



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND
SCIENTIFIC RESEARCH
BATNA 02 UNIVERSITY



FACULTY OF LETTERS, LANGUAGES AND ARTS
DEPARTMENT OF ENGLISH LANGUAGE

“ Teaching Writing through the Product Approach Combined with Written Discourse Analysis”

Thesis Submitted to the Department of English in Fulfilment of the Degree of L.M.D
Doctorate in English Discourse Studies and Teaching English as a Foreign Language

Submitted by:

Mr. ABOUD HENNACHE

Supervised by

Prof. ABDELHAK NEMOUCHI

Board of Examiners

Prof. Hachemi ABOUBOU	President	University of Batna 2
Prof. Abdelhak Nemouchi	Supervisor	University of Om El Bouagh
Prof. Said KESKES	Examiner	University of Setif 2
Prof. Amel Bahloul	Examiner	University of Batna 2
Prof. Radia Guerza	Examiner	University of Batna 2

Academic Year: 2023-2024

Statement of Originality

I, Aboud Hennache, declare that my thesis entitled “ Teaching Writing through the Product Approach Combined with Written Discourse Analysis” contains no materials that have been submitted previously for the qualification of any academic degree or diploma of a university or any other educational institution, except where otherwise indicated and stated. This thesis is my own work.

Mr Aboud Hennache

Dedication

To the most precious people to my heart; to those who have given meaning to my life,

To the person who made me the man I am today, my inspiration: my deceased father.

My dear mother and beloved brothers and sister,

To all those who have prayed for me and have besought God to help me.

Acknowledgments

Words cannot describe how much thankful I am for all people who devoted both their time and efforts to help me complete this work.

To say I am honoured does not even begin to quantify the depth of gratitude I do have for my supervisor and mentor Prof. Abdelhak Nemouchi whose constant availability, priceless advice, systematic guidance, enthusiasm, and insightful criticism gave me a leg upto accomplish one of the most significant academic challenges I have ever had to face. Something that I will always be beholden to.

In particular, I am also grateful to Professor Hachemi ABOUBOU for not hesitating to chair the board of examiners and who showed no reticence to bring thoughts and concepts pertinent to my research.

I place on record, a very special acknowledgement to the board of examiners: Prof. Said KESKES, Prof. Amel BAHLOUL, and Prof. Radia Guerza for both time and efforts devoted to read and evaluate this modest research.

A bundle of thanks would also be addressed to my deceased Prof. Samir Laraba, who used to be my former teacher, for his belief and investment in me and his incessant availability, valuable comments and unconditional sacrifice at the very beginning of this academic journey. He truly deserves my heartfelt prayers of God's mercy on his pure soul. May he be granted God's satisfaction and paradise.

I extend my sincerest thanks to my students and teachers who kindly welcomed answering the questionnaire and collecting the necessary data. Without their help and participation, this study could not have been done.

My heartfelt appreciation is extended to my family, especially, my deceased father who, during the course of his life, cared the burden of my well-being and the unwavering heavy-lifting of all obstacles so that this research project would be realised.

Abstract

The mastery of written expression in a foreign language is a critical component of academic success. Achieving high-quality compositions is a complex and challenging endeavour that entails a comprehensive understanding of the cognitive, linguistic, and psychological aspects of the writing process. The current investigation aims to evaluate the impact of incorporating a Discourse-Based Product Approach in the teaching of writing and composition to the second-year L.M.D students of English at the University of Batna2. This thesis posits that such an approach represents a suitable and effective strategy for addressing the writing deficiencies of students. The research methodology employed in this study integrates both qualitative and quantitative elements, including two questionnaires and a quasi-experimental design using independent groups. 60 second-year L.M.D students and 24 experienced "written expression" teachers participated in the study. The results demonstrate that the proper implementation of a discourse-oriented product approach can bridge the gap between writing instruction and evaluation. This approach enables teachers to prioritise accuracy while considering the students' linguistic and discourse competencies and equips students with the necessary skills to produce effective written products that meet the communicative demands of academic writing.

Table of Contents

Dedication.....	3
Acknowledgments	4
Abstract.....	5
Table of Contents.....	6
List of Tables	10
List of Figures.....	13
List of Abbreviations	15
1. General Introduction.....	1
2. Structure of the Study	11
<i>Chapter One A General Overview on Writing</i>	<i>1</i>
Introduction.....	15
1.2. History of L2 Writing.....	17
1.3. Definition of Writing.....	20
1.4. The Importance of Writing	22
1.5. Approaches to the Teaching of Writing.....	26
1.5.1. The Controlled to Free Method.....	27
1.5.1.1. The Nature of the Controlled to Free Method.....	27
1.5.1.2. Limitations of the Controlled to Free Method	29
1.5.2. The Product Oriented Approach	29
1.5.3. The Process Oriented Approach	30
1.5.3.1. The Nature of the Process Approach	30
1.5.3.2. Limitations of the Process Approach	32
1.5.3.3. Comparison between Product and Process Approaches.....	33
1.5.4. The Genre Approach.....	34
1.5.4.1. The Nature of the Genre Approach.....	35
1.5.4.2. Limitations of the Genre Approach.....	38
1.6. Writing versus Other Skills.....	39
1.6.1. Writing versus Speaking	39
1.6.2. Writing versus Reading.....	43
1.7. Difficulties of Writing	46
<i>Chapter Two Written Discourse Analysis</i>	<i>16</i>
Introduction.....	55
2. Discourse as Part of Language Structure.....	55
2.1. Definition of Discourse Analysis.....	56
2.1.1. What is a text?.....	56
2.1.2. What is Discourse?	57
2.2. Discourse Structure.....	59
2.3. Written Discourse Analysis	60
2.3.1. Types of Written Discourse	62
2.3.2. The Historical Background to WDA.....	63
2.3.2.1. Superficial Analysis Phase.....	64
2.4. The Emergence of Written Discourse Analysis as a New Discipline.....	68
2.5. Written discourse analysis and the context.....	71
2.6. Approaches to Written Discourse Analysis.....	73
2.6.1. The Rhetorical Structure Theory.....	75
2.6.2. Segmented Discourse Representation Theory.....	77
2.6.3. Discourse Representation Theory	78

2.6.4.	The Linguistic Discourse Model Theory	79
2.6.5.	The Intentional Theory	80
	Conclusion	84
Chapter Three The Discourse-Oriented Product Approach		55
Introduction		86
3. The Product Approach		87
3.1. The Nature of the Product Approach		88
3.1.1.	Imitation in the Product Approach	90
3.1.2.	The Organisation of Ideas in the Product Approach	91
3.1.3.	Grammar in the Product Approach	92
3.1.4.	Vocabulary in the Product Approach	93
3.1.5.	Limitations of the Product Approach	95
3.2. Combining the Product Approach with Written Discourse Analysis in Writing Instruction		97
3.2.1.	Levels of Written Discourse Analysis.....	98
3.2.1.1.	Written Discourse Macrostructure	99
3.2.1.2.	Written Discourse Macro-Patterns	100
3.2.1.3.	Written Discourse Macro-Genres	104
3.2.2.	Written Discourse Microstructure.....	105
3.2.2.1.	Thematic Structure.....	107
3.2.2.2.	Thematic progression	109
3.2.2.3.	Thematic Structure and the Writing Skill	109
3.2.3.	Information Structure in Written Discourse Analysis	111
3.3. Cohesion and Written Discourse Analysis		112
3.3.1.	Classification of Cohesive Devices.....	113
3.3.1.1.	Grammatical Cohesion.....	113
3.3.1.2.	Lexical Cohesion	Error! Bookmark not defined.
3.3.1.3.	Teaching Cohesion through Written Discourse Analysis	115
3.4. Coherence and Written Discourse Analysis.....		117
3.4.1.	Classification of Coherence Relations	118
Chapter Four Research Methodology and Procedures		87
4. Research Methodology and Procedures.....		124
4.1. Research Methodology		124
4.1.1.	Sampling and Research Participants	125
4.1.1.1.	Students' Participants.....	126
4.1.1.2.	Teachers' Participants	127
4.1.2.	Research Design.....	128
4.1.3.	Research Methods	129
4.1.4.	Data Collection Instruments.....	129
4.1.4.1.	Writing Tests.....	130
4.1.4.2.	Students' and Teachers' Questionnaires	131
4.1.5.	Statistical Methods	131
4.1.5.1.	Descriptive Statistics.....	131
4.1.5.2.	Inferential Statistics	132
a.	The Statistical Test.....	132
b.	The Independent Sample t-test.....	133
4.2. Research Procedures		135
4.2.1.	Piloting the Study.....	135
4.2.1.1.	The Experiment.....	135
4.2.1.2.	Students' and Teachers' Questionnaires	138
4.2.2.	Conducting the Main Study	139
4.2.2.1.	The Pre-test	139
4.2.2.2.	The Treatment.....	141
b.	Teaching the Control Group	146
4.2.3.	The Post-test	146

4.2.4.	Students' Questionnaire	147
4.2.5.	Teachers' Questionnaire	150
Conclusion		151
Chapter Five The Test		153
5.	The test.....	154
5.1.	Introduction.....	154
5.2.	The Pre-test Results	154
5.2.1.	Overall Pre-test Performance	155
5.2.1.1.	Pre-test Means of the grammar Levels of the Experimental and Control Groups	156
5.2.1.2.	Vocabulary.....	158
5.2.1.3.	Pre-test Means of Cohesion Levels of the Experimental and Control Groups	160
5.2.1.4.	Coherence Relations	164
5.3.	The Post-test Results	166
5.3.1.	Overall Post-test Performance	166
5.3.2.	The Post-test Results of individual aspects	167
5.4.	The Overall Results of Comparative Evaluation	168
	The Results of Overall Performance	168
	Comparative Evaluation of the Results of the Individual Aspects.....	169
5.5.	Testing the Hypotheses.....	170
5.5.1.	t-test for the Post-tests of the Experimental Group and Control Group	170
5.5.2.	T-test for Pre- and Post-tests of the Experimental Group	173
5.5.3.	t-test for Pre-and Post-tests of the Control Group	176
5.5.4.	Statistical Improvement in the Lexico-grammatical Competence	178
5.5.5.	Statistical Improvement in Individual Aspects	180
5.5.5.1.	Grammar Improvement.....	180
5.5.5.2.	Vocabulary Improvement	182
5.5.5.3.	Cohesion Improvement	184
5.5.5.4.	Coherence Improvement	185
5.6.	Summary of the Test's Main Findings	186
Chapter Six Teachers and Students' Questionnaires		188
Introduction.....		189
6.	Chapter Six: Teachers and Students' Questionnaires.....	189
6.1.	Analysis and Interpretation of the Results.....	189
6.1.2.	Discussion of the Results	221
6.1.3.	Summary of the Students' Questionnaire Main Findings	226
6.2.	Teacher Questionnaire	227
6.2.1.	Analysis and Discussion of the Results.....	227
6.2.2.	Discussion of the Results	251
6.2.3.	Summary of the Teachers' Questionnaire Main	255
Chapter Seven Overall Discussion an Pedagogical Implications		258
7.1	Pedagogical Implications	259
7.1.1.	Implications for Teaching.....	259
7.1.1.1.	On the Importance of Discourse Analysis in the Field of EFL Writing	259
7.1.1.2.	On the Significance of Combining the Product Approach with Written Discourse Analysis	259
7.1.1.3.	On the Significance of Written Discourse Macrostructure	261
7.1.1.4.	On the Significance of Discourse Microstructure	262
7.1.1.5.	On the Necessity of Balancing Written Discourse Microstructure and Macrostructure	262
7.1.1.6.	On the Importance of Written Discourse Analysis for Writing Approach	263
Implications for Further Research		266
Conclusion		266

General Conclusion.....	268
References	271
APPENDICES	293

List of Tables

Table 1 Product vs Process Approches.....	Error! Bookmark not defined.
Table 2: Comparison of "Text" and "Discourse"	59
Table 3: A general overview of the key developments and researchers in the field of written discourse analysis	70
Table 4: Approach to Written Discourse Analysis	83
Table 5: Limitations of the Product Approach	96
Table 6: Comparison of the three discourse macro structures problem-solution, general specific, and claim-counterclaim, along with examples of each:	103
Table 7: Written Discourse Macro-Genre	105
Table 8: Types of themes.....	108
Table 9: The Participants' Overall Behaviour during the Pre-test.....	155
Table 10 : The Means of grammar	156
Table 11: The Means of vocabulary	158
Table 12: The Means of Cohesion.....	160
Table 13: The Means of Coherence Relations.....	164
Table 14: Overall Post-test Performance.....	166
Table 15: The Post-test Means of the Individual Aspects	167
Table 16: Mean Scores of Overall Performance	168
Table 17: Comparative Evaluation of Pre-test and Post-test Performance in Individual Aspects of Experimental and Control Groups.....	169
Table 18: Comparison of the Performance in Lexico-grammar and discourse between the Post-tests of the Experimental Group and the Control Group.....	178
Table 19: Comparison of the Performance between the Post and Pre-tests of the Experimental Group.....	179
Table 20: Comparison of the Performance of Lexico-grammar and discourse between the Post and Pre-tests of the Control Group.....	179
Table 21: Comparison of Grammar between the Pre-test and the Post-test of the Experimental Group and the Control Group.....	180
Table 22: Comparison of Grammar between the Post-tests of the Experimental Group and the Control Group.....	180
Table 23: . Comparison of Vocabulary Performance between the Pre-test and the Post-test of the Experimental Group and the Control Group	182
Table 24: Comparison of Vocabulary between the Post-tests of the Experimental Group and the Control Group.....	182

Table 25: Comparison of the Use of Cohesion between the Pre-test and the Post-test of the Experimental Group and the Control Group	184
Table 26: . Comparison of the Use of Cohesion between the Post-tests of the Experimental Group and the Control Group.....	184
Table 27: Comparison of the Use of Coherence between the Pre-test and the Post-test of the Experimental Group and the Control Group	185
Table 28: Comparison of the Use of Coherence between the Post-tests of the Experimental Group and the Control Group	185
Table 29: 1. Writing Skill’s Difficulty Compared to other Skills	189
Table 30: The Sources of Writing Difficulties	191
Table 31: Students’ Opinions about their Writing Level	192
Table 32: Students’ Justifications Concerning their Dissatisfaction with their Writing Level	193
Table 33: writing difficulties	Error! Bookmark not defined.
Table 34: Students’ Classification of Writing Aspects according to their Importance	196
Table 35: Students Familiarisation with WDA	198
Table 36: The use of Discourse analysis in writing.....	199
Table 37: Frequency of Using the WDA in Writing Tasks before the Treatment	200
Table 38: Frequency of Using WDA in Writing Tasks after the Treatment	202
Table 39: Frequency of Using WDA in Different Language Courses	203
Table 40: Students’ Opinions about the Necessity of Implementing WDA.....	204
Table 41: Classification of the Students’ who Opted for the Necessity of Implementing WDA	205
Table 42: Learners’ Attitudes about Teaching Writing Using the Product-Oriented WDA	Error!
Bookmark not defined.	
Table 43: Benefits of Combining the Product Approach with WDA in the Composition Course	207
Table 44: Contribution of BAWDA in Improving Grammatical and Discourse Skills	Error!
Bookmark not defined.	
Table 45: Students’ Specification of the areas Developed through the Use of BAWDA.	Error!
Bookmark not defined.	
Table 46: Contribution of the product-Oriented Written Discourse Analysis in Improving Grammar.....	210
Table 47: Contribution of the product-Oriented Written Discourse Analysis in Overcoming the Students’ Cohesion Difficulties.....	Error! Bookmark not defined.
Table 48: Contribution of the Product-Oriented Written Discourse Analysis in Overcoming the Students’ Coherence Difficulties.....	211
Table 49: Students’ Rate of the Difficulties they Have Overcome	213

Table 50: Difficulties Faced while Using the Product-Oriented Written Discourse Analysis in Writing.....	214
Table 51: The Way Students Regard Writing Difficulties after the Exposure to WDA	215
Table 52: Students' Attitudes towards the Benefits of the Product-Oriented WDA Approach.....	217
Table 53: Students' Clarifications about the Benefits of the Product-Based Discourse Approach	218
Table 54: Teachers' Degree Held	227
Table 55 Amount of Time Spent in Teaching Written Expression	228
Table 56: Levels' Taught in Written Expression.....	230
Table 57: Students' Level in Writing	231
Table 58: Students' Interest about Writing an Assignment.....	232
Table 59: Classification of the Students' Weaknesses in Writing.....	233
Table 60: Teachers' Opinions about the Sources of Difficulties in Writing	235
Table 61: Teachers' Classification of the Writing Aspects in Order of Importance	236
Table 62: Teachers' Perception of the Difficulty of Aspects of Writing for Student	237
Table 64: Teachers' Classification of the Students' Essays Organisation	238
Table 65; The Degree of Emphasis Teachers Account for when Writing Essays.....	239
Table 66: Teachers' Opinions about Teaching all the Selected Aspects of Discourse Structure Equally and Explicitly	241
Table 67: The Approach Teachers Use when Teaching Writing	242
Table 68: Efficiency of the Approaches Adopted when Teaching Writing	244
Table 69: Teachers' Incorporation of Written Discourse Analysis in their Writing Instruction.....	245
Table 70: The Extent of WDA Use in the Writing Instruction	246
Table 71: Teachers' Opinions about Combining the Product Approach with WDA.....	247
Table 72: The Benefit of Teaching Written Expression through discourse analysis	248
Table 73: The Benefit of Teaching Written Expression through the discourse-Based product Approach	249

