what is being reported. The verbs are equivalent to said and do not imply any interpretation of the reported information by the writer.(2) *Argument Verbs* signal a role for the reported proposition as a supporting argument of the reporting writer. Such a role for the reported information is achieved by the writer's interpretation of the status of the reported information in particular ways, for example as a conclusion, or as the basis for a claim. In this sense, then, the verbs do not signal neutrality in the communication of the information as the writer's voice intervenes. They are considered a subset of Certainty Verbs in that they attribute a much higher degree of confidence, on the part of the original author, in asserting the proposition.

3) Cognition Activity Verbs: these verbs only refer to the mental activities that the researcher goes through, and ignore the fact that such mental acts have to be expressed as discourse activities to be available to a reader.

2.7. Citation
Citation is a fundamental aspect in academic writing through which research writers seek "to frame and support their work and also to establish a niche for themselves" (Jalilifar&Dabbi, 2010, p. 91). It is important and fair to relate the discussion of Citation in academic writing to Swales who initiated the study of citation analysis from an applied linguistic perspective. Swales (1990) differentiated between *integral* citation which appears in the sentence and *non-integral* which is placed outside the sentence and separated from it by brackets. According to Thompson and Tribble (2001), *integral citation* plays an explicit grammatical role in the sentence; in the case, that citation is a name followed by year number; the name is typically incorporated into the sentence as an integral part of the syntax of the sentence, whereas *non-integral citation* plays no explicit grammatical role in the sentence.

2.8. Citation Types in Academic Writing: Thompson and Tribble's (2001) typology
Extending the dichotomy adopted by Swales (1990) in which he divided citations into integral and non-integral, the distinction is further investigated by Thompson and Tribble(2001) who developed a set of citation categories that may be used in citation analysis studies to measure the different academic works.

1)Non-integral Citation

1) *Source:* this type of citation is called *source* citation because it indicates where an idea comes from. Its function is to attribute a proposition or an idea to another author. It provides evidence for a proposition that can remain unchallenged if the writer agrees with it, or can be countered by the ensuing argument.

2) *Identification:* this second type of non-integral citation identifies an agent within the sentence it refers to; that is, instead of including the name of the author within the sentence, it is placed in parentheses thereby focusing attention on the information.

3) *Reference:* this type of citation is often similar to a source citation in that it can provide support for the proposition made, but it also functions as a shorthand device. Rather than provide the information in the present text, the writer refers the reader to another text. This type is particularly common about procedures or too detailed proofs of arguments that are considered too lengthy to be repeated.

4) *Origin:* whereas Source citations attribute a proposition to a source, Origin citations indicate the originator of a concept or a product.

2) Integral Citations

A clear distinction can be made between integral citations which control a lexical verb *(Verb controlling)* and those that do not *(Naming).* A third type is a reference to a person that is not a full citation – this has been called a *Non-citation* form.

1. *Verb Controlling:* The citation acts as the agent that controls a verb, inactive or passive voice.

2. *Naming:* In Naming citations, the citation is a noun phrase or a part of a noun phrase. This primarily form implies a reification, such as when the noun phrase signifies a text, rather than a human agent.

3. *Non-citation:* The non-citation type refers to another writer but the name is given without a year reference. It is most commonly used when the reference has been supplied earlier in the text and the writer does not want to repeat it.

2.9. Author Presence Markers

Hyland (2002) links pronoun functions with authorial presence. According to him, writers use the first person/ authorial pronouns to fulfill some functions. He proposed a typology of five different discourse functions behind first-person pronouns in academic writing. The two first functions, *stating goal/or purpose* and *explaining a procedure,* involves little risk for the writer whereas *stating results/claims* and *elaborating an argument* involve high risk. The fifth and last function in the categorization which is *expressing self-benefits* represents the least threatening function. These functions were expected to occur with different distribution in the article sections, according to their aims: *Stating a Goal/Purpose* was expected in Introduction; *Explaining a Procedure* was expected in Method; *Stating Results/Claims* was expected in Results; and *Elaborating an Argument* was expected in Discussion (Martinez, 2005, p.178). These functions can be summarized in the following points:

1) State their discoursal purposes to signal their intentions and provide an overt structure for their texts, *(Stating a purpose).*

2) Describe the research procedures they used,*(Explaining a procedure).*

3)

4) Represent their unique role in constructing a plausible interpretation for a phenomenon, thereby establishing a personal authority based on confidence and command of their arguments,*(Stating results/claims)*.

5) Disguise their responsibility when elaborating arguments and giving their opinions,*(Elaborating an argument)*

6) Comments on what they had personally gained from the project,*(Expressing self-benefits)*.

2.10. What is a Corpus?

A corpus is generally defined as a collection of texts, written or spoken, which have been selected and brought together so that language can be stored in and studied by a computer. Unfortunately, this definition fails to capture some central issues pointed out later on in Biber, Conrad and Reppen (1998).They provided a definition that is most useful (until recently) and may still be the dominant one worldwide (O'keffe, McCarthy & Carter, 2007). To expand upon the above-mentioned definition, a corpus, according to them, is seen as a principled collection of texts available for qualitative and quantitative analysis. Therefore, the labeling of something as a corpus does not simply mean a collection of texts but involves the representation of something taking into account all the possible criteria included in the creation of a corpus and allowing the assessment of its representation. Corpora have opened different ways in which language features in a corpus are to be explored. There are two main kinds of approaches that can be employed. While the first kind of them known as the quantitative approach gives us information on the number of occurrences of a selected language feature, the second one, the qualitative, is concerned with turning out the quantitative findings in a way that can aid to discover facts of how these language features are used across a corpus.

2.11. Corpus-Based Approach

A corpus-based approach is an analytical approach that uses a collection of natural or real-world texts which are mostly the product of real-life situations to carry out linguistic analyses of different aspects of the language. Biber, Conrad and Reppen (1998, p. 4) describe four essential features as the basis for this. They pointed out that the approach is empiricallyused for analyzing actual patterns of language use which are observed in natural texts (spoken and written). The language of the corpus referred to here is the authentic language and composed from any real-life situation in which any linguistic communication takes place such as business meetings, textbooks, research papers, newspapers, telephone conversations, class lectures, etc. (Bennett, 2010). Furthermore, the approach relies on a corpus or corpora of naturally-occurring language as the basis for the analysis. The reference here is to the corpus of the study itself which can be written, spoken, etc. Additionally, the approach relies heavily on the use of computer software to manipulate and exploit linguistic data, determine the rules that govern the language, and count linguistic patterns as part of the analysis. Besides holding corpora, computers help to access and analyze a corpus through the use of a concordance program. Finally, they draw attention to the fact that the approach is not purely a qualitative approach to research since it uses "bodies of electronic encoded text, implementing a more quantitative methodology, for example by using frequency information about occurrences of particular linguistic phenomena" (Baker, 2006, pp. 1-2), which simply means the dependence

of the approach on both qualitative and quantitative analytical techniques to interpret the findings. The quantitative results generated from the corpus are taken and then analyzed qualitatively to find significance. However, although the corpus-based approach provides us with accurate results of "what is or is not present in the corpus" Bennett (2010, p. 2), it is unable to tell "what's possible or … incorrect in a language" (Bennett, 2010, p. 3). In addition to that, it is "not able to explain why something is the way it is" (Bennett, 2010, p. 3). For instance, it does not tell us why the frequency of a particular word has increased over time.

One major advantage of a corpus-based approach is that it makes it possible to identify and analyze complex 'association patterns'—the systematic ways in which linguistic features are used in association with other linguistic and non-linguistic features (Biber, Conrad &Reppen, 1996, p. 116).