List of Figures

Figure 1: Raimes Diagram to Produce a Piece of Writing	27
Figure 2: Sources of Writing Difficulties	191
Figure 3: Students' Opinions about their Writing Level	193
Figure 4: . Classification of the Aspects that Cause the Major Difficulty while Writing	195
Figure 5: . Students' Classification of Writing Aspects according to their Importance	197
Figure 6: Students Familiarisation with WDA.....	198
Figure 7: Using WDA in Writing Tasks.....	200
Figure 8: Frequency of Using WDA in Writing Tasks after the Treatment.....	202
Figure 9: Frequency of Using the WDA in Different Language Courses	203
Figure 10: Students' Opinions about the Necessity of Implementing WDA.....	204
Figure 11: Classification of the Students' who Opted for the Necessity of WDA	205
Figure 12: . Learners' Attitudes about Teaching Writing Using the Product-Oriented WDA.....	206
Figure 13: Benefits of the Product Approach with WDA in the Composition Course	207
Figure 14 . Contribution of BAWDA in Improving Grammatical Skills.....	208
Figure 15: Students' Specification of the areas Developed through the Use of WDA	209
Figure 16: Contribution of the product-Oriented Written Discourse Analysis in Improving Grammar ..	210
Figure 17: Contribution of the Product-Oriented Written Discourse Analysis I Overcoming the Students' Coherence Difficulties	212
Figure 18: Students' Rate of the Difficulties they Have Overcome	213
Figure 19: Difficulties Faced while Using WDA the writing	214
Figure 20: The Way Students Regard Writing Difficulties after the Exposure to	216
Figure 21: Students' Attitudes towards the Benefits of the the Product-Oriented WDA Approach.....	217
Figure 22: . Students' Clarifications about the Benefits of the product-Based WDA Approach.....	220
Figure 23: Teachers' Degree Held	227
Figure 24: Amount of Time Spent in Teaching Written Expression	229
Figure 25: Levels' Taught in Written Expression.....	230
Figure 26: Students' Level in Writing	232
Figure 27: Students' Interest about Writing an Assignment	232

Figure 28: Classification of the Students' Weaknesses in Writing	234
Figure 29: Teachers' Classification of the Writing Aspects in Order of Importance	237
Figure 30: Teachers' Perception of the Difficulty of Aspects of Writing for Students	238
Figure 31: Teachers' Classification of the Students' Essays Organisation	239
Figure 32: The Degree of Emphasis Teachers Account for when Writing Essays	240
Figure 33: Teachers' Opinions about Teaching all the Selected Aspects of Discourse Structure Equally and Explicitly	241
Figure 34: Efficiency of the Approaches Adopted when Teaching Writing	244
Figure 35: Teachers' Incorporation of WDA in their Writing Instruction	246
Figure 36: The Extent of WDA Use in the Writing Instruction.....	246
Figure 37: Teachers' Opinions about Combining the Product Approach with WDA.....	248
Figure 38: The Benefit of Teaching Written Expression through WDA	249

List of Abbreviations

BASE: The British Academic Spoken English

BNC: The British National Corpus

BAWE: The British Academic Written English

CBA: Corpus Based Approach

CI: Comprehensible Input

COHA: Corpus of Historical American English

CUCASE: City University Corpus of Academic Spoken English

DCPSE: The Diachronic Corpus of Present-Day Spoken English

Df: Degree of Freedom

EAP: English for Academic Purposes

EEBO: Early English Books On-line

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Language

Fr.: Frequency

ICE: International Corpus of English

ICLE: The International Corpus of Learner English

JDEST: The Jiao Da English for Science and Technology

LIBEL CASE: Limerick-Belfast Corpus of Academic Spoken English

LION: Literature Online

LOCNESS: The Louvain Corpus of Native English Essays

L1: The First Language

MICASE: The Michigan Corpus of Academic Spoken English

N: The Number of the Students per Group

N1: The Number of the Participants of the First Group **N2:** The Number of the

Participants of the Second Group

PERC: The Professional English Research Consortium

RAT: The Reading Academic Text

SLA: Second Language Acquisition

SPACE: The Chemnitz Corpus of Specialised and Popular Academic English

S1²: The Variance of the First Group **S2²:** The Variance of the Second Group

USA: United States of America

\bar{X} : The Mean

X1: The Mean of the First Group

X2: The Mean of the Second Group

ZPD: The Zone of Proximal Development

1. General Introduction

In the current era of globalisation, the mastery of communicative competence is an indispensable attribute for every individual. Communicative competence, as an epistemological construct, refers to the capacity to effectively convey intended meanings from one entity or group to another through the utilisation of mutually comprehensible signs and semiotic protocols. This encompasses the exchange of information, thoughts, emotions, and ideas through verbal, non-verbal, and written modes of expression. With the emergence of advanced technological tools and the widespread utilisation of computers and computer networks in the dissemination of information, the importance of proficient writing abilities has been accentuated. This is succinctly articulated by the National Commission on Writing when they assert that "writing, in the modern context, is no longer a luxury reserved for a select few, but rather a fundamental skill that is imperative for the masses."

Historically speaking, writing has been a seminal aspect of human civilisation, with the invention of the written word serving as the demarcation between pre-history and recorded history, dating back over 5000 years. Today, the majority of the global population, approximately 85%, engages in the act of writing (Swedlow, 1999). Initially devised for the purpose of record-keeping, writing has evolved and expanded to fulfill a multitude of communicative, economic, social, and pedagogical functions (Graham, 2006; Harris & Graham, 1992). Writing has the power to strengthen a sense of cultural identity and belonging among people in communities and countries, promote self-expression and introspection, offer a host of psychological and physical advantages, be an effective persuasive tool, and enhance human experience in a variety of other ways. (Graham, Harris, & Olinghouse, 2007; Swedlow, 1999).

From an educational standpoint, writing is regarded as a fundamental component of academic success. It serves as both the medium through which students are taught and assessed,

highlighting its centrality to achievement across all disciplines. Mastery of writing skills is a non-negotiable requirement for students of all levels to produce high-quality compositions. At the tertiary level, writing becomes a crucial instrument for acquiring knowledge. It is deeply involved in the processes of gathering, refining, augmenting, preserving, and disseminating information, generating new ideas for examination and discourse, and fostering personal growth and development (Prior, 2006). The profound impact of writing skills on the educational enterprise is, thus, evident through its centrality in these critical processes.

In the act of composition, competent writers must take into account the subject matter, the target audience, the composition's objective, and its structural framework. The inherent intricacy of writing is, thus, widely acknowledged, even among professional writers, as poignantly stated by Red Smith, "The act of writing is simple, one needs only to sit at a typewriter and open a vein." Scholars concur that the challenge of writing lies in the demonstration of five core competencies, namely the generation of content, the organisation of composition structure, the formulation of objectives and high-level plans, the efficient execution of the technical aspects of writing, and the revision and refinement of text and goals (Scardamalia & Bereiter, 1986).

In light of the above-mentioned difficulties, scholars have proposed various recommendations that may be of a tremendous help in the context of teaching L2 writing. One such widely spread suggestion is the insightful amalgamation of various trends, philosophies, approaches, methods, materials and activities if teachers are to develop their students' compositional abilities. In this respect, Stern (1983) argues that the notion that teachers should be eclectic in using various theories, methods, approaches, and activities in language teaching is no longer under question. Stern goes on with arguing that the definition of "objectives" should be the starting point in the process of decision-making about what approaches, methods, and activities are to be combined.

Throughout the evolution of language education, educators have set a variety of goals for teaching second language (L2) writing. Taking into account Chomsky's distinction between "competence" and "performance", some scholars have identified competence as the primary aim in writing instruction, as the mastery of the underlying rules and conventions of writing is considered as the foundation for written performance. In the early 1970s, anthropologist Dell Hymes introduced the concept of "communicative competence" based on his ethnographic research on the connection between culture, society, and language. The difference between "linguistic competence" and "communicative competence" lies in the difference between knowledge of language rules and forms and the ability to effectively and interactively communicate (Pérez Martín, 1996: 316).

The discourse competence was not prioritized in foreign language instruction in general, and in writing instruction in particular, until the communicative competence was further subdivided into subcompetences. Four categories of communicative competence—grammatical, sociolinguistic, strategic, and discourse—were identified by Canale and Swain (1980), among others. According to The Council of Europe (2001: 123), the latter is "The learner's capacity to arrange sentences in a logical order in order to create meaningful language passages, including their knowledge and skill in controlling sentence arrangement.." Therefore, the ability to comprehend, produce, and develop forms of language that go beyond the sentence boundary with the proper cohesion, coherence, and rhetorical organization is conceptualized as discourse competence.

To develop the students discourse competence, scholars have opted for a variety of methods, materials, and activities. One such highly influential method is the implementation of discourse analysis in writing instruction. By definition, discourse analysis is defined as "a broad categorization encompassing various methods of examining the use of written, spoken, or signed language, as well as any impactful semiotic occurrence", Coulthard, (1994: 85). As far

as writing is concerned, Written Discourse Analysis (WDA) has been conceptualised as a theoretical framework, which functions under the auspices of discourse analysis, that seeks the scrutiny of the building blocks of written texts, their organisation, rhetoric, and their underlined socio-cultural structure.

As noted by McCarthy (1993), written discourse analysis is not an innovative approach to language teaching, but rather "a fundamentally distinct perspective on language that diverges from models centered on sentence analysis" (170). Written discourse analysis focuses on analysing the overarching (macro) aspects of written texts, such as the arrangement of ideas and the organisation of information. The primordial goal of this approach was to examine the discourse structure of L2 learners' compositions at universities in the United States in the early stages of applied linguistics.

2. Statement of the Problem

Producing high-quality compositions is no longer considered an extravagant indulgence reserved for a select few, but rather an essential requirement for a large number of individuals. Writing occupies the highest position in the hierarchy of skills due to the continuous advancement of technology and the diminishing geographical and cultural barriers among nations, cultures, and communities. In addition to the advantages it brings in terms of social interaction, communication, and economics, writing plays a vital role in achieving success in education as a whole and especially in language learning. The statement implies that it serves as a means of gathering information and teaching across a wide variety of disciplines, as well as being the channel for assessing knowledge and accomplishments. Such an appeal is far away from being easily managed when one takes into account the kaleidoscopic nature of writing, its use, design, and how it can be learnt and taught.

As referred to earlier, the complexity of writing manifests at all levels of learning and in both L1 and L2 contexts. Unsurprisingly, thus, even native-speakers of English grumble the

high enigmatic nature of writing in so far that the National Assessment of Educational Progress states that the majority of students in the United States regard writing as challenging and problematic at high-school level. Only 25% of students were classified as competent writers (Persky, Daane, & Jin, 2003).

In the Algerian context, the currently implemented L.M.D system gives writing a high status. As a subject, it comes to receive the highest time allocation and credit within the syllabus. Despite this fact, students, at the department of Letters and the English Language in the University of Batna 2, continue to struggle in creating compositions of superior quality, notwithstanding this information. The statement implies that it serves as a means of gathering information and teaching across a wide variety of disciplines, as well as being the channel for assessing knowledge and accomplishments.

The results showed that 90% of 2nd Year LMD teachers of “Written Expression” exclusively use the process approach in their instructions. The results also showed that learners' writing abilities were hampered by the process method, the paradigm that is now in use, which appears to be inadequate in meeting teachers' instructional aims. The major causes of the challenges encountered when teaching L2 writing are overcrowded classrooms that hinder teacher-student contact, uneven learner levels, and the extensive teacher preparation needed to guarantee the efficacy and efficiency of the process approach. When asked to state some of the difficulties that are omnipresent in their students written products, poor grammar, punctuation, lack of discourse competence, ideas presentation, poor cohesion and coherence are among the most common dilemmas cited by teachers.

When asked to state the bases on which they evaluate their students' written products, accuracy (grammar, punctuation, vocabulary, the content, cohesion, coherence...etc) takes the lion's share in assessing students' performance. Surprisingly, though, when looking at the available research literature on the process approach to the teaching of L2 writing, the researcher

came to notice that the proponents of such an approach argue that it does not concern much the final written products, their accuracy, and correctness. It, rather, places a major focus on the steps and the processes students tend to go through whenever involved in the act of writing such as planning, monitoring, and revising.

Thus, “Written Expression” subject should contain instruction that develops the students’ cognitive abilities, as writing is believed to be a cognitive act, to raise their awareness about what needs to be done to achieve the intended communicative purpose, reach the audience, and clearly present the information, with minimal reference to their grammatical competence. Similarly, testing the students’ performance should reflect the instruction they received for a given period of time. A question to be asked here is whether, or not, the Algerian context of teaching L2 writing adheres to the above mentioned framework?

The pilot study results answer such a question by referring to a huge lacuna between what teachers are instructing and how they are evaluating their students’ mastery, perception, and transfer of the acquired knowledge. The emerging issue highlights the use of an approach in teaching, while referring to another when evaluating (the product approach). If we, as L2 writing teachers, disregard such a huge conundrum, which the researcher assumes to be one of the most salient causes of poor quality compositions, the writing performance would never be developed..

To take the initiative of bridging such a gap, the researcher speculated a necessity for an immediate, radical change in the currently adopted approach (process) with an alternative one (discourse-oriented product approach) which is believed to develop the students writing abilities, dispel the enigmatic gap between students and their teachers and between instruction and evaluation. EFL teachers, in general, and in the Algerian context of teaching L2 writing, more precisely, still have hesitations about answering the call for disregarding accuracy and emphasising fluency when correcting their students’ products, as seen in many Algerian studies

and PHD theses on writing. It is well within the teachers rights to remain conservative about correctness and accuracy; however, it is also well within their duties to approach an instruction that best fits their expectations.

The suggested alternative of the process approach (product paradigm) is widely implemented in the arena of teaching writing around the world. It regards writing as a linear process with a major focus on accuracy and text features of model text. According to Tangpermpoon (2008), students, in such an approach, engage in writing through three major phases in terms of pre-writing, composing, and correcting. The product's *modus operandi* places a major focus on raising the students' awareness, especially in grammatical structures. Nunan (1999) argues that such an approach emphasises final written products that must be accurate, error-free in which students should imitate, copy, and transform models provided by textbooks or by teachers. Modelling, thus, is at the heart of this approach and it has long been considered as an effective source for providing feedback to learners if implemented appropriately into the context of teaching L2 writing, (Sasidi and Sahibkheir, 2011).

If implemented the traditional way, the product approach would also be deficient in meeting the teachers' expectations and in developing their students writing proficiency. Such a claim is supported by many scholars who have stated various prodigious critiques of such an approach. By way of example, Murray (1980) argues that the inappropriate use of model-based teaching engages students in a mechanical habit-formation learning that precludes learners' autonomy, creativity, and motivation. In the same vein, Escholz, (1997) posits that the product approach encourages students to implement the same plan in various sittings and apply the same forms, irrespective of the discourse features (as it is limited to teach grammar within the sentence level), content, cultural dimensions, purpose, audience, organisational patterns, ideas generation and presentation, the cognitive processes that govern composition, and the variety

of writing settings. Such an approach is also criticised for eroding fluency in favour of accuracy, and thus, neglects the communicative entity of writing.

The aforementioned literature review brings to light the merits and demerits of the product approach. The resulting issue is that the expediency of such approach, its use, practicality, and feasibility are limited if implemented the traditional way into the teaching of L2 writing. What is needed, thus, is a profound scrutiny into the dynamics of such a paradigm with the intention of coming out with representative data that would serve the purpose of dispelling its disadvantages and determining, preserving, and empowering the advantages. To satisfy such a necessity, the researcher suggests combining the product approach with written discourse analysis in writing instruction. This combination would help the researcher preserve the beneficial defining characteristics of the product approach, identified by scholars, and refine what is labelled to be a deficiency.

The implementation of a discourse-oriented product approach in L2 writing instruction facilitates the development of advanced discourse organisers and divisions, topic introductions and shifts, persuasion techniques, and lexical and syntactic cohesion-establishing strategies, such as repetitions, lexical ties, the use of pronouns, tenses, and sentence adverbials (Aziz, 1988; Choi, 1988; Field and Oi, 1992). Most notably, researchers find that pupils' grammatical skills are flawlessly developed by the product strategy. It makes pupils aware of a variety of writing-related topics, including vocabulary, style, and grammatical structures (Polio, 1997). When paired with written discourse analysis, this would give students access to yet another competency, bringing them one step closer to reach the ultimate goal of language learning epitomised in the communicative competence.

Additionally, the integration of the product approach and written discourse analysis provides students with the opportunity to reflect on their own writing and the writing of others. This reflective process is crucial in helping students understand the writing process and to

become more effective writers. Students can learn from their own writing and from the writing of others, thereby becoming more skilled and confident writers.

The combination of the product approach and written discourse analysis creates a comprehensive writing instruction that covers both form and function. By incorporating both perspectives, students are equipped with the tools to produce written texts that are both grammatically correct and effectively conveys meaning. In this way, the students' writing abilities are enhanced as they are exposed to the various elements of written text and learn how to organise their writing for maximum effect

3. Aim of the Study

The current research purports at proving that the traditional incorporation of the product and process approaches to the teaching of L2 writing does not meet the instructional goals. It, further, aims at reinforcing the product approach by combining it with written discourse analysis. The research at hand, also, has the aim of highlighting the role bringing a discourse dimension to the product approach of teaching L2 writing plays in developing the students' discourse competence. As such,, the investigation at hand purports at demonstrating that combining the product approach to the teaching of L2 writing with written discourse analysis is contributive to a better writing performance.

4. Research Questions

In order to achieve the aforementioned goals, the following questions must be addressed:

1. Is the incorporation of the process approach in the teaching of L2 writing effective in satisfying the learners' needs?
2. Is the product approach in the teaching of L2 writing an effective instructional practice?
3. How often do EFL teachers incorporate written discourse analysis in the teaching of L2 writing?

4. In what ways does combining written discourse analysis with the product approach to the teaching of L2 writing develop the students' discourse competence?
5. Is discourse competence contributive in developing the students writing abilities?
6. Do EFL students have the required discourse competence necessary to produce high quality compositions?
7. How frequently do EFL students incorporate discourse strategies in the accomplishment of their writing tasks?

5. Hypotheses:

In light of the above-mentioned research questions, two hypotheses have been set. Initially, we hypothesise that *if teachers combine written discourse analysis with the product approach to the teaching of L2 writing, they would foster their students' discourse competence*. We, also, hypothesise that that *if teachers raise their students' discourse competence, their learners writing performance is more likely to be proficient*.

6. Means of research

We have chosen an experimental design, namely a pre-test post-test Control Experimental group design, to verify the given hypotheses. In order to compare the writing performance of two distinct student groups, various learning chances and salaries are provided. Using the process approach, the control group receives instruction in Written Expression (thesis statement, controlling idea, topic sentence, punctuation, etc.) in the standard manner. Written discourse analysis and the product approach are used to teach writing to the experimental group.

The instructional period purports at raising the Experimental Group's awareness of the various discourse features that govern the production of written language; and thus, developing the students' discourse competence. The purpose of the pre-test is to assess students' writing ability, discourse competency, and frequency of use of discourse methods in completing writing assignments. The purpose of the post-test is to evaluate how well the discourse-oriented product strategy, the manipulated independent variable, affected the students' writing output.

Written Expression teachers are given a Teachers' Questionnaire in an effort to increase validity and reliability. It accomplishes the goal of gathering data regarding the use of written discourse analysis by "Written Expression" teachers when instructing L2 writers. Additionally, this questionnaire seeks to ascertain the perspectives of the teachers regarding the practicality of merging written discourse analysis and the product approach to writing training. Additionally, a questionnaire intended for English second-year LMD students is intended to ascertain the students' frequency of using written discourse strategies, the efficiency of their discourse competence, and their viewpoints about the latter's impact on their writing abilities.

2. Structure of the Study

The present thesis is comprised of seven chapters, with the initial portion dedicated to introducing the research. The first three chapters are dedicated to the theoretical foundations, while the latter four chapters comprise the practical aspect and its associated pedagogical implications.

The first chapter delves into the writing skill, commencing with a definition of the concept of writing, its history, importance and the approaches of teaching writing. This chapter ends with a brief theoretical background on how such a skill relates to the other language skills in terms of reading and speaking.

A theoretical framework regarding written discourse analysis is provided in the second chapter. It begins with defining discourse analysis and explaining the differences between "text" and "discourse." Before delving into the two primary layers of written discourse structure—macrostructure and microstructure—the chapter first clarifies a number of aspects of the structure, including its early presumptions and modern theories.

The third chapter contains a detailed elaboration of the product approach, its use in the educational enterprise, advantages and demerits. It later highlights how such an approach can be combined with written discourse analysis. The third chapter is concluded by a referral to the

benefits of the discourse-based product approach in language apprenticeship, in general, and in the writing classroom more particularly.

The fieldwork is covered in detail in the fourth chapter, which also provides a thorough explanation of the study approach and processes used. This covers details on the subjects, the research design, the methodologies, and the steps involved in conducting the study, from the pilot to the last stage of the primary investigation.

The writing test results, including the pre- and post-tests, are reported in the fifth chapter. Additionally, the findings of the t-test statistical analysis, which was used to evaluate the first hypothesis, are presented. The results of questionnaires given to teachers and students are presented in the sixth chapter, which carries on the presentation of the research findings.

The seventh chapter summarises the principal findings of the, and proposes pedagogical implications in the form of recommendations aimed at contributing to the evolution of students' writing skills. The chapter also provides suggestions for future research in the field.

Chapter One A General Overview on Writing

Introduction

The history of writing is a multifaceted and complex topic that spans thousands of years and encompasses a wide array of cultures, languages, and mediums. The earliest forms of writing, dating back to around 4000 BCE, were primarily pictographic and used for record-keeping in ancient civilizations such as Mesopotamia and Egypt. These early writing systems were used to record information such as trade transactions, land ownership, and religious texts.

As civilisations progressed, so too did the complexity of writing systems. The invention of the alphabet around 2000 BCE marked a significant advancement in the history of writing, as it allowed for a more efficient and standardised way of recording language. This development made it possible for a wider range of individuals to learn how to read and write, and subsequently led to an increase in the dissemination of knowledge and ideas.

The invention of the printing press by Johannes Gutenberg in the 15th century had a profound impact on the history of writing. For the first time, books could be mass-produced, allowing for widespread distribution of written works and facilitating the spread of knowledge and ideas across borders. The printing press also played a significant role in the Reformation, as it allowed for the widespread dissemination of religious texts and ideas, ultimately leading to the fragmentation of Christianity in Europe.

As the world progressed into the digital age, new technologies have continued to shape the way we write and consume written works. The advent of the computer and the internet has made it possible for an unprecedented amount of information to be stored and shared, leading to the democratisation of knowledge and the proliferation of a variety of voices and perspectives.

In contemporary society, advancements in technology and the diminishing geographical barriers between nations, cultures, and communities have elevated the significance of writing as a highly valued skill. Not only does writing possess social, communicative, and economic advantages, but it is also a fundamental aspect of success within the realm of education. As a means of acquiring and imparting knowledge, as well as evaluating and assessing understanding and proficiency, writing is an indispensable tool.

In the context of language instruction, writing is a fundamental skill that holds a paramount position in EFL curriculum. It is crucial for mastering all subjects and for participation in various professions. For students to be academically successful and to excel in their chosen career, the ability to express oneself clearly, succinctly, and persuasively through writing is a fundamental requirement that must be met. In light of this, educators must address the pressing need to enhance their students' writing abilities. However, achieving this objective is contingent upon an understanding of the enigmatic nature of writing, its applications, design, and methods of learning and instruction.

Writing instruction has been taught using a variety of methods over time. However, the primary objective has not changed: to effectively convey ideas, exchange knowledge, convey opinions, defend claims, develop concepts, support motions, etc. in a comprehensive way. In order to accomplish the aforementioned goals, educators have used many instructional paradigms for writing instruction. The field of writing teaching has long been controlled by a number of, occasionally contradictory, dogmas. These methods reflect several ideologies that educators and students use to identify, document, evaluate, categorize, and resolve the perplexing challenges involved in composing compositions of a high caliber.

The current chapter briefly reviews the development of writing and its history prior to its imposition as the first area of study in the educational endeavor. There is also reference to the current understanding of writing skills and their approaches to instruction. This chapter further clarifies the significance of this ability and how it relates to the other language skills of speaking, listening, and reading.

1.2. History of L2 Writing

The examination of writing as a skill cannot be conducted without an understanding of how it has been addressed within various language teaching approaches and methodologies. A review of the history of the teaching profession reveals a plethora of mainstream ideologies, each of which possess a distinct methodology for analysing, describing, and identifying the nature of the writing process and its methods of learning and instruction.

As an area of scholarly inquiry, the teaching of second language writing occupies a cross-disciplinary position, merging the fields of rhetoric and language acquisition. The former focuses on identifying the characteristics of texts and the processes used by authors to create them, while the latter is concerned with the cognitive and affective factors that underlie students' progress towards mastery of a specific linguistic code.

Historically, writing was not given much attention in the early years of second language studies, largely due to the dominance of the audio-lingual approach in the mid-20th century. Additionally, the neglect of writing in second language acquisition research is rooted in the emergence of applied linguistics in the late 19th century, during which applied linguists sought to apply the findings of linguistic science, which primarily focuses on spoken language, to language teaching.

As a reaction to the thorough dominance of writing in L2 learning (ie, literary

texts in some "dead languages" as Latin), the advocates of early applied linguistics in Europe (eg. Henry Sweet, 1964) believed that phonetics must be the bedrock of both theoretical and practical language studies, and that the spoken language should precede and be superior to the written form of language. As such, writing was defined merely as an orthographic representation of speech, Matsuda, (2001)

In the US, The Educating of English to unknown dialect students was viewed as a minor need in the main portion of the twentieth hundred years. As per Matsuda (2003, referred to in Harklu, hyland, Warschaur, 2003: 151), for the most part Spanish-speaking understudies as opposed to unfamiliar students got schooling in ESL homerooms during the 1940s. This prioritization of the Spanish speakers over outsiders gave the previous a chance to be engraved with naturalistic as well as narrow minded convictions and presumptions. Due to the socio-political feature that was winning during that period, ESL instructional method was not created.

During the 1950s, writing was not a primary focus in second language acquisition studies. At this time, language teaching and learning was heavily influenced by the Grammar Translation Method, which placed emphasis on reading and text comprehension while largely neglecting writing. However, by the 1960s, the growing number of international students in higher education in the United States sparked increased interest in the study of L2 writing and pedagogy. Researchers observed significant disparities in composition skills between L1 and L2 students, leading to a renewed focus on teaching composition to SL learners (Matsuda, 2003).

The audio-lingual method, which emphasised instruction of sound structures, became widely adopted in second language teaching in the mid-1960s. This method relied heavily on techniques such as phonological awareness, analogies, mimicry drills, and imitation in ESL classes. The underlying principle of the audio-lingual method was that

writing should be taught in a progressive and advanced manner (Silva, 1997). Later on, the communicative approach emerged, which emphasised the importance of writing as a crucial aspect of language teaching, referred to as the three Ps: presentation, practice and production (A. Gaur, 1984). However, composition was still primarily seen as a means of improving students' grammatical accuracy and proficiency.

During the 1980s, a significant improvement in both organization and second language concentrates on drove SLA scientists to represent different elements than properties of the actual messages. In structure studies, the fundamental interest has moved from literary highlights to the most common way of thinking of itself. Such a shift is incited by a few philosophical and strategic ideal models exploring the method involved with creating composed talk (Reid, 2001). The idea of 'composing as an interaction's was first presented by Vivian Zamel 1976, bringing forth the cycle based approach (In the same place). The last option was considered, by numerous researchers, as the principal genuine change recorded as a hard copy. Sythesis was not generally accepted to be an extreme item, rather as a long cycle. As indicated by Zamel (1982: 56), composing was "reconceptualised as the most common way of finding meaning". Mental contemplations influence the means of the creative cycle by which the essayist is associated with recursive mental systems encapsulated in three wide stages: arranging, planning and changing.

Alongside the mental tendency, that completely won the cycle arranged approach, other socio-political contemplations arose and turned out to be generally spread during the 1990s. John (2002) brings up: "Here the emphasis is on unequivocally directed apprenticeship into talk networks that share certain understandings of the shows of sorts or expansive examples and assumptions made inside discipline-explicit composition. Another significant topic is the political and philosophical nature of L2 composing, since

issues of inconsistent circulation of force are undeniable in settings where composing is a high-stakes action (e.g., college entry and leave tests; logical distribution) (p.109).

1.3. Definition of Writing

There exists no agreement among linguists, lexicographers, and educators about the notion of writing, its nature, and use. Various descriptions arise attempting to grasp some of the characteristics, processes, and elements involved when dealing with such a complex skill. In this respect, Veigle (2002: 03) states “This is not an easy undertaking because, as researchers in writing for both first and second languages have noted, writing is used for so many various purposes by different people in different contexts that there isn't a single description that can apply to all circumstances..” For the sake of simplicity and directness, writing stands for the act of putting down graphic symbols, and translating speech into letters and words that are joined together to form sentences according to some rules and conventions. The series of sentences are known as a text that can be either short, or long.

One more portrayal of composing goes past confining the last option to the capacity of putting down realistic images; it rather extends to arrive at additional intricate parts of composing. To expound such a view, Brown (2001: 335) states that: "the view that composing is realistic images isn't substantial any longer and that it is challenged by significant subject in the field of ESL composing that of the making system out of composing." Brown (on the same page) portrays the idea of composing exemplified in composed items which:

... are in many cases the consequence of reasoning, drafting, and updating methods that require specific abilities... the compositional idea of composing has created composing instructional method that centers understudies around how to produce thoughts, how to sort out them strongly into a composed text, how to change text for more clear significance, how to alter text for proper syntax, and how to deliver an end result.

According to Neman (1995), writing is a behaviour that can be learnt and developed, with skills that can be enhanced and procedures and conventions that can be gained. Writing is defined differently depending on the methodology; some see it as a non-linear, exploratory, and generative process of idea discovery and reformulation, while others see it as a creative discovery process. In a similar vein, Brown (2001) contends that the notion that writing is limited to graphic symbols is no longer valid and is refuted by a fundamental subject in the study of ESL writing, namely the composition process. Brown continues by asserting that:

...composed items are in many cases the aftereffect of reasoning, drafting, and reexamining methods that require specific abilities ... the compositional idea of composing has created composing instructional method that centers understudies around how to produce thoughts, how to coordinate them durably into a composed text, how to reexamine text for more clear importance, how to alter text for fitting language, and how to deliver an end result, Brown (2001: 335).

To go further, writing is thought of as a substantial medium of communication, reflecting one's thoughts and beliefs. To support such a view, Spratt, Pullverness, and William (2005) argue that writing is the act of conveying appropriately a particular message to other individuals. In doing so, adequate style, well-organised ideas are required. In much simpler words, writing has a social dimension that satisfies an array of social functions. To shed light on the social nature of writing, Veigle (2002: 19) points out: "Because it is a social artifact and is done in a social context, writing is likewise social. Social norms and our past social interactions have affected what we write, how we write, and to whom we write".

The productive language skills of writing and speaking are pedagogically similar in nature, with a focus on mastering the craft through extensive practice. Al-Mutuawa and Kailani (1998) posit that achieving proficiency in writing is akin to achieving fluency in speaking, both requiring extensive practice. Additionally, Harmer (2006) contends that

teaching writing to students of English not only improves their grammar and vocabulary acquisition, but also serves as a means to foster their language learning.

. As such, writing has a tremendous impact on the academic and professional achievement. Grabowski (1996) noted down:

Composing when contrasted with talking should be visible as a more normalized framework that should be obtained through extraordinary guidance. Dominance of this standard framework is a significant essential of social and instructive investment and the upkeep of one's privileges and obligations... the way that composing is more normalized than talking considers a more significant level of approvals when individuals stray from standard (4).

To wrap things up, composing is a private and individual action; in any case, it likewise has a social aspect. Composing is a social demonstration which satisfies a bunch of open necessities. To expound more the social idea of composing, Veigle (2002: 19) brought up: "composing is likewise friendly since it is a social curio and is done in a group environment. Our message, how we compose, whom we write to are molded by friendly shows and by our set of experiences of social interaction..."

In summary, the researcher thinks that there isn't a single, widely accepted definition of writing. The aforementioned chapter discussed this talent from communicative, social, and educational angles, paying special attention to the concept of composition found in the Process and Product approaches, which form the foundation of the current study.