The corpus-based approach provides numerous research techniques for analyzing data: collocations, keywords, frequency lists, clusters, concordance lines, etc. these techniques would probably ensure, and improve the reliability of the findings. Some research studies highlight the benefits obtained from the use of corpus-based techniques. For instance, based on explorations of the Michigan Corpus of Upper-level Student Papers (MICUSP), Römer&Wulff (2010, p. 101) provided an introduction to the central techniques in corpus analysis, including the creation and examination of word lists, keyword lists, concordances, and cluster lists. One of the aims of the study was to demonstrate "how … corpus methods can contribute to writing research and provide fruitful insights into student academic writing, particularly research on advanced student academic writing" (Römer&Wulff, 2010, p. 125). The results of their discussion indicated that one major advantage of a corpus/software-based approach to texts over a manual (non-computer-based) approach was the ability to examine a much larger amount of language data in a short time, and the ability to captured and described new aspects about language, in this case, student academic writing.

Corpora data have been exploited by some areas in linguistics. It has been used in lexical and grammatical studies, register variation and genre analysis, contrastive and translation studies, diachronic study and language change, language teaching and learning and many other areas. Thus, corpus analysis, as it is stated in Bibber, Conrad and Reppen (1998), can be illuminating "in virtually all branches of linguistics or language learning".

2.12. Corpus-Based Genre Analysis

Widening participation in text analyses has led to increasing support to the notion of corpus-based genre analysis in which there is a need for collaboration between corpus-based and genre-based analyses. Within this scope, a substantial collection of research studies is now available. Among them are Muñoz (2013), Salager-Meyer (1992), Moore (2002), Posteguillo (1999),Green et al. (2000), Pickard (1995), Bunton (2005), Pecorari (2006), Nelson (2006), Lewkowics (2009), Charles (2006, 2003), Martinez (2005), Henry and Roseberry (2001), Hyland and Tse (2005), Hyland (2008) and Ding (2007). These studies have added significantly to the understanding of the research genre and the direction of research that is currently drawing on. In addition, they showed that the integration of both corpus-based and genre-based approaches to text analyses can contribute to maintainingboth the diversity and homogeneity in the selection and analysis of texts.

3. Method

The present study employed both the quantitative and qualitative data analysis methods to meet the aims the present research sets itself to achieve. According to Given (2008), the term *quantitative research* refers to approaches to empirical inquiry that collect, analyze and display data in numerical rather than narrative form. This type of research method is used when accurate and precise data is required. It aims at testing pre-determined hypotheses and producing generalizable results. It uses statistical methods and its results either confirm or refute hypotheses. The other, *qualitative*, pole of contrast "is multi-method in focus, involving an interpretive and naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin& Lincoln, 1994, as cited in Adams, Fujii& Mackey in Sanz, 2005, p. 70). It is by definition exploratory research used when we don't know what to expect, how to define the issues, or lack an understanding of why and how affected populations are impacted by an emergency. Wood and Welch (2010) pointed out that the core of distinction between the two research methods lies in the fact that while Quantitative research is widely assumed to involve using statistical methods to test hypotheses, the qualitative methods are widely assumed to use qualitative data analysis and induction (p. 4). However, both methods are said to be appropriate for conducting research.

As far as this study is concerned, the quantitative design, on the one hand, is adopted to determine the frequency of occurrence of moves and steps and the move-step patterns. Moreover, it is used to determine accurately and precisely the frequency and distribution of the generic features (reporting verbs, citation practices, and author presence markers) across these moves. The qualitative data, on the other hand, is adopted to determine the rhetorical functions of the moves and steps in the study corpus; Swales' (2004) CARS model was used as a reference. In addition, it is used to describe the functions of the linguistic device.

The analyses, including move-step structure, reporting verbs, citations and author presence markers are conducted through hand-tagged or manual analyses. The underlying reason to justify the use of such kind of analysis is that this study is not merely based on the study of the structural organization and the lexico-grammatical patterning of the dissertation introduction sections but also considers rhetorical aspects. Even though wordlists, concordances and other kinds of electronic text-processing tools are usable, a manual analysis seems more appropriate in this case because it helps to retrieve information valuable to the qualitative analysis in a way that is impossible with electronic text processing tools. The potential of manual analysis, in this study, is to be able to examine the ways Master Students use rhetorical features (moves and linguistic features) to convey different communicative purposes. For this basis, the corpus is tagged manually to indicate the generic 'move structures' such as background, scope, and purpose as well as to show how and for what purposes different linguistic features are used in the introductory sections of the dissertation. This could play disorder with electronic text-processing tools.

The Study Corpus

The data of this study comprises a corpus of seventeen randomly selected master dissertations submitted to the faculty of letters and languages at the Department of Foreign Languages/English at Constantine 1 University, in 2013. The study focuses on this genre because it is one of the most important genres in academic writing, which have not been widely researched, at least in the Algerian setting. All the dissertations are selected from the same field of study (Language Sciences). Specifically, the model corpus examines the introduction section of these dissertations.

Data Analysis Procedure

The study is to analyze the introductions for the generic moves and steps used by the target research student writers to achieve their purposes. That is, it attempts to determine the moves in the introductions, the steps used to realize them, the allowable move order and the obligatory and optional moves and steps following Swales' (2004) CARS model.

The study is not restricted to the investigation of the rhetorical structure (move-step analysis) of the introduction section but attempts also to determine the most common features associated with the moves such as the verbs used to report others' work, the different types of citation used and the markers used to indicate the writer's presence. On citation feature, the classification scheme developed by Thompson and Tribble (2001) is used to sort out the data in this study. As far as reporting verbs are concerned, the adopted categorization is Thomas and Hawes' (1994). Moreover, in the present study, we seek to tag the most frequent first-person markers used as an indication of writer presence, to identify the rhetorical functions associated with their use and to investigate their distribution across the moves of the introduction section. The only cases of first-person intended to be examined are exclusive first-person pronouns and their possessive adjectives. In this process, the study is guided by Hyland's (2002) categorization framework of the functions of authorial reference realized through first person with exclusive reference: *Stating a Goal/Purpose*, *Explaining a Procedure*, *Stating Results/Claims*, *Elaborating an Argument* and *Expressing Self-benefits*.

The first level of analysis is to check the elements constituting the introduction section of Master dissertations, determine their communicative purpose (s) and the linguistic clues and devices used to realize these purposes. Then, the researcher determines the most frequent of these elements and, therefore, classifies them in terms of obligatory, convention and option. The second level of analysis is to identify and analyze the moves and steps and determine the move structure of the introductions using CARS model developed by Swales (2004). On the basis of their frequencies, the researcher classifies them as obligatory, optional moves and steps. The data are examined again to find the generic features associated with the moves particularly: citations, reporting verbs, and personal pronouns. The researcher starts with counting their occurrences. Then, she moves to identify the rhetorical functions associated with their use and to investigate their distribution across the moves of the introduction section.

4. Results

The overall objective of the present study is to describe and understand the way LMD Master Students develop their dissertation introduction sections. The focus of the investigation has primarily been on its rhetorical organization, specifically investigating its moves and steps using the move analysis method to genre analysis which is introduced by Swales' (2004) called Creating-A-Research-Space (CARS) Model.

Move/Step Analysis

Table 2**.***Move and step patterns in the dissertation Introductions*

INTRODUCTI-ON	THE MOVE AND STEP PATTERNS
INTR.1	[M2][M3S1][M3S2][M3S4][M3S7]
INTR.2	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.3	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.4	[M2][M3S1][M3S2][M3S4][M3S7]
INTR.5	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.6	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.7	[M1] [M3S1][M2][M3S2][M3S4][M3S7]
INTR.8	[M2][M3S1][M3S2][M3S4][M3S7]
INTR.9	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.10	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR. 11	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.12	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.13	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.14	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.15	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.16	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.17	[M1] [M3S1][M2][M3S2][M3S4][M3S7]

As displayed in table two, the three moves proposed in Swales (2004) CARS Model appeared in almost all the introductions. However, three out of 17 introductions (introductions 1, 4 and 8) do not have moveone. In addition, although the most common pattern is M1-M2-M3, employed without cycling of the moves, other configurations such as M1-M3-M2-M3 (introductions 7 and 17), or M2-M3 (introduction 1, 4 and 8) also occur.