1.4. The Importance of Writing

This part of the chapter at hand is concerned with highlighting the importance of writing, and the objectives behind placing it as a major necessity in language teaching/learning. The educational enterprise emphasises the necessity for building a sustained writing proficiency system. The latter serves as the pillar on the basis of which the students' academic, as well as, professional careers would thrive. This is easier said than done when one accounts for the intricacies attributed to such a process. To address

this, teachers must make the objectives behind writing instructions as clear as possible to their students so that the latter will perceive why they are doing something, and how it is pertinent to their goals

While forming, capable essayists commit expanded levels of consideration and other mental assets to their composing point, their target group, their compositional goal, and their text structure. Obviously, consequently, even proficient writers regret the troublesome and complex nature of composing, and the much more prominent resistance credited to figuring out how to compose.

The colorful idea of composing ignited broad investigations on the most proficient method to translate the baffling complexities of such a cycle. Numerous specialists have sent off an interest for a smart combination of all the language-related fields to give commonsense arrangements expected to dissipate the challenges expressed before. These undertakings have created, *entom alia*, a mix of showing draws near, legitimate materials, and methodologies educators might use in their composing directions to work with the composing errands and assist understudies with arriving at excellent pieces.

The importance of writing resides in its contribution to the betterment of students' lives at both the micro as well as the macro level. At the latter's level, it facilitates the individuals' engagement and achievement in their professional careers. The expediency of mastering the skills of writing may impact our lives tremendously. Writing is an art form, but the artist's job is to produce the work of art. No competent written work of art can be fictitious, and no one's life can be impacted, without the ability to write fundamental sentences.

In relation to language learning, writing is considered as the key to the academic achievement owing to the fact that writing is far away from being a mere subject of study, but also a means by which students prove their accumulation of knowledge, and

perception of their teachers' incomes when being evaluated. Suleiman (2000) argues that Any reading and language arts program must take into account the multifaceted nature of writing in instructional practices, evaluation procedures, and language development because writing is a fundamental component of language (155).

Bell and Burnaby (1984) proposed the motion that being a skilful writer entails a mastery of the content, sentence structure, vocabulary, and the organisation of text and paragraphs as coherent stretches of discourse. The ability to go beyond the sentence level is a defining characteristic of good writers. For Brown and Hood (1989) assert that practice is an indispensable prerequisite of the writing skills. As a result, it is most desirable that teachers encourage their students to be engaged in free writing at home even if it is only for themselves.

Harmer (2006) states that writing pushes the students attention to emphasise adequate language use. As writers are provided with more thinking time, they can check dictionaries, grammar books, and various materials whenever a problem arises; this make create a room for language development (35).

The University of Missouri (2010) published an article indicating the significance of writing as follows:

- Writing develops one's ability to ask interesting questions.
- Writing increases one's capacity to elaborate a complex position to a reader.
- Writing aids others provide you with feedback.
- Writing edifies one's ideas.
- Writing equips people with communication and critical-thinking necessary in everyday life.
- Writing is an indispensable prerequisite in employment.

The importance of writing can also be captured in the latter's ability to influence the way in which people perceive and conceive the world around them, and act upon it.

Kress and Stubbs (1989) highlight this refinement of potential as follows:

Proficiency in writing opens up a number of cognitive, conceptual, social, and political spheres. Therefore, the person who is proficient in both writing and speech forms constructs in a completely different way than the person who is proficient in just speech form. (46)

As per Taylor Gordon (2009) there is no enchanted equation to use to foster the understudies' composing' capacities, rather there is an connection that emerges among four components that might be useful in working with the understudies' securing of composing. These components are: the essayist, the substance, the peruser, and the types of the language. Such contemplations ought to be comprehensively taken care of at whatever point participated during the time spent composing on the grounds that every one of which finishes the other. (2-3).

Composing, alongside different abilities, is of a most extreme significance for it contributes in working with the course of language picking up/educating. As per an article distributed on the web by Hansen (1996) named "The Significance of Good Composing Abilities", composing helps learns figure out how to frame and deliver language, how to spell, how to put forward intelligent viewpoint. Hansen, likewise, guaranteed that composing abilities can be considered as the panacea that achieves prosperous scholarly as well as expert achievement.

To summarize the significance of composing, one might contend that composing is an imperative pre-essential in concentrating regarding all matters and in all callings. Exclusively by capable composition, people can make progress in examining, while applying for work, or in any expert profession. It is by the nature of composing that an individual is judged. Great sytheses permit individuals to offer their viewpoints, their

current psychological circumstances and convey thoughts. At the end of the day, composing capably serves instructive, expert, social, and informative purposes.

1.5. Approaches to the Teaching of Writing

The field of teaching writing has undergone a significant evolution over time, with various approaches emerging to address the instruction of this skill. As such, the current study seeks to examine the various philosophies that have been proposed in the literature. Four key approaches are examined in this chapter: the Controlled to Free Method, the Product Approach, the Process Approach, and the Genre Approach. These approaches serve as the primary theoretical frameworks that inform the current investigation.

In the early 20th century, writing was considered a crucial aspect of foreign language instruction. Controlled and guided composition were used as the foundation for teaching FL writing in EFL classes. However, in the 1960s, a growing interest in the dynamics of teaching writing and the efficacy of traditional methods led to a shift in focus from sentence-level instruction to discourse-level instruction. Despite the significance of this shift in FL writing instruction, many teachers struggled to implement it in practice. To address this issue, some EFL scholars attempted to assist L1 writing teachers in adapting their methods to teaching writing in EFL classes.

Furthermore, Raimes (2010) emphasizes the significance of taking into account a number of factors when writing in a foreign language, including word choice, grammar, syntax, organization, and content. Form and content are the focal points of many EFL composition teaching strategies, some of which are borrowed from L1 writing education.

There is an array of generally agreed-upon components that require consideration regardless of the opted for paradigm of teaching FL writing. These features have been summarised in a diagram by Raimes (2010, p. 32) as follows:

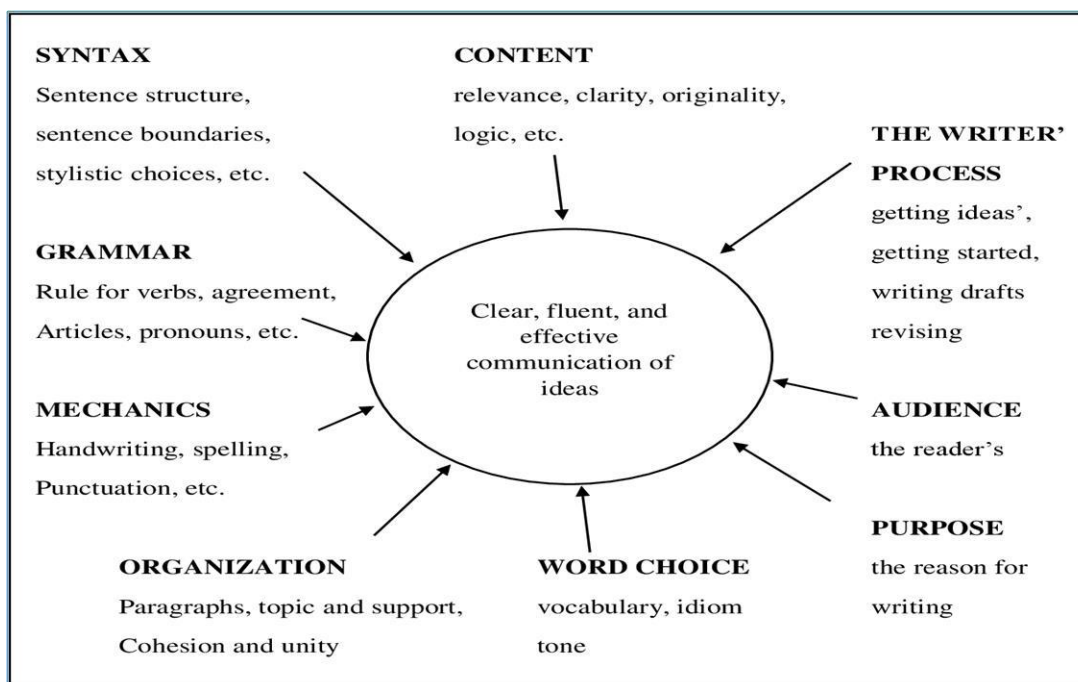


Figure 1: Raimes Diagram to Produce a Piece of Writing

1.5.1. The Controlled to Free Method

Controlled Composition, also known as Guided Composition, is based on the major doctrines of the Audio-lingual Method to language teaching. The latter places a major focus on the habit formation model of learning through imitation, repetition, drills, correctness, and absence of errors. In such a school of thought, writing was conceptualized as a mere reinforcement of oral patterns.

1.5.1.1. The Nature of the Controlled to Free Method

During that era, the commonly held dogma was that the acquisition of grammatical rules is a prerequisite of a foreign language' mastery, particularly in its oral form. This hypothesis englobed the importance of teaching grammar in the time allotted to writing. In Controlled Composition, Pincas (cited in Silva, 1990, p. 12) stresses that:

When language is used, fixed patterns are manipulated; these patterns are learned by imitation; originality in pattern manipulation or variable selection within patterns cannot occur until after pattern learning.

Writing practice takes formal correctness and accuracy into account. "Imitate and manipulate (substitutions, transformations, expansions, completions, etc.) of model passages carefully constructed and graded for vocabulary and sentence patterns" is the teaching methodology, according to Silva (1990).

In terms of its practicality, teachers provided their students with sentences or paragraphs, and required them to introduce the necessary grammatical or lexical changes. For example, students can be asked to change the present tense into the past tense within the sentence, to change the singular into plural, or to change phrases into clauses. This kind of practice helps the learners write more frequently and provides the students with an opportunity to generate correct and accurate written products that are mistake-free because they are severely controlled. Only after fulfilling this initial phase of controlled-writing may the students shift to free writing whereby the expression of their own, personal, subjective ideas is allowed. The move from controlled-to-free composition smoothly occupies the scene of writing instruction as the teacher's feedback decreases gradually from the initial task to the very last one.

"The important thing is to adjust the exercise to the class so as to strike the right balance between predictability and unpredictability," contend Abbot and Wingard (1992). "Too much unpredictability breeds confusion, and too much predictability breeds dullness." Put another way, teachers should prepare exercises with some assumptions about the replies they will receive from their students, but they should also be open to other unexpected outcomes. The controlled-to-free method's emphasis on precision over fluency is one of its most notable features. As a result, the communicative use of language was completely marginalized and the structural linguistic system dominated writing

teaching. "This approach stresses three features: grammar, syntax, and mechanics," Raimes (1983, p. 76).

1.5.1.2. Limitations of the Controlled to Free Method

In the late 1960's, the efficiency of the controlled-to-free method began to be questioned by scholars. Several disadvantages, according to Silva (1990, p. 13), were associated with the previously mentioned paradigm following four aspects:

- Writing was thought of as a matter of mechanical habit formation in which the students are required to manipulate "previously acquired conventions".
- Readership was limited to the instructor who emphasised only the "formal linguistic features", with peripheral attention to the quality of ideas and the content organisation.
- A total ignorance of the audience and the purpose of writing because of the latter's limitation to the classroom environment.
- Chiefly, composition was used as the "hand-made of the other skills"; writing was not thought of as a skill on its own, rather as a kind of "service activity".

1.5.2. The Product Oriented Approach

As the name indicates, the Product Approach emphasises the ending state and the final product of the writing process. It is rooted in the traditions of rhetoric which capitalises grammar and textuality. In terms of methodology, the approach of concern entails a profound scrutiny, analysis, classification, and identification of the students' areas of strength and weaknesses in order to facilitate the production of accurate, correct, and adequate written products. Obviously, therefore, such a paradigm is meant to foster the students' accuracy over fluency. It is to be noted that the abovementioned approach is one of the main variables of the study at hand. Purposefully, the researcher made the scrutiny of such an approach in the third chapter to better achieve the objectives of the current study.

1.5.3. The Process Oriented Approach

The Process Approach to teaching composition in a foreign language emerged as a response to the shortcomings of the traditional Product Approach. This approach, which focuses on the teaching of literature over writing, was found to be inadequate in addressing the needs and expectations of students. The limitations of the Product Approach were evident in the lack of attention given to the writing process and the emphasis on grammar and style over the development of writing abilities. The deficiencies of this approach prompted scholars to call for a shift in pedagogical practices towards the Process Approach, which prioritises the exploration and understanding of the writing process.

1.5.3.1. The Nature of the Process Approach

The Process Approach, which emerged in the early 1980s, represented a significant deviation from the traditional Product Approach. This new approach focused on the steps involved in the writing process, rather than placing emphasis on the final product. The Process Approach was informed by a wealth of research in (L1) composition, which provided proof that the act of writing involves a number of overlapping and interacting processes.

The role of the teacher in this approach is to act as a facilitator and monitor, rather than a provider of input. Writing is thus viewed as a learned skill, rather than something that is taught. This approach is grounded in the student-centered philosophy of language teaching, with the aim of unlocking the full potential of the learners.

There is no one definition that fits the Process Approach. It is thought to be a tool that makes writing assignments easier to complete, walks students through the writing process, raises their awareness, and provides space for them to practice successful writing techniques at every level of the writing process. Pre-writing, drafting, rewriting,

and editing are the four steps that students must take in order to produce the final output, according to this method of teaching writing. The writer can move back and forth between these stages without breaking the flow of his thoughts.

Another description of the Process Approach is provided by Soonpaa (2007) who argues that "The process approach focuses more on the steps involved in creating the product, including idea exploration, peer editing, rewriting, and brainstorming." (p. 18). Sun and Feng (2009), further, referred to many scholars who described the Process Approach from different perspectives. One such perspective is that of Graham Stanley, who claims that the Process Approach is a way to approach writing in general as a creative act that requires time and encouraging feedback in order to be produced effectively. According to Steel (2004), the Process Approach focuses mostly on the various in-class exercises that encourage the development of language use, such as group discussions, rewriting, and brainstorming. The foundation of the Process Approach is the idea that writing is a recursive process as opposed to a linear one.

Raimes (1983, p. 4) elaborated the notion of recursiveness by stating that:

In spite of what numerous reading material counsel, essayists don't follow a perfect grouping of arranging, putting together, composing and afterward reconsidering. For some time, an author's item the completed exposition, story, or novel- - is introduced in lines, the cycle that produces it isn't direct in any way. All things being equal, it is recursive, a repetitive interaction during which journalists move this way and that on a continuum finding examining and combining thoughts.

The concept of recursiveness, as proposed by Raimes (1983), highlights the cyclical nature of the writing process, where writers are constantly revisiting and revising their work as they compose. This recursive nature of writing is further expounded upon by Tribble (1996), who emphasizes the need for writers to adapt and make modifications to their plans and styles based on the evolving nature of their argument and audience.

Raimes' approach to teaching writing emphasizes the importance of providing guidance and instruction on the routines of proficient writers, with a particular focus on the steps of planning and rewriting. The objective of this approach is to foster the development of autonomous and competent writers, with the writing process serving as a means of both learning how to write and gaining knowledge about the topic. Ultimately, the goal is to guide students towards proficient writing outcomes.

To address the effectiveness of such an approach, some researches in Hong Kong indicated that the Process Approach is contributive in developing the students' writing abilities. By way of example, Ho (2006) asserted that it is necessary to implement such a paradigm in the primary school classrooms to build the basic foundations of writing. The Process Approach offers excellent direction and guidance throughout the entire writing process, if that is how FL writing is to be practiced (p. 3). Under the Process Approach, students receive education on how to come up with writing ideas, define goals, consider the audience, communicate effectively, and other topics. The Process Approach is a developmental process that begins with concept generation, moves on to idea expression, draft, rewrite, and organization.

1.5.3.2. Limitations of the Process Approach

Recently, the Process Approach has undergone extensive scrutiny. According to Badger and White (2000), the Process Approach embodies a singular perspective on the act of writing, positing that the processes involved are uniform regardless of the intended audience or the subject matter of the text. Atkinson (2003) contends that this approach is inadequate in addressing the cultural and social factors that exert an impact on the written word.

Johns (1995), for instance, strongly demonstrated her dissatisfaction with the results the process approach does yield. She states:

This development's accentuation on creating understudies as writers when they are not prepared to be unknown dialect essayists, in fostering understudies' voice while disregarding issues of register and cautious argumentation, in advancing the writer's motivation while limiting comprehension of job, crowd, and local area have put our different understudies in a difficult spot (p. 95).

Another critique put forth by Reid (1984) posits that the Process Approach fails to take into account considerations such as the specific requirements and demands of a given writing task, the formation of schemata in the compositional process, and the diversity of contexts inherent in a particular writing situation. Additionally, other scholars have further questioned the efficacy of the Process Approach in preparing students for involvement in writing in particular settings. In this vein, Horowitz (1986) contends that "This approach has led to an emphasis on investigating the expectations placed on students in academic and professional settings and the types of genres they need to master in order to succeed in these contexts" (p. 67).

1.5.3.3. Comparison between Product and Process Approaches

Prior to delving into other pedagogical practices that govern the instruction of writing, it is imperative to briefly survey the pertinent literature in order to identify the similarities and disparities that exist between the Process and the Product Approaches. Educators must necessarily comprehend such dichotomies in order to possess the ability to effectively implement strategies that align with the unique needs of their individual teaching contexts when instructing in foreign language writing. Certain scholars, such as McCrimmon, have distinguished between the Process and the Product Approaches, conceptualising writing as a means of acquiring knowledge as the process and writing as a means of conveying information as the product. For Murray (1992), these approaches diverge in their emphasis on internal and external revision; the former pertains to the

clarification of meaning for the writer, while the latter pertains to the clarification of meaning for the readers

Nunan (2001) posits that within the realm of the Product Approach, the instructor serves as a purveyor of models which learners then emulate, replicate, and adapt. Conversely, within the Process Approach, the emphasis is placed on the various stages involved in the composition-creation process. Ultimately, it is the widespread belief that the quality of the product is contingent upon the quality of the process that serves as the fundamental dissimilarity between these two approaches.

Soonpaa (2007) asserts that the Product Approach represents a more traditional pedagogical trend, in which students are presented with a specific model and expected to produce an identical replica. The Process Approach, however, is distinguished by its focus on the various techniques and strategies employed to facilitate the writing process, such as brainstorming, ideation, peer-editing, and revision.

In further elaboration, the Process Approach to writing is viewed as a means of enhancing students' familiarity with the linguistic features involved in planning and drafting, while placing less emphasis on formal linguistic knowledge such as grammar and text structure. Conversely, within the Product Approach, linguistic knowledge and grammar constitute the primary focus of instruction and the fundamental prerequisites for generating written discourse.

1.5.4. The Genre Approach

The Genre Approach mainly aims at raising the students' knowledge about language. The methodology of such an approach is indebted to the Russian psychologist Vygotski. The latter suggested that learners have two levels of development; one which pertains to independent performance, while the other is related to the potential performance. This lacuna between these two models is technically referred to as the Zone

of Proximal Development (ZPD). The genre-based pedagogy is an attempt to take the instruction of writing into a new territory. It is a way to empower students through bringing more meaning and relevance to their writing.

After the limitations captured in the Process Approach, researchers began to de-emphasise the use of such an approach because of its deficiency in developing the students' writing skills. A need, thus, immediately arose to come out with new instructional practices which keep the advantages of the previous approaches of FL writing, and provide solutions to the encountered dilemmas.

1.5.4.1. The Nature of the Genre Approach

In the 1980s, the Genre Approach to teaching writing garnered significant attention within the field of language instruction. As articulated by Byram (2004), the Genre Approach is a framework predicated on the examination of exemplars of specific genres. This framework seeks to impart to learners a generalised and systematic understanding of the means of producing coherent and meaningful written products. Prior to delving into a description of the Genre Approach, it is crucial to first address the concept of "genre" itself. Swales (1990) defines genre as "a class of communicative events, the members of which share some set of communicative purposes." This definition recognizes the existence of certain conventions that are germane to the writer's intended goals. For example, a personal letter typically begins with a cordial inquiry and is conveyed in a friendly tone, as it is intended to maintain and strengthen interpersonal relationships.

Swales (1990) and Martin (1984) posit that all genres involve the manipulation of various communicative purposes within specific social contexts. In other words, it is the communicative purpose that shapes the structural qualities of each genre. Consequently, when incorporating a variety of genres into a writing course, it is essential

to take into account both the communicative purposes and the structural features of each genre. These structural features, which are intrinsic to genres, encompass both organizational conventions and linguistic elements.

The concept of genre refers to the classification of texts according to their type and structure. Hammond (1992) posits that different genres require distinct knowledge and proficiency, thereby necessitating the inclusion of a diverse range of genres in the curriculum. This approach enables teachers to evaluate their students' understanding and to facilitate the acquisition of the skills specific to each genre (Hammond, 1992, p. 2).

Harwood (2005) views the genre approach as a pedagogical method that emphasises the study and production of specific genres according to student interest. Studies conducted by scholars such as Hyland (2000), Salager-Meyer (1994), and Tang and John (1998) utilizing corpus-based methodologies provide evidence for the efficacy of the genre approach in helping readers anticipate the organizational and linguistic characteristics of writing in a given genre.

The Genre Approach posits that writing is an act of reproducing a text based on the genre provided by the teacher. The process of learning is believed to occur through imitation and exploration. As such, students are systematically exposed to a variety of genres in order to develop proficiency in writing efficiently within a particular genre. Through exposure to different texts, students can gain insight into the specific configurations of a given genre, enabling them to apply their experiences when producing a new piece within that genre (Miyoun, 2006).

The utilisation of the Genre Approach in the teaching of foreign language (FL) writing is multifaceted. Hyon (1996) identifies three primary applications of the Genre Approach in the context of English for specific purposes (ESP), Australian Genre-based Educational Linguistics, and North American New Rhetoric Studies. Many ESP

researchers, such as Bhatia, Flower, and Swales, have focused on the formal discrepancies of genres in order to assist students in decoding the communicative purposes and linguistic features of texts they are expected to produce. Genres are considered by ESP scholars to be materials that learners must master in order to effectively write within them

The Genre Approach, as articulated by Halliday's functional grammar, posits that language usage is closely tied to its function in social settings. This approach to genre analysis emphasises the relationship between the specific features of language and the way in which texts of a particular genre are analysed. For instance, recipes are commonly understood to take the form of commands. The Australian Genre Theory, in contrast, is geared towards non-professional settings such as primary and secondary education, rather than universities and professional domains.

The New Rhetoric approach to genre study emphasizes the social settings in which genres are utilized along with ethnographic descriptions, whereas prior models of genre study concentrated solely on language methods for describing genres. According to Freedman and Medway (1994), genre ought to be viewed in the context of the many institutional, academic, social, and cultural elements that influence the creation of particular works of literature. This suggests that the Genre Approach needs to take into account the social action that the communication is meant to achieve in addition to the mode of communication. Therefore, in order to improve the efficacy of the Genre Approach, the New Rhetoric Approach places

The Genre Approach has been demonstrated to have various beneficial outcomes in the realm of writing instruction. By examining the social context and purpose of a given genre, students are able to gain a comprehensive understanding of the particular communicative style associated with it. Furthermore, the approach is particularly effective in fostering an integration of the formal and functional properties of language in

the teaching of writing, as it recognises the strong relationship between these two elements. This approach, as posited by Bhatia (1993), is instrumental in facilitating students' recognition of how and why linguistic conventions are utilised for specific rhetorical effects, thus allowing them to establish a background knowledge that can be applied in future learning situations.

1.5.4.2. Limitations of the Genre Approach

The Genre Approach, as articulated by Halliday's functional grammar, posits that language usage is closely tied to its function in social settings. This approach to genre analysis emphasises the relationship between the specific features of language and the way in which texts of a particular genre are analysed. For instance, recipes are commonly understood to take the form of commands. The Australian Genre Theory, in contrast, is geared towards non-professional settings such as primary and secondary education, rather than universities and professional domains.

The New Rhetoric approach to genre study emphasizes the social settings in which genres are utilized along with ethnographic descriptions, whereas prior models of genre study concentrated solely on language methods for describing genres. According to Freedman and Medway (1994), genre ought to be viewed in the context of the many institutional, academic, social, and cultural elements that influence the creation of particular works of literature. This suggests that the Genre Approach needs to take into account the social action that the communication is meant to achieve in addition to the mode of communication. Therefore, in order to improve the efficacy of the Genre Approach, the New Rhetoric Approach places

Additionally, the Genre Approach has been criticised for overlooking the necessary skills for producing original content and for fostering a dependency in learners, as it requires teachers to spend significant class time elaborating on language use for

specific purposes and audiences (Byram, 2004). As a result, learners may become passive recipients of knowledge and their creativity may be restricted (Badger & White, 2000).

1.6. Writing versus Other Skills

Any language learning's quest entails a good mastery of the four skills. This part of the chapter is dedicated to a comparison between our skill of concern and other skills. In other words, the relationship and differences between writing and speaking in addition to writing versus reading. The comparison between writing and listening was deliberately neglected since there was no sufficient information found in literature.

1.6.1. Writing versus Speaking

The process of acquiring a new language is a complex and multifaceted endeavor, with various methods and techniques that can be employed to facilitate the acquisition of linguistic proficiency. One of the most fundamental distinctions in language learning is between writing and speaking, as these two modalities of language use involve different cognitive processes and present unique challenges to the language learner.

The discrepancy between speech and written language has a long and undeniable history. Throughout the years, linguists, independent thinkers, scholars, sociologists, and philosophers have tackled the issue of writing-speech connection and have long endeavoured to dispel such a puzzling enigma. The recognised starting point of highlighting such a relationship dates back to the Greek Philosopher Aristotle. In his book "The Art of Rhetoric", Aristotle argued that writing and speech differ in terms of function and style. His work scrutinised the differences at three major levels; the precision and detailed entity found in writing, the very frequent repetition found in speech, and dichotomies posed by the availability of prosody (intonation, stress and rhythm) in speech, but not writing

In terms of cognitive processes, writing and speaking are distinct in that writing is a more reflective and deliberate form of language use, whereas speaking is more spontaneous and immediate. Writing requires the writer to carefully select and organize linguistic forms and structures, whereas speaking relies more on the ability to retrieve and produce language in real-time. As a result, writing can be more beneficial for the development of linguistic accuracy and fluency, while speaking is more conducive to the development of communicative competence..

The discipline of psychology also sheds light on the distinctions between oral and written forms of language. Vygotsky, a prominent Russian psychologist, posits that writing and speech differ in terms of syntactical structure, exactitude, and elaboration. He notes that "writing obliges us to employ a greater number of words and to use them with more precision and sufficiency" (Vygotsky, 1962, p. 99). Vygotsky's argument warrants consideration, as he argues that "writing is directed to an absent or imagined individual or to no one specifically, whereas in conversation, every utterance is instigated by a purpose, need or desire, leading to a request, question, or explanation" (Vygotsky, 1962, p. 101).

The changing impetuses of the people engaged in a given conversation govern the way turn-taking in speech takes place. The writing's motives are more abstract and intellectualised. In written language, there is the necessity of creating the situation, and then representing it to ourselves. This necessity detaches and distinguishes the created situation from the actual situation.

In the examination of the distinctions between oral and written forms of language, three primary categories of disparities are discerned. These categories include variations in the physical properties of speech and writing, their purposes, and the defining characteristics of the language utilized in each modality. In terms of differences

in physical properties, three major considerations arise. Firstly, speech conveys auditory information whereas writing conveys visual information. Secondly, speech is temporally constrained, whereas writing is permanent. Lastly, speech incorporates prosodic elements such as rhythm, stress, and intonation, which are absent in the written form of language (Gibson & Levin, 1975).

With regard to variations in usage, written language can be read aloud and spoken language can be transcribed. However, the two forms of language are not interchangeable. Certain contexts and purposes necessitate oral communication, while others necessitate written communication. To clarify, spoken language is commonly utilized in situations where the participants share the same physical location and temporal context. Speakers and listeners share a mutual non-linguistic environment. Conversely, written language is rarely used in such contexts (Snow, 1972). Additionally, speech and writing are intended to convey dissimilar types of information. In oral interactions, the speaker must take into account the listener's proficiency in the language and perspective, and speakers often adapt their language to suit their listeners (Gleason, 1973; Gelman & Shatz, 1976). Furthermore, speakers can manipulate the listener's comprehension by observing their reactions. The listener, in turn, has the ability to ask questions, request clarification, and direct the speaker in various ways. Unlike written discourse, speech allows for continuous feedback from listeners to speakers (Wilkinson, 1971).

Moreover, authors cannot compose a given text with a specific reader in mind (with the exception of letter writing). Readers are faced with the challenge of interpreting language that is intended for a general audience and not specifically directed at them, and must do so without the ability to request clarification. They must expand their knowledge of language and the world to decipher the meaning conveyed in writing. In this regard, Cazden (1972) posits that "written language represents the endpoint on the developmental

spectrum towards independence from nonlinguistic context" (p. 199). The absence of a shared context presents certain difficulties for the reader's comprehension.

In speech and writing, there are various words whose meaning is highly dependent on the context in which they are used. These are referred to as deictic terms. Rommetveit (1973) argues that all sentences have "deictic anchorage" in the context that facilitates their interpretation. For example, the following request is made without contextual information: Meet me here at noon tomorrow with a stick about this big (from Fillmore, 1971). If there is a shared speaker-listener context, the listener can rely on both linguistic and nonlinguistic information to decode these deictic terms. The reader, however, has only the linguistic context at their disposal to interpret the meaning. The deictic terms in speech and writing exert an influence on the way discourse is interpreted and may lead to confusion and communication breakdowns

Concerning the differences in the linguistic characteristics of speech and writing, some linguists believe that writing is a much more complex skill than speech, however, this dogma does not receive consensus on the part of scholars. Some language professionals and linguists, as Bullock (1975), believes that:

Oral language is similarly basically as phonetically perplexing as composed language, however the intricacy is of an alternate kind. The unavoidable contrast in the designs and utilization of discourse and composing come about on the grounds that they are delivered in altogether different open circumstances (p. 20).

In conclusion, writing and speaking are two distinct modalities of language use that present different cognitive processes and challenges to the language learner. While writing can be beneficial for the development of linguistic accuracy and fluency, speaking is more conducive to the development of communicative competence. Both writing and speaking are important for the development of a comprehensive and well-rounded proficiency in a target language, and a balance of both modalities is essential for achieving optimal language acquisition.

Therefore, it is important to quickly discuss the typical learning process for these two talents. Psychological research indicates that exposure to speech occurs spontaneously during the learning process. However, receiving specific training and lots of practice are necessary for learning how to write. Teachers can only receive, examine, and evaluate their students' growth and subject-matter competence through writing, as opposed to speaking. As a result, writing well is regarded as the fundamental component that opens doors to success in both the professional and academic spheres.

Grabowski (1996) sagaciously comments:

Composing when contrasted with talking should be visible as a more normalized framework that should be gained through extraordinary guidance. Dominance of this standard framework is a significant essential of social and instructive support and the upkeep of one's freedoms and duties...The truth that composing is more normalized than talking takes into consideration a more serious level of authorizations when individuals stray from standard (p. 4).

1.6.2. Writing versus Reading

The examination of the correlation between reading and writing is rooted in the study of first languages. During the 1980s, scholars posited that reading and writing are similar cognitive processes. For instance, Tierney and Pearson (1983) assert that to fully comprehend the connection between reading and writing, one must perceive them as parallel processes of constructing meaning.

In terms of their educational significance, writing and reading are the fundamental academic skills that, when mastered effectively, serve as the foundation for successful academic and professional endeavors. Despite their fundamental dissimilarities, with writing as a productive skill and reading as a receptive skill, the two are mutually beneficial. As noted by Stosky, they complement each other. Stosky (1983) states the important complementarity between writing and reading when he argues:

Better scholars will generally be better perusers (of their own composition as well as of other understanding material), that better journalists will generally peruse more

than less fortunate authors, and that better perusers will more often than not produce more grammatically mature composition than less fortunate perusers. (p. 9).

This implies that there is a close connection that ties reading achievement and writing proficiency in which the former leads to the latter; better writers tend to be better readers. The quote also indicates a strong correlation between writing quality and reading experience in the sense that competent writers are believed to read more frequently than poorer writers.

Hence, reading and writing are two complementary skills in which the mastery of one creates a room for improvement in the other. Reading is seen as an indispensable pre-requisite of writing and vice versa. Students' writing, thus, cannot be improved unless they are exposed to extensive reading. It is now made clear that reading and writing go hand in hand, and students cannot master the first without manipulating the second. To address this issue, Hyland (1996) argues that foreign language writing cannot be developed by merely practicing it, but also entails reinforcement by extensive reading. The latter is proved to exert a positive influence on writing at all levels of proficiency.

The reading ability, as a result, equips students with new knowledge, ideas, and information that aid them enlarge their cognitive and intellectual horizon. More deeply, reading provides learners with rhetorical and structural knowledge that facilitates improvement of style. Put differently, reading increases students' awareness and familiarisation with the conventional features of written text such as grammar, norm, organisational patterns, markers of cohesion and coherence, and so on. Celce-Murcia (2001) elaborates this point when arguing:

Reading gives pupils, if not imitation practice, at least models of what English language writings should look like. It also gives them material that raises their understanding of the prose style of the English language. (pages 224–225).

The investigation of the relationship between writing and reading has generated significant debate within various disciplines, including linguistics, psychology, and education. Historically, the teaching of writing and reading has been treated as separate and distinct skills. However, recent empirical evidence has led scholars to argue that these skills are interdependent and should be taught in conjunction with one another. Byrne (1979; cited in Ouskourt, 2008) contends that while reading may be considered a primary objective, both reading and writing should be developed in a closely collaborative manner.