Table 3: *Optional/obligatory move/step*

Move/step	Percentages of move/step occurrences	Optional/ obligatory	
		Swales(2004)	Current study
M1	85, 35%	Obligatory	*Obligatory*
M2	100%	Obligatory	*Obligatory*
S1A	5, 88%	Obligatory	*Optional*
S1B	00%	Obligatory	*Not probable*
S2	00%	Optional	*Not probable*
M3	100%	Obligatory	*Obligatory*
S1	100%	Obligatory	*Obligatory*
S2	100%	Optional	*Obligatory*
S3	00%	Optional	*Not probable*
S4	100%	Optional	*Obligatory*
S5	00%	Not probable	*Not probable*
S6	00%	Not probable	*Not probable*
S7	100%	Not probable	*Obligatory*

Based on the percentages assigned in this study (over 80%, a move or step will be considered obligatory), all three moves are classified obligatory whereas the steps are either obligatory (M3S1, M3S2, M3S4, M3S7) or not probable (M2S1B, M2S2, M3S3, M3S5, M3S6), with only one optional step (M2S1A) as an exception. (see table 3 above)

Citation Analysis

Table 4. *Frequency and distribution of in-text citation per move*

INTRODUCTION NUMBER	MOVE			Total number of citations in each introduction
	M1	M2	M3	
INTR.1		-	-	-
INTR.2	3	8	-	11
INTR.3	-	-	-	-
INTR.4		-	-	-
INTR.5	6	-	4	10
INTR.6	-	-	-	-
INTR.7	-	-	-	-
INTR.8		1	-	1
INTR.9	-	-	-	-
INTR.10	2	2	-	4
INTR.11	2	1	2	5
INTR.12	1	-	-	1
INTR.13	-	2	-	2
INTR.14	4	-	3	7
INTR.15	3	1	-	4
INTR.16	-	-	-	-
INTR.17	7	1	-	8
Total	28	16	09	53

As shown in table four, seven out of 17 introductions have no in-text citation. Table four also shows that citation is predominantly preferred in M1. This may be due to the communicative purpose of M1 which provides more or less information on the research topic as it includes definitions and explanations based on different trends on the research topic.
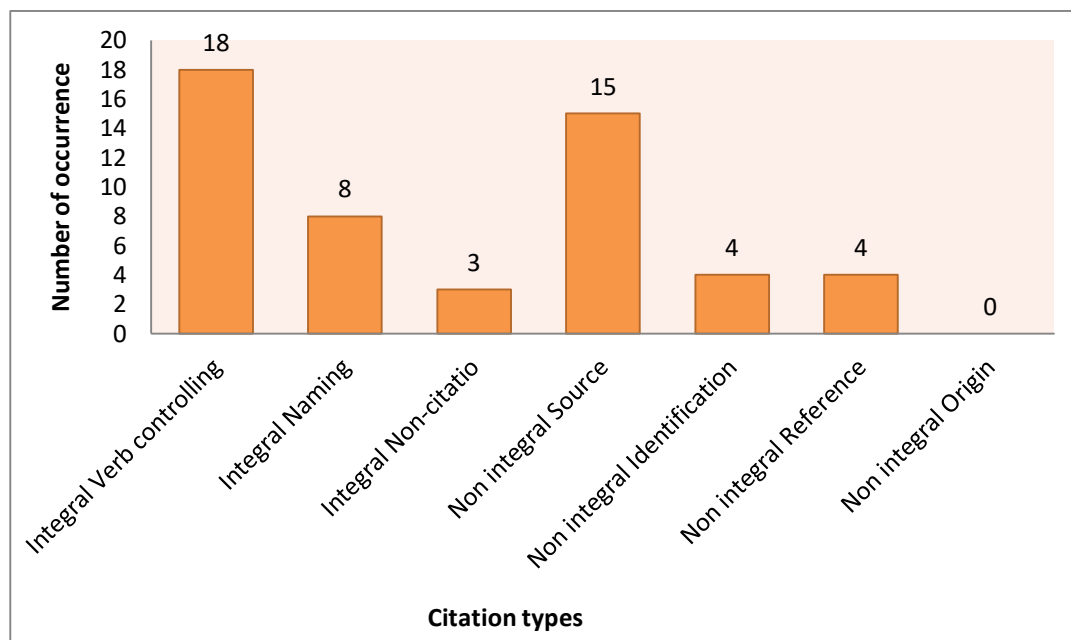

*Figure 1.*The proportion of citation types in the study corpus

Figure one above shows that Master's students use different categories within integral and non-integral types of citation, but to different degrees. Non-integral citation is mostly realized by "Source" citation (15 occurrences), "Identification" and "Reference" citation (4 occurrences for each). The function of "Origin" is ignored. Within integral citation (figure 1), the function of "Verb Controlling" is more commonly used among integral ones (18 occurrences). "Naming" with 8 occurrences is closer to "Verb controlling" than "Non-citation" which occurred in the last rank (3occurences).

Reporting Verbs

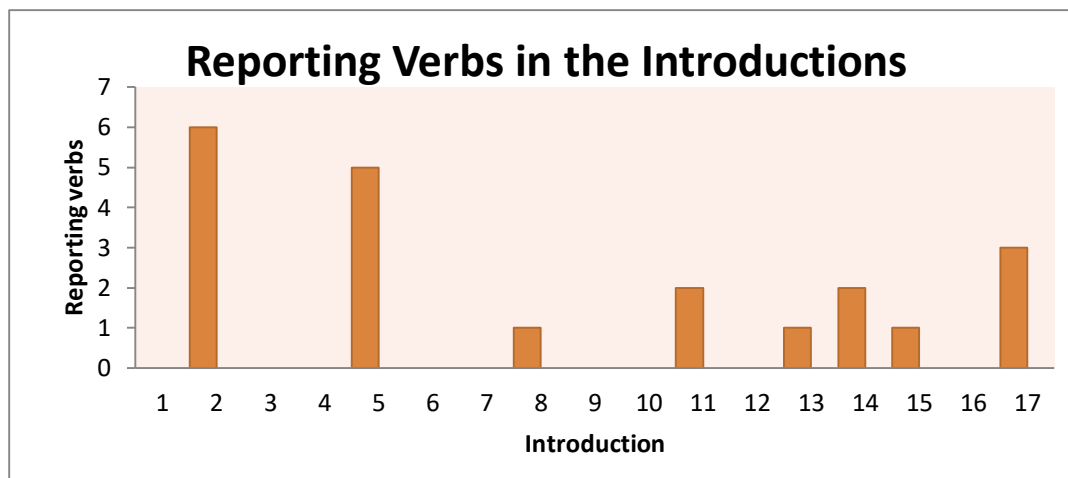*Frequency and Distribution of Reporting Verbs*

*Figure 2.*Frequency of reporting verbs in the introductions

Figure two above shows that reporting verbs used in citation occur with a low frequency; the study recorded no reporting verb in more than half of the introductions.Besides, fewer instances are observed in the remaining introductions.

Table 5.*Distribution of reporting verbs across the moves*

Move	\multicolumn{17}{c	}{Introduction Number}	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
M1		3	0		3	0	0		0	0	1	0	0	1	1	0	3	12
M2	0	3	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	5
M3	0	0	0	0	2	0	0	0	0	0	1	0	0	1	0	0	0	4
																		21

Table five showsthatreporting verbs are predominantly preferred in M1 of the introduction section(12 occurrences) where the research student writers tend to make background generalizations of their work supported by information from other sources. As far as M2 and M3 are concerned, the distribution of reporting verbs are similar in some way(five and four occurrences respectively).

Types of Reporting Verbs Employed

As far as types of reporting verbs used to refer to the work of others are concerned, the analysis, generally, reveals a clear preference for reporting information as Discourse activities. Of the verbs referring to this category, the analysis shows that *informing verbs*, which are associated with neutral passing of information from the source to the reader without any indication of persuasive intent on the part of the writer, are the only common verbs; this finding shows the degree to which Master Students detach themselves from the reported proposition. Extracts below show the use of informing verbs used to accompany a citation:

1. *Many researchers such as Brown Doglas (2000) and R.C Gardner (1985), **state** that motivation does affect, to a large extent, SLA – more especially the four language skills- in the sense that the learning process is related to the learner's own feelings and personal desire towards the language to be taught.[INTR.14]*

2. *English prepositions as **explained**by Yates (1999: V), are "just little words that never change in form; they are pronounced softly, in unstressed syllables; they aren't"t even given capital letters in book titles; native speakers choose the correct ones without thinking". Mastering their use causes troubles to Algerian students even at advanced levels... [INTR.8]*

3. *…….. Griffee (1992, p.6) also **notes** that songs are an operative factor in arousing the learners' involvement amusingly and less tediously. [INTR.11]*

The extracts above introduce the report from the sources neutrally without commenting on what has been reported. The verbs 'note, explain and state' are used to pass information to the reader without showing any intention to persuade the reader or to adopt a stance towards the material cited.

Author' Presence Markers

Table 6.*Frequency of first-person pronouns used as indicating writers' presence in the study corpus*

Introduction	1stpersonsingular (I)	1stperson plural (we)	Possessive adjectives	
			Our	Us
INTR.1	-	1	2	0
INTR.2	-	8	4	1
INTR.3	-	7	2	1
INTR.4	-	5	2	0
INTR.5	-	1	1	0
INTR.6	-	2	1	0
INTR.7	-	3	3	1
INTR.8	-	3	2	0
INTR.9	-	4	5	0
INTR.10	-	3	2	2
INTR.11	-	7	5	0
INTR.12	-	8	2	0
INTR.13	-	12	1	0
INTR.14	-	1	1	1
INTR.15	-	10	5	1
INTR.16	-	8	5	0
INTR.17	-	2	0	0
Total	00	85	43	07

Table six shows that first-person plural 'we'with 85occurrencesare the most frequently used. It is followed by its possessive adjective 'our' with a frequency of 43 occurrences. The possessive adjective 'us' records less frequent occurrences; only seven occurrences are recorded. However, no occurrence of the first person singular 'I' was recorded. Of the introductions, the 13th and 15th had the highest frequency of 'we'at 10 and 12 occurrences respectively while the 1st,5th, and 14thwith only one occurrence had the lowest frequency.

Table 7.*Distribution of first person pronouns and possessive adjectives per move*

Pronoun	INTRODUCTION																	total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1st pers. Singular *I*	MOVE 1																	
		00	00		00	00	00		00	00	00	00	00	00	00	00	00	00
	MOVE 2																	
	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	MOVE 3																	
	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
1st pers. Plural *we*	MOVE 1																	
		00	01		01	00	00		01	00	02	02	00	00	02	00	00	09
	MOVE 2																	
	02	02	01	01	01	00	00	00	01	01	00	01	01	00	03	01	00	15
	MOVE 3																	
	03	06	06	04	00	02	02	04	03	02	05	05	11	01	05	07	01	67
Poss. Adj. *OUR*	MOVE 1																	
		00	00		00	00	01		00	00	00	00	00	00	01	00	00	02
	MOVE 2																	
	00	00	00	00	00	00	00	00	00	00	00	00	01	01	01	01	00	04
	MOVE 3																	
	02	04	02	02	01	02	00	02	05	02	06	02	00	00	04	05	00	39
Poss. Adj. *US*	MOVE 1																	
		00	00		00	00	00		00	00	00	00	00	00	01	00	00	01
	MOVE 2																	
	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	MOVE 3																	
	00	01	01	00	00	00	01	00	00	02	00	00	00	01	00	00	00	06

As shown in table seven, the heavy presence of 'we'is notable in the M3; 67 occurrences arerecordedcompared to 15 occurrences in the M2and 09 in the M1. Similarly, 'our'is more frequently used in the M3 (39 occurrences). Only four occurrences are recorded in the M2 and 2 in M1.Table seven also shows fewer uses of 'us' in M3 (two and one occurrences respectively). In addition, no occurrence is recorded in the M2.

In M3, students present their aim, research questions and hypotheses, what tools they tend to use and how they structure their work. Thus, this move gives a chance for the writer to show his/her presence which may be risky in the other two moves. 'We'is the most common and preferred marker for students' personal presence in the study corpus. 'We' and 'our'aremainly found to be used for stating a goal or purpose. Examples,

1) *Through this research, **we** aim at investigating the students' attitudes toward teachers' Form-Focused and Meaning-Focused oral feedback in writing. [INTR.2]*

2) ***We aim** to examine the effects of cooperative learning on learners' writing. [INTR.4]*

'We' and 'Our' were also used to explain a procedure (methodological issues). For example:

1) *We have decided to work on a questionnaire as **our** main research tool.3. The first kind is the one that is submitted to the oral expression teachers, which is a population of ten teachers,**we** would like to focus on some points that might help **us** in the research. From this angle of the issue, **we** are going to question them about the real impediments that learners are having, and that causes them to unsatisfying speaking performance, besides their beliefs concerning the efficiency of interaction, as well as the collaborative task in improving the speaking skill of the learners. **We** are going to ask them whether they appreciate the talk in English or not and if they are actually noticing the increase in their language while interacting with each other. [INTR.3]*

Furthermore, 'we', 'our' and 'us'are used to express self-benefits. For example:

1) *So, by the end of this research, **we** will be able to evaluate the functionality of code switching in teachers' classrooms Discourse in teaching English as a foreign language. [INTR.13]*
2) *The questionnaire's results are of vital importance for **our** research. The analysis of the students' questionnaire will show **us** to what extent the students' responses correlate either positively or negatively with our hypothesis. [INTR.2]*
3) *The correlation of the results obtained from these tools would help **us** confirm/infirm the hypothesis. [INTR.7]*
4) *This test will help **us** to find out to what extent these two variables may affect each other. [INTR.10]*

Other functions of 'We' and 'Our'not mentioned in Hyland (2002) are also explored.For instance, they are used for stating the research questions (examples 1 to 4) making hypotheses (examples 5 to 9) and organizing the research (examples 10 to 13).
The following are some examples:

1) ***Our** research questions are the following:* **[INTR.5]**
2) *And overall, can **we** see the use of songs for foreign language learners as beneficial or just an enjoyment factor that must take no place in their English curriculum?* **[INTR.11]**
3) *To carry out this study, and at aiming to fulfil the previous objectives which are the functionality, and the usefulness of code-switching as a teaching technique and a learning strategy, **we** will ask the following questions:* **[INTR.13]**
4) *Phrasal Verbs Hence, **our** research study suggests questions to be answered like the following:* **[INTR.15]**
5) *Based on the above-stated research questions, **we** hypothesize that:* **[INTR.4]**
6) *In the light of the above questions, **we** can hypothesize that: if students are taught the inductive approach, their grammatical knowledge will be enhanced.* **[INTR.7]**
7) *Based on these research questions, **we** hypothesize that:* **[INTR.9]**
8) *So, **we** will hypothesize that as follows:* **[INTR.13]**
9) *From what has been stated earlier, **we** can hypothesize that:* **[INTR.17]**
10) *In the second section of this chapter, **we** introduce temporal prepositions, temporal declarative sentence elements, temporal sentence context, temporal prepositions classification and a deep analysis of the exact use temporal prepositions.* **[INTR.8]**

11) *The thirds chapter, that represents the practical part, will include **our** experiment which deals with two groups.* **[INTR.11]**

12) ***Our** research consists of two chapters. The first chapter will review the literature, and the second one will include the empirical part of **our** study.* **[INTR.16]**

13) *In the second section **we** will examine Phrasal Verbs through context and its role in facilitating the learning of Phrasal verbs.* **[INTR.15]**

Turning to the second move, less intrusion of first persons (plural/singular) and their possessive forms is apparent. They are not employed to express agreements, disagreements or interest in a position as declared by Hyland (2002). Student writers of our corpus seem to consider themselves as ordinary students rather than academic scholars with lots of knowledge and confidencein them. They simply employ first persons to perform the functions of stating a problem, a point of discussion, an observation or proposing a solution to a problem.