To go further, the practice of writing is believed to be contributive in fostering the reading skills. For advanced learners, the ability to insightfully analyse of the composition they read cannot be acquired unless they constantly practise writing. They can rely on their acquired knowledge to capture the accurate and correct manner of understanding the expert building of writings by applying a specific language style, text structure, lexis, or content.

It has been discovered that including reading and writing in a curriculum has several advantages, particularly when teaching English to speakers of other languages. This realization first appeared in the 1960s. Scholars of the time contended that the requirement to combine these two abilities is encapsulated in the idea that the audience's preferences and expectations should guide the writing style. Thus, writing and reading are intimately connected and entirely dependent on one another. White (1978) notes down “Writing is a process that requires reading before, during, and after the act of creation. A writer who ignores the notion that he is writing for a reader faces the risk of producing an unreadable book” (p. 132).

In their Natural approach, Krashen and Terrell (1983) posited the distinction between "learning" a language and "acquiring" it. Language acquisition is characterized

by unconscious processing, whereas learning a language involves conscious monitoring of linguistic knowledge. During the initial stage of language acquisition, children do not engage in extensive imitation, but instead tend to produce their own language. This theory posits that children internalize linguistic elements that enable them to generate an infinite set of utterances, rather than simply repeating and imitating expressions they have been exposed to. This process is performed subconsciously, and is referred to as Comprehensible Input (CI). Krashen argues that the same philosophy should be applied when teaching reading and writing, where students should be exposed to the highest level of comprehensible input before they progress to the stage of producing their own written work.

In conclusion, the researcher posits that the value of learning reading and writing lies in their capacity to facilitate meaningful engagement with texts for learners. As such, scholars have argued that foreign language teachers must employ techniques that effectively integrate the concept of interaction into their instruction. The activities of writing to read and reading to write must be given paramount consideration. To achieve this, instructors must ensure that students are exposed to authentic English texts and foster an eagerness and desire to write and read in English.

1.7. Difficulties of Writing

The acquisition of writing proficiency is an essential component of success in both academic and professional contexts. The process of attaining proficiency in writing in a foreign language is a prolonged and complex endeavor that requires a holistic commitment from the individual. This includes physical, emotional, and intellectual engagement to effectively convey and receive messages.

Writing is commonly perceived as the most challenging of the language skills to acquire. As stated by Hilton and Hyder (1992, p. 7), many individuals regard writing

as a tedious and burdensome task, which they attempt to avoid. This sentiment is prevalent among both amateur and professional writers. However, foreign language students often find writing to be even more problematic and encounter a greater number of difficulties in the writing process than those who compose in their native language. This is attributed to the fact that foreign language composition necessitates abilities that may be "less well developed" (Schoonen et al., 2003, p. 166) in comparison to one's first language.

The acquisition of writing proficiency in a foreign language is a challenging and complex process that requires a holistic approach. Traditionally, writing has been viewed as the most difficult of the language skills to acquire, even for native speakers. This is due to the various difficulties that students may encounter during the writing process, which can be categorized as psychological, linguistic, and cognitive in nature.

The focus of this investigation is on the linguistic difficulties that students face when attempting to compose in a foreign language. These difficulties can include issues related to grammar, vocabulary, and syntax, as well as problems with organization, coherence, and cohesiveness. In order to address these difficulties, it is essential for teachers and scholars to critically examine and analyze the writing process, identifying and classifying the various sources of complexity. Only then can effective solutions be proposed and implemented to aid students in their pursuit of writing proficiency..

Accordingly, the linguistic elements of writing are to be highlighted more profoundly in this research. Bell and Burnaby, (1984; cited in Nunan, 1989, p. 36) highlight the cognitive and linguistic problems when they state:

Writing requires the writer to show mastery over subject, format, sentence structure, vocabulary, grammar, spelling, and letter formation. Writing is an incredibly complicated cognitive activity. Beyond the sentence, the writer needs to be able to organize and incorporate data into sentences and paragraphs that make sense.

The process of composition, as articulated by Bell and Burnaby (1984), necessitates a comprehensive understanding of various linguistic elements, including content, sentence structure, vocabulary, punctuation, spelling, and the organization of paragraphs and texts. Furthermore, Nunan (1989) posits that accomplished writers possess the capability to transcend the sentence level in their compositions.

The acquisition of writing proficiency, as opined by Brown and Hood (1989), is contingent upon consistent practice. It can be inferred that students stand to benefit greatly from frequent composition exercises, even if they are only performed for self-reflection.

To address these challenges, educators must aid their students in achieving the necessary level and skills for writing. To accomplish this, various techniques can be employed such as instructing learners on how to arrange ideas, use appropriate vocabulary, grammar, spelling, and punctuation. As noted by Spratt, Pulverness and William (2005), such methods can prove to be effective in overcoming difficulties encountered during the writing process. In this respect, Spratt, Pulverness and William (2005) state:

Botches in spelling or language structure are hard to disregard; they should be rectified. Understudies need their language missteps to be remedied. By and large, language botches are all the more effectively and immediately analyzed and afterward rectified than ones of content and association (p. 171).

Spratt, Pulverness, and William (2005), once again, argue that teaching students the writing sub-skills entails a major focus on:

- Exactness which includes spelling accurately, accentuating accurately, utilizing syntax accurately, join sentences accurately, paragraphing accurately, picking the right jargon and utilizing right designs.
- Imparting a message; by composing understudies have a remark, so they need to convey this message effectively to perusers.
- The creative cycle stages: assuming that educators empower utilizing the creative cycle in the homeroom, students will turn out to be more imaginative. (pp. 26-27).

According to Taylor (2009), there is a relationship between four factors that contribute to students' ability to write effectively rather than a magic formula to solve language barriers in writing. These components are the linguistic forms, the reader, the writer, and the content. Because each of these components completes the other, they must always be taken into consideration both harmonically and holistically when writing (pp. 2-3).

The acquisition of writing proficiency in a foreign language is a complex and challenging task. In recent years, scholars have emphasized the importance of incorporating collocation conventions, word frequencies, and discourse patterns into the teaching of FL writing as a means of improving students' writing abilities. Traditional instructional practices have primarily focused on addressing errors in grammar, vocabulary, and syntax, but recent research has expanded to include the examination to "develop competence as writers within specific academic domains" and to further enhance English for Academic Purposes (EAP) materials, academic written discourse and genre analysis are used. (Tribble, 2002, p. 131).

To overcome the difficulties associated with writing, various solutions have been proposed, including the implementation of the product approach combined with written-discourse analysis. This approach has been suggested as a means of enhancing instruction and improving students' writing abilities by providing teachers and learners with access to real-world language data. The question of how the suggested Approach can help learners overcome the linguistic, cognitive, and psychological difficulties associated with the writing process will be further explored in the coming chapters. .

Conclusion

Writing is a skill of a paramount importance. This vital and fundamental skill is used for boundless purposes and motives among which communication, documentation,

socialising, recording information, and sharing knowledge are counted for. Much of ink has been poured in research in order to provide a clear idea to teachers on how to help their students scaffold step by step their building of a successful and adequate written composition. Students must have a suitable comprehension of the numerous FL writing characteristics in order to accomplish this. For educators, this means thoughtfully creating and implementing a wide range of writing exercises and strategies that will best meet the requirements of their students as they work to produce compositions of the highest caliber.

The chapter we conclude endeavoured to scrutinise the writing skill. Purposefully, the elements that constructed this chapter are restricted to the history of writing and its development before becoming a subject of first inquiry within the educational context. It shed light on the contemporary understanding of writing and its instructional approaches. The major focus was placed on the process and the product approaches. The chapter at hand, also, referred to the importance of writing as a skill, its difficulties, and how it pertains to reading, and speaking.

Chapter Two

Written Discourse Analysis

Introduction

The central tenet of this research is premised on the belief that it is through written discourse analysis that other competencies are actualised and manifested. As such, Discourse Analysis (DA) is considered as a critical aspect of writing instruction, encompassing classroom interaction, practice, and evaluation. This chapter provides a comprehensive overview of DA and Written Discourse Analysis (WDA) framework, beginning with a foundational' concepts of discourse, context, and text.

This chapter, also, focuses on written discourse analysis, a method of examining written language in order to understand the ways in which it shapes and reflects social attitudes, values, and relationships. The aim of this chapter is to provide a comprehensive overview of the theoretical and methodological foundations of written discourse analysis, as well as to highlight its applications in a variety of academic fields, including linguistics, sociology, psychology, and communication studies.

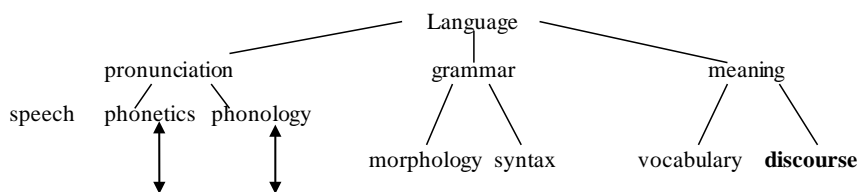
The first part begins with a discussion of the key concepts and theories that underpin written discourse analysis, followed by a presentation of the various methods used to study written language. Additionally, the chapter explores the ways in which written discourse analysis has been used to shed light on a range of social and cultural issues, from the representation of gender and power texts to the ways in which written language is used to construct ethnic identities

2. Discourse as Part of Language Structure

In the realm of linguistic analysis, the categorization of language structure presents a multifaceted endeavor. As posited by Crystal (1987), the scholarly discourse traditionally embraces the acknowledgment of three hierarchical strata: phonological intricacies, grammatical frameworks, and semantic underpinnings. Additionally, the

realm of graphical representation, encompassing both graphetics and graphology, contributes to this intricate tapestry of linguistic inquiry.

Figure 1.1. Levels of Language (Crystal, 1987, p.15)



As delineated by the illustration, the examination of discourse constitutes an integral facet within the purview of language structure investigations, with a particular emphasis on the generation of signification akin to lexical semantics, albeit through a distinct trajectory. Prior to delving into the structural delineations inherent in written discourse, it becomes imperative to elucidate the conceptual contours encapsulated within the realm of discourse analysis.

2.1. Definition of Discourse Analysis

Discourse Analysis (DA) represents a theoretical and methodological paradigm for examining language use. A fundamental aspect of engaging in DA is the initial clarification of the terms "text" and "discourse," which serve as fundamental concepts and are frequently used in an ambiguous manner. An understanding of these central concepts is imperative for effective engagement with the discourse analysis framework.

2.1.1. What is a text?

The term "text" has been subject to diverse conceptualizations within the academic discourse. Brown and Yule (1983) elucidate it as "the verbal record of a communicative act" (p. 06), while Widdowson (2007) espouses a broader perspective, deeming it as any linguistic manifestation crafted for communicative intents (p. 04). Nunan (1993) extends the ambit of textuality to encompass both oral and written

manifestations of communicative exchanges, characterizing it as a written documentation of a communicative occurrence. Halliday and Hasan (1976) expound upon the notion, defining text as "any passage, spoken or written, of whatever length, that does form a unified whole" (pp. 1-2). Cook (1989) enriches the discourse by incorporating the notion of context into his delineation, portraying text as a "stretch of language interpreted formally, without context" (p. 158). This perspective finds resonance in Schiffrin's (1994) assertion, wherein text is construed as the linguistic composition imbued with stable semantic significance, detached from contextual inferences (pp. 363-4). Thus, text emerges as a linguistic artifact subject to analysis in isolation from its contextual milieu.

What is Discourse?

The understanding of the term "discourse" has undergone a transformation over time. Initially, it was primarily associated with spoken language, as articulated by Crystal (1992), who defines it as "a prolonged stretch of spoken language beyond the confines of a single sentence" (p. 25). However, more recently, the definition has been expanded to encompass written communication as well, as espoused by Renkema (2004), who states that "discourse encompasses all forms of oral and written communication" (p. 65). Cook (1989) defines discourse as "stretches of language perceived to have meaning, coherence, and a deliberate purpose" (p. 156). However, this definition does not shed light on the criteria that render discourse meaningful and purposeful. It can thus be concluded that a stretch of language can only be considered discourse if it is part of a communicative event that interacts with its contextual surroundings.

Some scholars argue that the terms "text" and "discourse" are interchangeable, as evidenced by Chafe, who claims that "both terms may refer to a unit of language larger than the sentence, and one may refer to it as a 'discourse' or a 'text'" (cited in Widdowson,

2007, p. 86). This study, therefore, does not differentiate between the two terms. It is important to note that discourse can be both oral and written. As this study focuses solely on written language, the discussions will accordingly be centered on this modality

The concept of "discourse analysis" has been approached differently based on the theoretical stance of the analyst. Some researchers have characterised it as language beyond the sentence-level while others have defined it as language in practice. Certain scholars have taken a more specialised approach, such as viewing discourse analysis as the examination of written and oral texts within social contexts (Potter, 2004).

According to the classification proposed by Schiffrin, Tannen, and Hamilton (2001, p. 1), most definitions of discourse analysis can be divided into three main categories: the analysis of linguistic structure beyond the sentence, the examination of language in use, and the study of social practices associated with language.

One of the earliest definitions of discourse analysis comes from the formalist or structuralist perspective and refers to the description of language beyond the clause or sentence. This definition can be traced back to Z. Harris, who was the first linguist to coin the term. He saw discourse analysis as the next stage in a hierarchy of linguistic units, such as morphemes, clauses, and sentences. This definition does not disregard the importance of smaller linguistic units, but rather acknowledges that discourse is composed of words, phrases, and sentences, which are combined to create larger discourse structures.

The examination of talk is fundamentally, the examination of language being used. As such it can't be limited to the depiction of phonetic structures free of the reasons or works which are intended to serve in human undertakings.

The third meaning of talk examination alludes to the investigation of language as a type of social practice.

The term 'talk' can be figured out in rather an alternate manner. The implications that individuals make are obliged by the language they know as well as by

the gathering or local area they have a place with. Implications are socio-social developments of the real world: they present specific accepts and esteems that characterize perspectives about the world. The investigation of talk for this situation would concentrate [...] on how they (implications) are socially built so that communicating them is really a sort of friendly practice..

It can be posited that language and society are interdependent and cannot be considered in isolation from one another. In accordance with the objectives of the current study, the definition of discourse analysis that is strictly adhered to is the first one, which takes a linguistics-oriented perspective. This definition primarily concentrates on the internal composition of texts

The following is a comparison between the interpretations of the words “Text and Discourse” provided by Crystal, D. (2003).

Table 1: Comparison of "Text" and "Discourse"

Concept	Text	Discourse
Definition	A written or spoken piece of information	A connected series of linguistic utterances that form a coherent whole and are used to convey information or convey a message
Linguistic Units	Words, phrases, sentences, paragraphs, chapters	Discourse segments, discourseacts, discourse intentions, discourse events
Focus	Words and their meanings, sentence structures	Relationships between linguistic utterances and their contribution to the overall message or purpose of the discourse
Analysis	Grammar, syntax, vocabulary	Coherence, purpose, audience, context, intended meaning, pragmatic functions
Example	A novel, a news article, a poem	A conversation, a speech, a news broadcast, a legal argument

2.2. Discourse Structure

The underlying structure of written texts is known as discourse structure. This concept is difficult to precisely define as it has been subjected to various perspectives, theories, and levels. Nonetheless, it broadly refers to the organisation of language beyond the sentence level, serving as the framework utilised by the author to present meaning in a logical and cohesive manner. Jiang (2012) alludes to this concept as the arrangement utilised by the author to impart meaning in a structured and coherent manner.

Additionally, He considers discourse structure synonymous with coherence, defining the latter as the logical arrangement of discourse elements in a text. As such, a written discourse can only be considered structured if it is perfect.

For the purpose of this study, discourse structure and text structure are considered synonymous concepts. Both refer to the arrangement and interconnectedness of meaning within a text, and can be used interchangeably.

2.3. Written Discourse Analysis

Written discourse analysis is a field of inquiry that has garnered increasing attention in recent decades, due both to its growing prominence in a range of academic disciplines and to the recognition of its potential to offer insights into the nature of written language and its role in shaping social attitudes, values, and relationships. At its core, written discourse analysis is concerned with the study of written language as a site of meaning-making, and it seeks to understand how written discourse is used to construct and negotiate identities, values, and beliefs

The definition of written discourse analysis varies depending on the approach taken by the researcher. Some researchers define written discourse analysis as a systematic examination of the linguistic features of written texts, such as grammar, vocabulary, and sentence structure. Others define it as an analysis of the social and cultural practices that are reflected in written texts, such as power relations, ideology, and identity.