1) *Thus, the problem **we** are confronted with, in this present research, is the students' inability to interact in English [INTR.1]*

2) *In that sense, foreign language learners and specifically, the students of **our**interest, …… Phrasal Verbs" meaning. To help these students encounter the aforementioned problem, **we** are going to suggest some solutions for the on-going matter. [INTR.15]*

'We', 'our' and 'us'are also found to perform different other functions in the first move which arenot mentioned in Hyland (2002). The following examples are an illustration:

1) *Hence **we** believe that to make them speak they should be got to say something. [INTR. 3]* **Assuming shared belief**

2) *It is necessary, if **we** need to enhance quality in students' writing; **we** have to raise their awareness to coherence and cohesion. [INTR.12]* **Indicating a necessity**

3) *Language develops in parallel with the growth of its learner passing through different stages. **We** consider first year pupils as learners of first stage, after a period of time **we** will have different levels of that same stage, i.e. even learners of the same year generally do not have the same level. [INTR.11]* **Justifying a proposition**

4) *For that reason, the students, of **our** interest, need to depend on context to infer the meaning of Phrasal Verbs since most Phrasal Verbs have not one meaning but, in fact, multi-distinctive ones. [INTR.15]* **Indicating a reason**

5) *To help those students overcome their troubles in understanding the meaning of Phrasal Verbs, **we** are going to supply Grammar teachers with a given questionnaire; as well as Second Year English Students who will receive another questionnaire and try to provide **us** with collected data to analyze and suggest solution for the aforesaid problem. [INTR.15]* **Explaining a procedure**

To sum up, the study shows that 'we'is the most frequently used whereas 'I' is completely ignored. 'Our' and 'us' are also used but with lower frequency than 'we'. Inaddition,unlike the two preceding devices explored in the study, first-person pronouns were predominantly preferred in M3than M1 and M2. They are generally employed to perform simple and non-risk functions such as stating the research purposes and questions, making hypotheses, explaining the methodology and organizing the research.

5. Discussion

Swales (2004) proposed that M1 is realized by establishing a general statement on the topic and then more specific information and citations are required. In this study, M1 is realized via other strategies. It goes beyond a mere statement that the topic is important and interesting. Many srategies are used to establish a territory. These include the area being

problematic, challenging, outstanding, ambiguous, influential, recent and controversial. Topic generalization is also made by providing definitions, explanations and examples.

Swales (2004) proposed that M2 which is *'Establishing a Niche'* can be realized using some steps which are Step 1A, Step 1B or Step 2 which are respectively 'Indicating a gap', 'Adding to what is known' or 'Presenting positive justification' (optional step). In this study, most of the introductions do not contain an M2 (Indicating a gap); that is they do not tend to establish a niche in the research done previously. The exception is one introduction. Instead, a research space/niche is created by using different strategies that motivate to conduct a study such as research questions, indicating the relationship between the two variables of research, stating a real-world problem combined with a suggested solution. In all the introductions, this step occurs under the section heading 'Statement of the problem'.

The last move in the model is M3 which is 'presenting the present work' with possible use of citation. In realizing this move, Swales specifies an obligatory Step 1 which is 'Announcing present research descriptively and/or purposively'. All the introductions in the corpus are found to have realized this move using Step 1 (Announcing the research purposively). Swales, further, proposes that this last move can also be realized using any three optional steps (presenting RQs or Hypotheses (Step 2), Definitional clarifications (Step 3), Summarizing methods (Step 4). Among these steps mentioned, Step 2 and step 4 are observed in all the introductions. Three other steps that are 'probable in some fields but unlikely in others' are also proposed. These are 'Announcing principal outcome (Step 5), 'Stating the value of the present research' (Step6), and 'Outlining the structure of the paper' (Step 7). All the introductions in the corpus use Step 7. However, Steps 3, 5, and 6 are not observed.

To sum up, the analysis of the dissertation introduction sections of LMD Master Students shows that the rhetorical structure of all introductions conforms mostly to Swales (2004) proposed model in terms of the presence of the moves. Except for three introductions in which M1 (*Establishing a Territory*) is absent; it seems clear that Master 2 dissertation introductions tend to take a three-move structure. Although the analysis highlighted the three move patterns in the corpus of introductions, M1-M2-M3 pattern is more prevalent than the two other patterns (M1-M3-M2-M3 or M2-M3). These findings confirm part of our hypothesis that the introduction section of Master 2 Language Sciences dissertations have a sequence of the three moves as in Swales (2004) CARS model: *Establishing a Territory, Establishing a Niche* and *Presenting the Present Work*. However, this pattern is employed without cycling of the moves.

Concerning move realization, student writers appear irrespective of Swales' way of realization of the first move. Instead of "Topic generalization of increasing specificity", a range of different strategies have contributed to the building of the content of the move. Likewise, different roads were taken to fulfill the second move. The last move (M3), as shown in the analysis, rests on four simple functions which reflect the student writers' understanding of the third move as just a purpose, research questions and hypothesis, method and structure (M3 S1, M3 S2, M3 S4 and M3 S7 respectively), while, according to Swales' (2004) CARS Model, this move provides more options such as extended definitional discussions of key terms and announcing the principle outcomes. It also provides more opportunities to restate the study's value or interestingness towards the end of the introduction. In general, these findings

indicates irregularity and randomness in the execution of the first two moves and limitation in the set of steps used for expressing some functions in the last Move than those proposed in the CARS Model.

Based on the percentages assigned in this study (over 80%, a move or step will be considered obligatory), all three moves are classified obligatory whereas the steps are either obligatory or not probable, with only one optional step (M2S1A) as an exception.

Interestingly in the study corpus, citation collocates strongly with two functions. The first is related to the use of citation for the purpose of attribution (source); it can therefore be seen that once a source citation is employed, the role of the student writer is only to attribute information to the source authors without any creativity (evaluation) from their part. We would then agree with Petric (2007, p. 247) in his assessment of this function when he notes that this citation function is a "characteristic of student writing in general" and that it "helps [them] display their knowledge of the topic" and is "rhetorically the simplest one." If we look at the use of "source" function, we see the students' intention to show less reliance on the authors' voice; they tend to be dependent on their voice, but the responsibility for the truth value of the proposition is implied as resting with the authors. The second function regards the student's attention which is directed towards the focus on what may help them support their claims. Their selection to emphasize the author, especially in the subject position through the use of "Verb controlling" citation reveals their intention to show a strong point for their claims by emphasizing the authors rather than information. In both cases, we can say that student writers tend to indicate their stance as writers.

The study also finds that Thomas and Hawes' (1994) classification of reporting verbs is not fairly used which reveals that the Master Students do not use reporting verbs appropriately. For instance, it is already known that the verb '*found*' belongs to the real-world activity verbs. More particularly, it is placed under the objective (finding) sub-category which is associated with expressing the reporting writers' attitudes towards the findings through neutrally providing a judgment about the adequacy and value of the reported information with no explicit indication of the effect produced by the cited researcher's claim on the reporting writer. Furthermore, according to the classification mentioned above, the argument verbs '*claim*' and '*argue*' imply an evaluative role through providing an interpretation to the information cited. However, they are employed to pass information from the source to the reader without showing any intention to persuade the reader or to adopt a stance towards the material cited. In another word, although these verbs are classified under different sub-categories other than informing verbs, their contextual use, as informing verbs, seems inappropriate.

Unlike the two preceding devices explored in the study, first-person pronouns were predominantly preferred in the third move than the first and second ones. They are generally employed to perform simple and non-risk functions such as stating the research purposes and questions, making hypotheses, explaining the methodology and organizing the research.

6. Pedagogical Implications

The objective behind this study, as mentioned previously, is to investigate the rhetorical structure (move-step analysis) of introductions written by LMD Master Students belonging to the Department of English at the University of Constantine 1. Using Swales' (2004) CARS model, the study aims at identifying and describing the moves that are considered obligatory or optional by student writers. Moreover, the study aims to explore the most common rhetorical devices associated with the moves such as citations, reporting verbs and first-person pronouns indicating the writers' presence.

The study findings can shed light on the significance of several suggestions:

- ✓ To raise Master students' awareness of
    - – The generic conventions are available for the writing of academic genres.
    - – The standard move structure of the "introduction section, in particular.
    - – The different rhetorical features are suitable for strengthening the production of academic genres and sub-genres.
- ✓ Teach Swales' (2004) CARS model to help grasp the complexity Master students may face in the performing of Academic genres and sub-genres.
- ✓ Provide some typical examples illustrating the moves and steps presented in Swales' (2004) CARS model with elicitation and a brief discussion of the linguistic signals expressed in the examples.

7. Conclusion

The overall objective of the present study is to describe and understand the way LMD Master Students develop their dissertation introduction sections. The focus of the investigation has primarily been on its rhetorical organization, specifically investigating its moves and steps using the move analysis method to genre analysis which is introduced by Swales' (2004) called Creating-A-Research-Space (CARS) Model. The findings of this analysis show to what extent this model is well suited to the study data. The second level of analysis is investigating how and for what purposes LMD master students use some of the linguistic features in their introductions. In this study, linguistic features are limited to citation, reporting verbs used in citation and author presence markers.

The results of move-step analysis of LMD Master Dissertation introductions shows the presence of the three moves proposed in Swales' (2004) CARS model, but, in a few cases, move one is not observed. Moreover, although the introductions show the same set of moves, differences are nevertheless apparent in the way of their realization. This is particularlyevident in the first two moves where various other devices are employed. Move three, on the contrary, contains more than half the steps proposed in CARS model. On the whole, these findings show the tendency of LMD Master Students to establish a territory, establish a niche and Present their work in sequential order in the way suggested by Swales (2004), although not necessarily with the same steps as in his model. Furthermore, it appears from the quantitative examination of the linguistic features that citation is the most distinctive feature of the first move, though it also occurs in the other two moves. Qualitatively, it is mostly employed to attribute information to the source author without any evaluation (Non-integral Source) or to emphasize the author in the subject position rather than information to strengthen their claims (Verb Controlling).

Similarly, it is observed that reporting verbs are predominantly preferred in the first move and generally employed to pass information from the source to the reader in a neutral way, that is, without any indication of persuasive intent on the part of the writer. Unlike the two preceding features, first-person pronouns were predominantly preferred in the third move to perform very simple functions but their use is avoided in any position that may carry any risk.

We would say in a word that identification of the rhetorical structure of a genre/sub-genre such as the dissertation introduction section has proved to be a complex task. The analytical framework adopted in the study for the analysis appears to be highly important and helpful for the researcher to identify the set of Moves and steps specific to the introduction section and for the student writers to write clear and more effective introductions. Therefore, it is no doubt needed to familiarize students with its various aspects and their linguistic manifestation in addition to the communicative purposes associated with each. Moreover, the various rhetorical devices employed in the introduction sections appeared to be problematic to the student writers. This suggests the need to introduced research student writers to the various rhetorical functions of these devices to avoid their use in isolation.

Recommendations

A final word this study may add in this respect is that master students should be encouraged to approach texts through corpus-based analyses taking into account the qualitative and the quantitative analyses in the description of their structure and the lexical items which are relevant to their understanding, with particular attention to those aspects investigated in this study as well as others such as hedging, modality, bundles, boosters, acronyms etc. Such work takes master students beyond the lexical level and maybe beneficial on many different levels. It would enhance and strengthen their language awareness, i.e., it helps them to be more precise and aware of the contributions of linguistic structures to possible interpretations of a text. This would, in turn, enhance their writing skills. If master students are not exposed to the available conventions of a genre, they may create some strategies to find solutions to the problems they face in their writing. Genre analysis through its "move analysis method" proposed by Swales brought to light these conventions. The insights gained from this method of analysis are of paramount importance to structure academic genres. Moreover, presenting them with different textual features, forms and functions, will undoubtedly lessen their inappropriate use.

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Appendices
Appendix A

Table 1.*Swales' (1990) vs. Swales' (2004) CARS model for structuring English RA Introductions*

Swales' (1990) CARS Model	Swales' (2004) CARS Model
Move 1	
Establishing a Territory.	Establishing a Territory(citation required) via
Step1: Claiming centrality and/or Step2: Making topic generalization and/or Step3: Reviewing items of previous research	Topic generalizations of increasing specificity.
Move 2	
Establishing a Niche	Establishing a Niche (citations possible) via :
Step1A: Counter-claiming or Step1B: Indicating a gap or Step1C: Question- raising or Step1D: Continuing a tradition	Step1A: Indicating a gap or Step1B: Adding to what is known Step2: Presenting positive justifications (optional)
Move 3	
Occupying a Niche	**Presenting the Present Work (citations possible) via:**
Step 1A Outlining purpose or **Step 1B** Announcing present research **Step 2** Announcing principal findings **Step 3** Indicating RA structure	**Step 1**: (obligatory) Announcing present research descriptively and/or purposively (obligatory) **Step 2***: (optional) Presenting research questions or hypotheses **Step 3**: (optional) Definitional clarifications **Step 4**: (optional) Summarizing methods **Step 5**: (PISF**) Announcing principal outcomes **Step 6**: (PISF) Stating the value of the present research **Step 7**: (PISF) Outlining the structure of the paper

*Steps 2-4 are not only optional but less fixed in their order of occurrence than the others

**PISF: Probable in some fields, but unlikely in others

Stimulating Student's Writing Skill Both Psychologically and Socio-culturally

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Abstract

Teaching the writing skill seems at first glance an easy task especially when the instructor provides his students with the rules and norms of usages that are required in writing. Generally, each lecture is like rule+ example+ activity routines. At this level, students cherish the module and a noticeable motivation is created. However, when the lectures start to be more cumulative and complicated students' motivation lessens and students commence complaining. They find themselves in front of activitiesfullof polemic issues. Yet, the teacher should prepare them psychologically and also emphasize the socio-cultural factors. The former can be achieved by alleviating their fear and the latter is embodied in the selection of the teaching material from which students may be inspired and make restrictions according to their society. This paper aims to investigate the main hindrances that face students in their writings and how to defeat them. Hence, the researcher finds it crucial to study and discern students' lacunas at the psychological and socio-cultural levels to look for new strategies to alleviate them.The sample population is represented by first-year and master two students and the teacher of the module/supervisor as an observer and practitioner. The results reveal that students need supportto attain a satisfactory level of writing.