To go further, WDA is a methodology in applied phonetics which is recognized from the more extensive domain of talk examination. Some scholars characterize WDA as " methodical examinations of the semantic elements and examples happening in composed texts| As Conner they put, forward WDA includes assessment of different degrees of language ... which cooperate with a message [including] ... the intrasentential

design, the intersentential structure, and the talk structure. Specialists believe that WDA as a second methodology that searches for request and normalities in language, like etymology yet it additionally worried about —how to get things done with words, to accomplish, impacts, and discuss effectively with individuals specifically contexts|| as opposed to —being worried about the standards of language as a disengaged object...

Since "talk examination is carried out in a boundless and heterogeneous disciplines it has different implications. A presence of mind meaning of Talk is language unit over the sentence' Chomsky (1965) has seen that the sentences individuals produce are not restricted. In any case, hanging syntactically right sentences together doesn't be guaranteed to create talk. Along comparable lines, linguists set forward the case that it is misdirecting to characterize composed talk regarding a sentence or an expression, as language components when they are assembled being used comprise talk. Talk in this regard is respected from a limited degree of language that is semantic and syntactic level. In such a manner, the term text is broadly utilized in the writing rather than talk to suggest a phonetic or a printed record.

Halliday and Hassan (1976) are noticeable in the writing on the idea surface; "composed talk is best viewed as a SEMANTIC unit" (p. 2). Furthermore, they separate the term text from talk as a cycle and item, having the conventional perspective that talk alludes to the course of spoken collaboration. Similarly, others give unique Versus substantial perspectives: One can see talk as a theoretical idea in that it is a sort of friendly peculiarities. In its substantial sense, talk is spoken, composed or a particular kind of language use, like political talk, strict talk and the equivalent. As of late, talk has taken a general sense including composed or spoken creations.

A point by point definition, which is specific to the field of DA as opposed to message etymology, is given by Beaugrande and Dressler (1981). As needs be, composed

talk is a 'communicative occasion' in which the accompanying seven standards should be fulfilled: -

- cohesion: syntactic connection between sentences;
- coherence: the mental association of the text;
- Deliberateness the reason for language delivered;
- Worthiness the importance of the message to the crowd;
- Usefulness the amount and the nature of new data;
- Situationality-the conditions in which a given message is delivered or seen;

and

- Intertextuality-the connection between the text and the world external it.

The expressed definition goes past the etymological angle. These standards include twofold classes of conditions: text-interior ones like attachment and intelligibility, and text-outer circumstances that include extra-etymological setting. One of the translations of composed talk that consents to the main worldview is etymological units are chosen to satisfy specific capabilities. In the most natural sounding way for Schiffrin (1994) "composed talk is the propositional implications that are etymologically acknowledged in linguistically determinable units"(P. 363).

Composed talk is a structure capability couple yet it is seriously fulfilling, as indicated by them, to characterize talk as "an occasion of composed language that has a describable inward relationship of structure and importance (e.g., word, structures, union) that relates intelligently to an outside informative capability or reason and a given crowd"

2.3.1. Types of Written Discourse

As there is no obvious meaning of talk, grouping its types is difficult. Contingent upon formal components, like the mechanism of talk gathering and the resulting creation of expected reaction, etymologists, like Cook (1990) recognize two sorts of talk which

are significantly unique: composed and spoken modes. Contingent upon the quantity of language client, talk could be arranged into discourse and speech. One more division in light of the reasons for language use, talk would be value-based language nature.

One of the categorisations related more to WD is known as the Organon model. Three sorts of talk are grouped relying upon the part of the language underlined: a) Educational kind of talk is the point at which the essayist passes information in connection on to the unique situation; b) story type is the point at which the emphasis is somewhat on communicating; and c) pugnacious is the point at which it involves supporting or dismissing a specific view.

2.3.2. The Historical Background to WDA

The beginning of talk construction can be followed back to the structuralist presumptions of the nineteenth 100 years. The expression "structuralism" was generally utilized inside the discipline of semantics to portray a methodology that broke down and depicted the design of language, instead of its relative and authentic perspectives (Matthews, 2001). The worldview of structuralism was initial laid out as a particular talk through crafted by Ferdinand de Saussure, who is viewed as the dad of primary phonetics (Paker, 2011; Lasnik and Lohndal, 2013). De Saussure was not worried about the verifiable investigation of language connections yet rather with the fundamental arrangement of language, looking at the connections between its components in the present (a synchronic model). He accepted that language was built through the connection among signs and their referents (Paker, 2011).

Disciples of early structuralism underlined the meaning of the interrelations between the components that make up a semantic framework, as opposed to zeroing in on the substance of the text. Structuralism investigated and investigated the hidden designs of the language framework that make the substance conceivable. Chomsky

embraced De Saussure's structuralist suppositions and fostered a thorough hypothesis of generative language to represent the significance and rightness of a sentence. Generative syntax was viewed as one of the predominant hypothetical models for dissecting text and composed correspondence since it gave a bunch of decides that aided in the importance construction of texts (Lasnik&Lohndal, 2013)

Quick forward to the nineteenth hundred years, Kaplan and Grabe (2002) declare that the field of Composed Talk Examination (WDA) is a generally ongoing discipline that arose in the mid 1970s and has grown fundamentally throughout recent years. It is critical to consider the historical backdrop of talk examination to grasp the idea of WDA research. Talk examination was not an independent area of study, yet rather a discipline that developed from different fields, including semantics, human science, brain research, and humanities, which zeroed in on looking at language being used (McCarthy, 1994).

Despite its origin as a tool to study through language, rather than language itself, the object of study in discourse analysis was the mind, society, culture, computers, media, and literary works (Cook, 1989). These efforts have contributed valuable insights to discourse analysis, resulting in a complex and interdisciplinary nature of the discipline. WDA can be approached from multiple perspectives, including as a text, genre, professional practice, or social practice. This essay aims to examine the development and progression of WDA over the past 50 years

2.3.2.1. Superficial Analysis Phase

Van Dijk (1983) posits that the genesis of Written Discourse Analysis (WDA) can be retraced to the ancient studies of classical rhetoric spanning over two millennia. Whereas grammatica, now denoted as linguistics, concerned itself with the prescriptiveness and propriety of language usage, the domain of rhetoric delved into the art of constructing oratory in political and juridical domains. It scrutinized elements such

as strategic planning, organizational schematics, and specific techniques employed to achieve persuasive

Presently, the principal realms of inquiry within WDA encompass contemporary stylistics, structural examination of discourse, and the exploration of cognitive and socio-psychological determinants influencing memory structuring and attitude modulation in communicative milieus.

Nevertheless, the classical tradition of rhetoric waned with the ascendancy of Structuralism during the Middle Ages and the subsequent seventeenth and eighteenth centuries in France. Structuralism, rooted in early structural principles like morphology and phonology, centered its attention on the fixed thematic functions inherent in narratives. Concurrently, in Russia, there arose an interdisciplinary amalgamation of humanities and social sciences known as Russian Formalism, embracing disciplines such as anthropology, poetics, and linguistics. Despite the decline of classical rhetoric, its enduring influence continues to reverberate within the domain of WDA.

Remarkably, the conceptualization of "Discourse Analysis" owes its genesis to the seminal work of linguist Zellig Harris in 1952. In his scholarly endeavor, Harris meticulously investigated the distributional patterns of linguistic constituents within extended textual compositions, particularly scrutinizing inter-sentential connections. Harris delineated two pivotal avenues for scholarly exploration: expanding the purview of descriptive linguistics beyond isolated sentences and probing the intricate interplay between language and cultural contexts. This pioneering publication by Harris is widely regarded as the bedrock of Discourse Analysis, catalyzing a burgeoning wave of interdisciplinary inquiry throughout the 1960s and 1970s.

In 1964, the French structuralist discourse analysis made significant strides with the publication in the journal *Communication*, featuring Metz's examination of film analysis and Barthes' critique of advertising imagery rhetoric. Subsequently, Barthes introduced semiotics as a novel disciplinary framework through his seminal work "Semiology". This epochal period also witnessed another issue of *Communication* dedicated to the structural analysis of narrative, drawing contributions from scholars inclined towards textual analysis.

Concomitant with the momentum instigated by Harris's seminal work, the 1960s and 1970s witnessed the ascendancy of semiotics and the French structuralist paradigm, captivating researchers intrigued by cultural practices, narrative discourse, and variational studies.

Meanwhile, across the Atlantic in 1964, ethnographic inquiries delved into the language and societal dynamics of Native American communities conducted by Cook (1989). Hymes, in his groundbreaking publication "Language in Culture and Society", undertook an incisive examination of speech within its socio-cultural milieu, advancing a sociological framework for discourse analysis (McCarthy, 1991). Despite the incipient usage of terms like "text" or "discourse", Hymes' seminal work established foundational constructs such as speech forms, communication modalities, and communicative events, thereby fostering the tradition of scrutinizing intercultural norms governing verbal interactions (spoken DA), notably encapsulated within the ethnography of speaking (Dijk, 1985).

During the 1960s, Chomsky's groundbreaking Generative Grammar framework instigated a paradigmatic shift across various disciplinary boundaries. Concurrently, Pike introduced a tagmemic approach to language analysis, with his narrative scrutiny closely aligned with the tenets of Discourse Analysis (DA). Harris's advocacy for linguistic

discourse analysis engendered a novel generative-transformational approach to the grammatical analysis of discourse (ibid).

In Britain, Halliday (1961) spearheaded the development of a functional systematic approach to written discourse, emphasizing thematic organization and sentence cohesion. Halliday emerged as a prominent figure within the Prague school and the broader British linguistic milieu, which grounded its methodology on structural-linguistic principles, focusing on isolated linguistic units and formulating rules for coherent discourse delineation (McCarthy, 1991).

The functional perspective espoused by Halliday made substantial inroads into the realm of discourse analysis. Early iterations of Written Discourse Analysis (WDA) concentrated on language variation analysis, with a specific emphasis on categorizing statistically significant lexico-grammatical features across diverse discourse types. For instance, Barber (1962) discerned grammatical attributes within scientific texts, while Swales sought to identify nominalizations in legislative discourse .

The nascent stages of written discourse analysis can be delineated by a threefold approach: firstly, systematic discourse analysis exhibited a descriptive and structural orientation, primarily within the realms of linguistics and anthropology; secondly, analysis was restricted to a select repertoire of prevalent and indigenous text genres; and thirdly, functional analysis of sentences, discourse, and text linguistics were integral components of the generative-transformational grammar paradigm. Despite its inherent limitations, these early endeavors exerted a profound influence on the evolution of DA and allied language studies during the 1970s. This epoch marked the burgeoning attention garnered by DA across disparate disciplines.

2.4. The Emergence of Written Discourse Analysis as a New Discipline

The criticism directed towards Transformational-Grammar for its lack of contextualisation and superficiality resulted in the solidification of sociolinguistics in the late 1960s. The 1970s saw the establishment of systematic discourse analysis as a standalone field of research, with increased attention being given to language variation within sociocultural contexts and the analysis of monographs.

The development of pragmatics, as a result of philosophical works by Austin (1962). Unlike sociolinguists who focused on linguistic variation within social contexts, pragmatics explored the correlation between forms and actions, providing a new dimension to discourse analysis referred to as pragmatics.

Subsequently, a cadre of scholars undertook the analysis of lexico-grammatical features within specific discursive contexts to elucidate their functional import. For instance, Swales (1974) delved into the functional significance of English participles within Chemistry texts, while Dubois (1982) scrutinized the discourse value of noun phrases in biomedical journal articles. While these examinations of functional structures proved pivotal to the advancement of WDA, scant attention was directed towards patterns of functional variation at the macro-level, such as schematic structure) or information structure. The insights gleaned from such analyses could be extrapolated to delineate broader rhetorical patterns, thus facilitating the identification of macrostructures within specific discourses (ibid).

Furthermore, the imperative to transcend superficial and contextually disengaged analyses spurred the emergence of Text Grammar (TG) in Germany and other European spheres. This paradigmatic shift entailed a transition from clause-level units to a focus on rhetorical structure. Text and its attributes were construed as an interconnected

succession of sentences examined from an integrated standpoint. Foundational contributions in this domain emanate from the works of Halliday and Hassan (1976).

The field of Discourse Analysis (DA) drew upon several ideas and concepts from the discipline of psychology. In the early 1970s, with the advent of experimental research on cognitive processes and the emergence of information processing theories, the field witnessed a shift from the previously dominant behaviorist tradition. The study of semantic memory and the representation of knowledge was of great interest to scholars like Carroll and Freedman. One of the earliest attempts at integrating psychology and DA was seen in the works of Kintsch, Bower and Rumelhart (Van Dijk, 1983).

The notion of schemata became widely popular in the field, with scholars like Cook (1985) defining the term as prior knowledge that enables individuals to understand the meaning of words in a text. In the context of language learning, shared prior knowledge is activated through keywords in a given context to aid in the interpretation of the message (McCarthy, 1990).

Sociolinguistics, on the other hand, placed an emphasis on the analysis of everyday social interactions in small communities. The study of natural, spontaneous language use, as well as the examination of monolingual discourse genres like stories, texts, and myths, was widely explored. In addition, there was a shift towards the analysis of dialogue within institutionalized contexts.

During the 1980s, research at the University of Birmingham focused primarily on the analysis of spoken texts, largely due to the limited methodology for WDA compared to talk analysis. To address this, Coulthard collected published research articles and presented a set of consistent approaches for investigating the structure and nature of WD. These articles shared several common assumptions, which are detailed in his work

The study of texts in discourse analysis (DA) is characterized by a systematic perspective on language and an awareness of the purpose and process of text creation. According to Coulthard (1994), the meaning of a text is partial and open to interpretation because one text has multiple possible textualizations.

The examination of patterns in text organization and discourse has become a focal point for researchers, leading to the identification of macro-structures, such as the problem-solution pattern (Hoey, 1983) and rhetorical structure (Swales, 1990). The development of Genre Theory (GT) further refined the field of DA by exploring how members of a discourse community use and process discourse. The evolution of three schools of GT (the American School, the Sydney School, and the British ESP School) has helped to clarify why genres are constructed in the way they are.

In recent years, the examination of the context in which discourse occurs has become an increasingly important aspect of DA. This includes both external aspects of context, such as the wider social factors (as in Critical Discourse Analysis), and a dynamic and evolving conceptualisation of discourse. Interdisciplinary approaches, including speech act theory and conversational maxims (Grice, 1975) have contributed to the enrichment of the field, leading to a multi-disciplinary approach to DA, as suggested by Coulthard (1994).

The following table is a general overview of the key developments and researchers in the field of written discourse analysis

Table 2: A general overview of the key developments and researchers in the field of written discourse analysis

Era	Key Developments	Key Researchers/Theorists
1950s-1960s	Linguistics becomes a dominant force in discourse analysis and the study of language structure.	Noam Chomsky, Roman Jakobson, Morris Halle
1970s	A shift towards pragmatics and a greater focus on the role of context in language use.	Herb Clark, Erving Goffman, Dell Hymes

Era	Key Developments	Key Researchers/Theorists
1980s	Emergence of Discourse Analysis as a distinct field of study.	Michel Foucault, Roland Barthes, Jacques Derrida
1990s	The rise of critical discourse analysis, which explores the ways in which power and ideology shape discourse.	Norman Fairclough, Teun A. van Dijk, Ruth Wodak
2000s	Advancements in computational methods and the growth of corpus linguistics.	John Sinclair, Michael Stubbs, Douglas Biber
2010s	A growing interest in the intersections between discourse analysis, cognitive psychology, and neuroscience.	Deborah Tannen, Deborah Schiffrin, Emanuel Schegloff

2.5. Written discourse analysis and the context

In the realm of discourse analysis, the concept of context is paramount in providing a comprehensive and in-depth understanding of written discourse. The notion of context encompasses a wide range of elements that serve to contextualise and provide a backdrop to written discourse. Contextual information, in its most basic form, refers to the situational, cultural, linguistic and historical aspects that shape and inform discourse.

Contextual information has been acknowledged as a critical aspect in the interpretation of written discourse, as it can shape and influence the way in which the text is perceived and comprehended by the reader (van Dijk, 1993). According to the sociocognitive approach, context is perceived as a crucial factor in the process of discourse interpretation, as it provides a crucial backdrop that sets the stage for understanding the intentions and meanings behind written discourse (van Dijk, 1980). Furthermore, contextual information also plays a crucial role in establishing the relationship between the writer and the reader, and can serve as a mediator between the two, in the sense that it shapes the way in which the message is received (van Dijk, 1993).

The role of context in shaping the meaning of written discourse has been the subject of much research, with various theories being put forth to explain the relationship between context and discourse. One such theory is the Speech Act theory, which posits

that context is a critical component of the process of discourse interpretation, as it provides the basis for understanding the communicative intentions of the speaker (Searle, 1969). Another theory is the relevance theory, which views context as being a critical component in the process of inferential reasoning and the process of comprehending written discourse (Sperber & Wilson, 1986).