Keywords: learners, psychological, socio-cultural factors, teachers, writing

ملخص:

يبدو تعليم مهارة الكتابة للوهلة الأولى مهمة سهلة خاصة عندما يزود المعلم طلابه بقواعد الاستخدامات المطلوبة في الكتابة. شكل عام ، تشبه كل محاضرة القاعدة + المثال + إجراءات النشاط. في بداية التدريسيظهر الطلاب اهتماما معتبراللمقياس ويكن لهمدافع ملحوظ. ومع ذلك ، عندما تبدأ المحاضرات في أن تكون أكثر تراكمية وتعقيدًا نقل حوافز الطلاب ويبدأ الطلاب في الشكوى. يجدون أنفسهم أمام نشاط مليء بالقضايا الجدلية. و لهذا ، يجب على المعلم أن يعدهم نفسياً وأن يؤكد أيضًا على العوامل الاجتماعية والثقافية. يمكن تحقيق الأول من خلال التخفيف من مخاوفهم ويتجسد الأخير في اختيار المواد التعليمية التي يمكن أن يستلهم الطلاب منها ويضعوا قيودًا وفقًا لمجتمعهم. تهدف هذه الورقة إلى التعرف على أهم العوائق التي تواجه الطلاب في كتاباتهم وكيفية التغلب عليها. و لهذا وجد الباحث أنه من الأهمية دراسة وتمييز ثغرات الطلاب على المستويات النفسية والاجتماعية والثقافية من أجل البحث عن استراتيجيات جديدة للتخفيف منها. يتم تمثيل عينة السكان من خلال السنة الأولى ليسانس و الثانية ماستر من الطلاب اضافة الى مدرس المقياس / المشرف كمراقب وممارس. تظهر النتائج أن الطلاب يحتاجون إلى الدعم للوصول إلى مستوى كتابي مُرضٍ.

الكلمات المفتاحية: طلاب،عوامل نفسية، عوامل ثقافية، مدرسين، مفياس الكتابة

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Introduction

Teaching writing skillshas always been contentious in terms of how to create adequate atmospheres and conditions to achieve the desired objectives.Indeed, students are required to be able to write correctlyand torespect the main rules of writing including spelling, punctuation, and grammar.Students also have to tracetheir goals, especially sincethey are supposed to be future researchers as far as their research papersof graduation are concerned. This paper emphasizes the psychological and socio-cultural lacunas as two major parameters in teaching writing. Accordingly, the following research questions need further investigation: How can teachers develop and make students cherish writing? And how can they make their students overcome writing complications? What are the chief psychological and sociocultural implications that teachers need to implement in the writing course? We may hypothesize that the teacher should assure his students that it is needless to panic because it is normal to take a blank paper and remain thinking about what they will write. This while of thinking will pave the way foryour words to shape up. The emphasis should also be on initiating various types of writing involving personal biography, narratives, descriptive, and so on. Further, teachers should relate to students and their environment. In other words, the learner's society which is in constant change,in addition tothe culture which reflects their belonging will be taken into consideration to provide solutions for current issues and avoid cultural clashes and misunderstandings.

Stimulating Student's Writing Skill Both Socio-Culturally and Psychologically
First: Socio-Culturally

Writing is not similar to speaking which can be acquired first at home with caregivers, it is rather learnt through the help of teachers and parents. Wheneverlearning is mentioned, boostingalearner's cognitive abilities automatically appears. Yet, the functioning of these abilities is according to many scholars not sufficient to improve the learner's capabilities.i.e. being endowed with a healthy brain which is responsible forhuman's way of perceiving matters, memorizing, keeping attention, and so on,generally needs social and cultural context for satisfactoryattainment.In his sociocultural perspective,Vigostsky (1960) has emphasized this ideaas he contends that "it is not nature, but society above all else must be considered to be determining factor of human behaviour" (as quoted in Phillipson et al., 2014, p. 5.)Luria (1973) added that:

> Although biological factors constitute the necessary prerequisite for the elementary process to emerge, sociocultural factors, in contrast, constitute the necessary condition for the elementarynatural process to develop. In other words, development does not proceed solely; or even primarily, as the unfolding of inborn faculties, but as the transformation of these innately specified processes once they intertwine with socioculturally determining factors. (as cited in Lantaf&Appel, 1991, p. 5)

Hence, students' abilities to learn in general and write in particular relynot only on their own personal and individual cognitive abilities but also on the environment that surrounds and influences them. This process according to Vygotsky (1960) can be both conscious and

unconscious since a given individual may be inspiredbythe persons whom he cherished and start imitating them as he may find himself following a person without recognizing that.Cole and Engestrom (1993), Lantolf (2000), Van Lier (2000) as sociocultural theorists have also focused on the idea that learning and teaching are primordially social activities emphasizing the act of students' sharing and exchanging mutual mental applications. Pea (1993) statedthat"themind rarely works alone" (p. 47),therefore any learning activity's goals including the writing ones will be adequately attained within-group works.

Second: Psychologically

Fava and Chiara (2014) claimed that "positive education stresses the importance of identifying, building and finding genuine ways to engage individual strengths of students" (p. 143).Here the teacher is the first responsible formanaging his courses according to the needs of his students. This step can be achieved after several temptations to fix the lacunas and work on their student's strong points and try to stimulate them. Fava and Chiara (2014) emphasize the idea of optimal learning as they addthat:

> An optimal learning environment provides opportunities for students to be involved in a learning activity that utilizes their strengths and has a degree of challenge that requires a reasonably high level of skill…an optimal learning environment addresses all the positive educational foundations of student well-being i.e. it enhances positive relationships, positive feelings explicitly teaches social-emotional competencies…and encourages a sense of purpose. (p. 144)

Thus, any learning activity requires the delectation and contentment of a studentto attain success in his life and studies. In other words, teachers should also work on the psychological side of their learners for a better output. In the same line of thought,McLeod (1987)contended that writingis a combination of emotional and cognitive processes. Accordingly, the emotional state or mood plays a paramount role in influencing people's style as well as their perspectives and tendencies.Graham et al. (2007) assert that the writing process is "an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy" (p. 516). Correspondingly, the affective side (happiness or sadness) can be discernible/detectable through the words of the writer. This can also be appliedtoacademic writing where students may be more productive if the living and the learning atmosphere are adequate and free of psychological problems.

Methods

The researcher has employed an online structured interviewwhich consisted of three questionsand has beenanalyzed both quantitatively andqualitatively. We have also employed a model of scaffolding adapted from the Centerfor Education Innovation and applied it with students of the first year. The above tools enabled us to retrieve some realistic data especially since the researcher was involved as an observer and researcher at the same time.

Participants

The participants of this paper belong to the university of MoulayTaharSaida (15 teachers) and first-yearstudents in addition to the researcher as an observer during the application of the scaffolding model. The researcher opted for random sampling and the module under investigation was written expression.

*Why do students find difficulties when they start writing though they have been provided with necessary lectures and bases?

Others………………………………….

Table 1.*Main difficulties of writing*

Options	Participants/Teachers
Lack of motivation	5
Lack of practice	5
Weak grammar	2
Weak linguistic repertoire	3
Total	Total/ 15 teachers

The above table tackles the main causes behind students weaknesses when approaching the writing prompt. The following pie chart reflects the above table's results as we can see that lack of motivation and practice are major reasons behind students' difficulties and deficitsin writing. Weak grammar and weak linguistic repertoire are also deemed as two significant paradigms in the writing process.

Figure 1. Main difficulties of writing

Others

Among the answers suggested we havefound the followings:

-Lack of time to deal with all the students and explain to them one by one since writing needs to be corrected and students need to be guided.

-Absence of students self–efficacy.

- Practice is crucial as it can teach students some additional information that has not been mentioned in the lecture.

How can teachers develop and make students cherish writing? And how can they make their students overcome writing complications?

Table 2.*How to develop writing skills and overcomeits difficulties*

Answers	Percentages
- Explain that writing is a hard work	Two teachers/ 13,33%
- Give students opportunities to talk about their writing and encourage them to show it to you	Six teachers / 40%
- Encourage students to revise their work	One teacher/ 6,6%
-Explain the importance of grammar and sentence structure, as well as the content.	Three teachers/ 20%
Remind students that writing is regarded as a measure of student's level in addition to speaking skill	Three teachers/ 20%

The previous table is concerned with what teachers are supposed to do for the sake of developing writing and surmounting its hindrances.
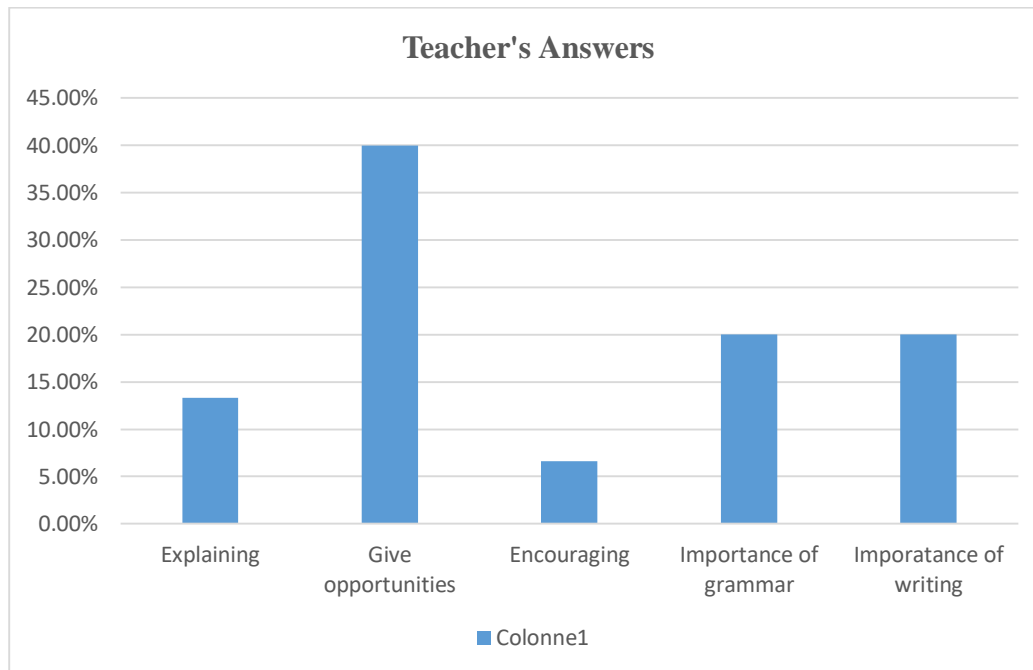
*Figure 2.*How to develop writing skills and overcome its difficulties

- **How can we boost students' motivation?**

  This question has been analyzed quantitatively as the researcher has summarized the focal points as follows:

- Give them writing tasksinclass and correct their writings at the moment to show them how to:
- Extend their ideas, organize and clarify them.
- Correcting mistakes.
- Emphasizing the necessary items of any piece of writing such as capitalization and punctuation.
- Look for creativity and ameliorate their proper style.
- Insisting on ethics of writing and honesty.
- Include humoristic text in addition to others such as descriptive and narrative.
- Tell them that the composition of a draft leads to ameliorating their work and they have to revise it by expanding ideas, clarifying meaning, andreorganizing it.

Scaffolding

Group interactions helped the participants to develop theirinterestsin writing. Hence, based on this model adapted from the Center for Education Innovation, the researcher applied it withfirst-year students. Nonetheless, the condensed hours in only seven weeks did not enable us to practice it more and more with them (it was used only twice and it was impossible to assess the whole class.
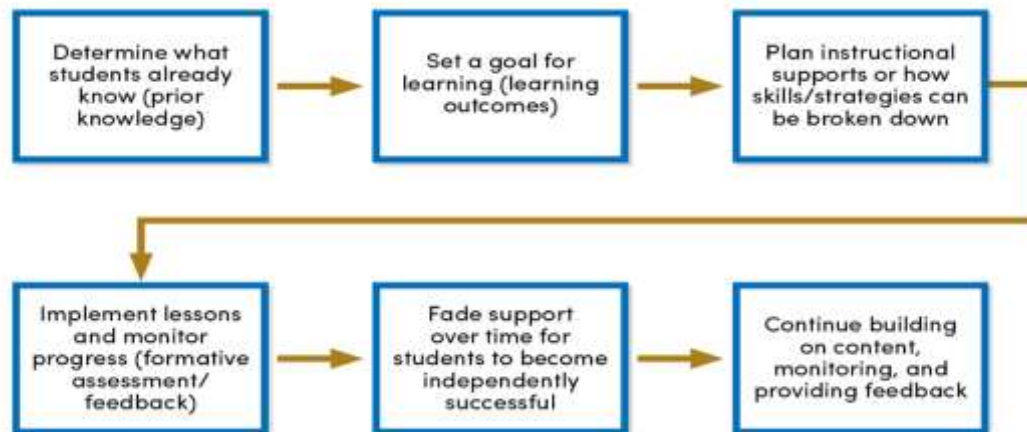
*Figure 3.*Scaffolding(Adopted from Center for Educational Innovation, 2022, para. 2)

Discussion

The research at hand shows that the teacher should assure his students that it is needless to panic because it is normal to take a blank paper and remain thinking about what they will write. This while of thinking will pave the wayforyour words to shape up. The emphasis should also be on initiating various types of writing involving personal biography, narratives, descriptive, and so on. Further, Teachers should relate to students and their environment. In other words, the learner's society which is in constant change, and culture that represents their belonging will be taken into consideration to provide solutions for current issues and avoid cultural clashes and misunderstandings. The results also show that when teachers use strategic, humoristic, motivational, and ethical techniques, successful writing prompts will be achieved.Thus, from the above-mentioned points, the researcher has given answers to his three research questions namely: how can teachers develop and make students cherish writing? And how can they make their students overcome writing complications? What are the chief psychological and sociocultural implications that teachers need to implement in the writing course? To sum up, teachers and students should have a constant interaction to develop students' interest in writing and to help them reduce their fear and augment their contentment(Graham et al., 2007). The latter can be surpassed easily if students will practice more and approach various types of writing. Last but not least, teaching and learning the writing skill need further integration of psycho and socio-cultural fields to keep up with their concerns and at the same time respect the prevailing socio-cultural rules in their societies.

Conclusion

To conclude, we can say that teaching is not a mere job that needs only time or physical effort to be fulfilled, it is rather a mission thatprerequisitespatience, creativity, love, and the know-how. As was already mentioned this paper aims to studythe psychological and socio-cultural lacunas that face students when they start writing and to look for ways of decreasing them. The results demonstrate that learning, in general, cannot be achieved in isolated settings, instead, it requires mutual interaction with classmates (pair works mainly), teachers and members of the family (society as a whole). Indeed, the teacher should look for what is lacking in his class to achieve his outlined objectives. To do so he needs to take into account the psychological and socio-cultural paradigms. Consequently, teachers should devote more timetoexploring students' writing difficulties and consider theirneedsto better their writing for authentic writing. The students were at a disadvantage because of their performance, although they have been supplied with the necessary rules and templates. We all know that the ground is not similar to receiving a lecture.Therefore, teachers should reinforce their interferenceandsupport their students to exert greater effort and improve their writing. Students should also be aware of the seriousness of the problem since they are supposed to write a research paper at the end of their study journey.

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