The consideration of context as an integral component of language was initially neglected by Chomskian generative grammar but was later introduced by Harris' publication of "Discourse Analysis" in 1952, and further developed in Hymes' work in sociolinguistics. Context is now widely regarded as the environment in which linguistic productions take place, encompassing the various social and communicative characteristics that may systematically impact the text or talk..

Different accounts of the nature of these extra-linguistic components have been proposed. Fairth (1957) suggested that the context of the situation is determined by its correlation to language events, taking into account the characteristics of participants, their verbal and nonverbal actions, and relevant objects. However, Widdowson (2004) rejected this approach, claiming that it lacked clarity in the code-context relationship and failed to reconcile the opposition between language as an abstract system and context as a concrete component of communicative acts.

In consonance with Hymes' taxonomy of contextual elements, Widdowson discerned a distinction between the terms "setting" and "scene". Widdowson conceptualized the context as a schema comprising components intrinsic to speech acts. He delineated the setting as encompassing the temporal, spatial, and physical parameters surrounding the speech act, whereas the scene denoted the psychological or cultural connotation attributed to the occasion.

Halliday and Hasan, on the other hand, provided a consistent analysis of the context of the situation by categorising it into three components: field, tone, and mode. The context plays a crucial role in discourse analysis, serving as a key factor in determining the interpretation of the text-context relationship. Misinterpretation can occur when the connection between the discourse and context is not established, and both context and text are considered essential sources for identifying the communicative content.

In conclusion, written discourse analysis setting cannot be overstated, as it plays a crucial role in shaping the meaning of discourse. Contextual information provides a critical backdrop against which written discourse is evaluated and understood, and can serve as a mediator between the writer and the reader. As such, the study of context is of paramount importance in the field of discourse analysis, and should be a critical component in any study of written discourse.

2.6. Approaches to Written Discourse Analysis

Written discourse analysis is a field of inquiry that has garnered increasing attention in recent decades, due both to its growing prominence in a range of academic disciplines and to the recognition of its potential to offer insights into the nature of written language and its role in shaping social attitudes, values, and relationships. At its core, written discourse analysis is concerned with the study of written language as a site of meaning-making, and it seeks to understand how written discourse is used to construct and negotiate identities, values, and beliefs

There are a number of different approaches to written discourse analysis, each of which brings its own set of theoretical and methodological tools to bear on the study of written language. Some of the most prominent approaches include critical discourse analysis, sociolinguistic discourse analysis, and psychological discourse analysis.

Critical discourse analysis (CDA) is perhaps the most well-known and widely used approach to written discourse analysis. It is an interdisciplinary field that draws on a range of disciplines, including linguistics, sociology, psychology, and communication studies, to analyse the ways in which language is used to reinforce or challenge existing power structures. CDA focuses on the ways in which written discourse is used to construct and maintain social inequalities, and it seeks to understand how written discourse is used to create and sustain relationships of power and control.

Sociolinguistic discourse analysis (SLDA) is another approach to written discourse analysis that takes a similar interdisciplinary approach, but focuses specifically on the ways in which written discourse reflects and constructs social attitudes, values, and relationships. SLDA seeks to understand the ways in which written discourse is shaped by social, cultural, and historical contexts, and it examines the ways in which written discourse is used to construct and maintain social identities and relationships.

Finally, psychological discourse analysis (PDA) is an approach that draws on the field of psychology to examine the ways in which written discourse is used to shape and reflect individual and collective attitudes, values, and beliefs. PDA is concerned with the ways in which written discourse is used to shape our perceptions of reality and to influence our emotional and cognitive responses, and it seeks to understand the psychological mechanisms underlying the production and interpretation of written language.

In the realm of language apprenticeship, and within the purview of the primary definition of discourse structure pertinent to this study, diverse interpretations of the concept abound, contingent upon the specific methodological approaches that have scrutinized discourse structure from various delimited perspectives. These approaches

can be broadly classified into two overarching categories: the informational and the intentional perspectives.

The informational perspective, as expounded by the authors, delineates discourse structure through the analysis of semantic linkages that interconnect the diverse segments of discourse. Implicit within this framework is the conception of discourse structure as an intrinsic facet of the text's conceptual framework. Noteworthy theories subscribing to this paradigm include the Rhetorical Structure Theory, Discourse Representation Theory, and Segmented Discourse Representation Theory.

Moreover, a subset of the informational approach posits a parallelism between discourse structure and semantics with sentence structure and semantics. In alignment with this viewpoint, discourse structure is perceived as akin to syntax, where coherence is engendered through the construction of grammatically sound sentences. A salient theory within this framework is the Linguistic Discourse Model. It is imperative to underscore that informational theories are rooted in the analysis of the linguistic content—be it semantic or syntactic—of discourse.

Conversely, intentional theories of discourse., accord primacy to the objectives and intentions of the speaker or writer as the bedrock for discourse coherence. Within this paradigm, discourse segmentation is predicated upon the speaker or writer's intended purpose for a specific segment of their discourse.

2.6.1. The Rhetorical Structure Theory

The Rhetorical Structure Theory (RST) is a cognitively-oriented linguistic framework that is widely adopted to analyse and describe the structures of written and spoken discourse. Developed by Mann and Thompson in the late 1970s, RST provides a descriptive model that accounts for the relationships between sentences in a discourse and the intention of the writer or speaker. The theory posits that discourse is comprised of a

hierarchy of rhetorical relations, which can be expressed through a nucleus-satellite framework.

The nucleus of a discourse is considered to be the most essential element in the text, representing information that is critical to the writer's intention. On the other hand, satellites are considered complementary to the nucleus and provide additional information that contributes to the comprehension of the nucleus. The nucleus-satellite framework allows for a nuanced analysis of the relationships between the elements in a discourse and provides insight into the communicative goals of the writer.

RST is predicated on the notion that the recognition of rhetorical relations in a text is a function of the interpretive capacities of the reader. The theory has been widely adopted in various fields of study, including linguistics, computer science, education, and communication, among others. In linguistics, RST is applied to the analysis of written discourse, providing a comprehensive framework for the examination of textual coherence and the relationships between sentences.

In the field of computer science, RST has been used to develop natural language processing algorithms, where the theory is applied to the analysis of written text to improve text summarisation, information retrieval, and machine translation. In education, RST is applied to the analysis of written language in educational contexts, such as teacher-student interaction and classroom discourse, and has been found to be a useful tool for understanding the communicative goals of teachers and students.

RST is a highly influential and widely adopted linguistic framework that provides a descriptive model for the analysis of written discourse. By analysing the relationships between the elements in a discourse, RST offers insights into the communicative goals of the writer or speaker and provides a comprehensive framework for the examination of textual coherence. The application of RST extends far beyond

linguistics, and its impact can be seen in fields such as computer science, education, and communication, among others.

Mann and Thompson (1988, p. 243) express that:

Logical construction hypothesis is a graphic hypothesis of significant parts of the association of regular text. It is a phonetically helpful strategy for depicting regular messages, portraying their construction principally concerning relations that hold between part of the message.

A bunch of logical relations are said to overwhelm in many texts; nonetheless, the entryway is open for different relations required by the creator. Two instances of logical relations grouped by Mann and Thompson (1987; referred to in Ping, 2004, p. 89) are as per the following:

1. Background: the satellite data empowers the peruser to fathom the core.
 - a. The disposal of mass neediness is important to supply the inspiration for ripeness control in immature nations (satellite)
 - b. Different nations ought to aid this interaction (core)
2. Cause: the satellite depicts what is going on that brought about the circumstance introduced in the core.
 - a. The US produce more wheat than required for interior utilization (satellite)
 - b. To that end they trade the excess (core) (Dirven & Verspoor, 2004, p. 195).

2.6.2. Segmented Discourse Representation Theory

The concept of SDRT originated in the field of computational linguistics and was first introduced by Asher and Lascarides in the 1990s. Since its inception, SDRT has gained significant recognition as a comprehensive model of discourse structure and has been widely applied in various areas of linguistic research.

SDRT has its roots in dynamic semantics, a branch of linguistic semantics that takes into consideration the changes in context that occur during discourse. SDRT extends dynamic semantics by incorporating rhetorical relations, which describe the relationships between sentences in discourse. These relations, such as elaboration, justification, contrast, and sequence, hold between sentences and provide information about the way in which the sentences are related to one another semantically.

The central notion of SDRT is the CCP, which describes the relationship between the current context and the context that is established after a new sentence has been added to the discourse. The CCP is a function that maps the current context to the next context, and it is computed based on the rhetorical relation that holds between the current sentence and the next sentence. The CCP provides a dynamic representation of discourse structure, capturing the way in which the discourse evolves over time.

SDRT is a highly sophisticated and nuanced theory of discourse structure that offers a powerful means of analyzing discourse in a manner that takes into consideration both the semantic content of discourse and the relationships between sentences. Its contributions to the fields of computational linguistics, natural language processing, and linguistic semantics have been substantial, and it is a model that is worthy of further exploration and research.

2.6.3. Discourse Representation Theory

Discourse Representation Theory (DRT) stands as a seminal framework within the domain of discourse analysis, garnering considerable attention and scrutiny from linguists and philosophers alike. At its essence, DRT represents a semantic paradigm that aspires to extend model-theoretic semantics, thereby accommodating the analysis of sequential utterances and furnishing a theoretical underpinning for the examination of context-dependent linguistic expressions, particularly anaphoric dependencies transcending sentence demarcations.

DRT defines meaning as a function belonging to a pre-existing context, which is established prior to the occurrence of a particular sentence in text (Geis, 1995). This approach offers a novel and dynamic perspective on meaning, as it shifts the focus from the content of discourse as a set of models to a relation between contexts referred to as “the context change potential” (CCP). This dynamic interpretation of discourse has

proven to be a valuable tool in the analysis of linguistic expressions and has provided important insights into the workings of natural language communication.

DRT has been widely adopted as a theoretical framework in the field of computational linguistics and has been applied to a broad range of discourse-related tasks such as text summarisation, machine translation, and question answering. In addition, DRT has proven to be a powerful tool for the study of conversational discourse and has provided valuable insights into the pragmatic aspects of language use, particularly with regards to reference and coreference resolution.

Despite its usefulness, DRT has not been without its critics. Some have questioned the adequacy of DRT's semantic representation, particularly with regards to the interpretation of abstract concepts and entities. Others have criticised DRT's reliance on formal methods and its disregard for the role of context in the interpretation of discourse. Despite these critiques, DRT remains a valuable and influential contribution to the study of discourse, and its continued development promises to provide new insights into the nature of natural language communication.

In a nutshell, Discourse Representation Theory is a seminal framework in the field of discourse analysis that has provided valuable insights into the workings of natural language communication. Its dynamic interpretation of discourse and its focus on the context-dependent aspects of language have proven to be a valuable tool in the study of conversational discourse and have informed a wide range of discourse-related tasks in computational linguistics. Despite its criticisms, DRT remains a valuable and influential contribution to the study of discourse and its continued development promises to provide new insights into the nature of language use.

2.6.4. The Linguistic Discourse Model Theory

The field of discourse analysis has long been a subject of scholarly interest and has seen a proliferation of theoretical models over the years. One such theory that has made a significant impact in the study of discourse is the Linguistic Discourse Model (LDM). This theory, proposed by Polanyi in 1988, offers a formal framework for the analysis of both syntactic and semantic structures in discourse.

At its core, the LDM posits that discourse can be analysed as a series of constituent units of varying levels of complexity. According to this theory, the units at the lower levels, such as clauses and discourse operators (such as assigners, connectives, and discourse markers), are relatively related to syntax. In contrast, the units at the higher levels, such as interactions, speech events, and stories, are more closely tied to conversational analysis.

This theory stands out in the field of discourse analysis by emphasising the importance of syntax in the analysis of discourse. While other models, such as the Rhetorical Structure Theory and Discourse Representation Theory, have focused more on the semantic aspects of discourse, the LDM highlights the role of syntax in the construction and understanding of discourse. This emphasis on syntax is what makes the LDM particularly useful in the study of language teaching, as it provides a comprehensive framework for analysing the structure of language in a way that can be applied in the classroom.

The Linguistic Discourse Model is a seminal contribution to the field of discourse analysis, offering a unique perspective on the interplay between syntax and semantics in the construction of discourse. Its relevance to the study of language teaching makes it an important theoretical framework for scholars and practitioners alike.

2.6.5. The Intentional Theory

The Intentional Theory of Discourse Analysis is a multifaceted framework that examines the communicative intentions and goals of discourse participants. This theory posits that writers engage in discourse with the purpose of conveying meaning and achieving specific communicative objectives. According to the seminal work of Searle (1969), the intentionality of discourse can be understood in terms of "mental states such as beliefs, desires, and intentions".

One of the central tenets of the Intentional Theory is that writers and readers alike bring their own personal experiences, motivations, and goals to the discourse. This subjectivity plays a critical role in shaping the interpretation and meaning of discourse. The German philosopher, Jürgen Habermas (1984), argued that the purpose of language is to enable individuals to coordinate their actions and engage in social cooperation. Habermas viewed the ability to understand the communicative intentions of others as a necessary condition for achieving mutual understanding and cooperation.

Additionally, the Intentional Theory highlights the importance of pragmatic factors such as context and genre in shaping the interpretation of discourse. The French philosopher, Jacques Derrida (1976), emphasised the significance of "speech acts" in understanding the communicative intent behind discourse. Derrida argued that speech acts, such as requests, promises, and statements, are used by speakers to achieve specific communicative objectives.

The Intentional Theory in Discourse Analysis, as propounded by Creswell (2004), posits a tripartite distinction between linguistic, intentional, and attentional structures within discourse. This theory asserts that discourse can be understood and analysed through the lens of these three distinct but interrelated structures.

The linguistic structure pertains to the linguistic material that constitutes a text, including sequences of phrases and clauses, and is the foundation upon which the other

two structures are built. The intentional structure, on the other hand, is comprised of a hierarchical arrangement of Discourse Purposes (DPs) that drive the discourse. Each constituent Discourse Segment Purpose (DSP) plays a role in realising the overarching discourse purposes.

Finally, the attentional structure encompasses a stack of focus spaces that reflect the objects, properties, relations, and discourse purposes that are salient at any given moment. These focus spaces are linked to specific discourse segments and contain their purpose, as articulated in the intentional structure (Creswell, 2004).

In this theory, intention is considered the crucial factor in determining the structure and coherence of discourse. By considering discourse through the lens of these three structures, the Intentional Theory provides a comprehensive and systematic approach to discourse analysis.

It is noteworthy that the various theories discussed previously each possesses limitations in their examination and analysis of the structure of discourse. These theories primarily focus on analysing the syntactic and semantic relations that comprise the discourse, rather than being intended for adoption in the current study. However, they are significant in their own right, as they offer valuable insights into the intricacies of written discourse structure and provide a nuanced understanding of the theoretical foundations upon which they are predicated. Thus, it is important to acknowledge the differential perspectives that each theory provides, as they collectively contribute to a comprehensive appreciation of the discourse structure. The following is a table summarising all the approaches discussed above.

Table 3: Approach to Written Discourse Analysis

Theory	Description	Key Features	Key Researchers
Rhetorical Structure Theory (RST)	RST is a theory of text organization that explains how texts are structured to achieve their communicative goals. It describes the relationships between text segments, such as cause-effect or explanation-example.	1. Rhetorical relations between text segments. 2. Hierarchical structure of discourse. 3. Communicative goals of text segments.	Mann, Thompson (1987)
Segmented Discourse Representation Theory (SDRT)	SDRT is a theory that provides a formal framework for the analysis of discourse structure. It combines elements of DRT and RST, and is grounded in dynamic semantics.	1. Dynamic interpretation of discourse as a relation between contexts. 2. Combination of elements from RST and DRT. 3. Formal framework for discourse analysis.	Lascardes, Asher (2008)
Discourse Representation Theory (DRT)	DRT is a semantic theory that seeks to extend model-theoretic semantics to accommodate sequences of sentences and anaphoric dependencies across sentence boundaries.	1. Treatment of inter- and intrasentential anaphoric relations. 2. Contextual interpretation of sentence meaning. 3. Extension of model-theoretic semantics.	Crystal (2003)
The Linguistic Discourse Model (LDM)	LDM is a formal theory of discourse syntactic and semantic structure. It describes discourse as consisting of constituent units of different levels of complexity.	1. Different levels of discourse units. 2. Representation of discourse units in conversational analysis. 3. Formal theory of discourse structure.	Polanyi (1988)
The Intentional Theory	The Intentional Theory is a theory of discourse structure that distinguishes between three discourse substructures: linguistic, intentional, and attentional.	1. Distinction between linguistic, intentional, and attentional discourse substructures. 2. Key role of intention in discourse structure. 3. Hierarchical structure of discourse purposes.	Creswell (2004)

Conclusion

In conclusion, written discourse analysis is a multidisciplinary field that encompasses various aspects of language, discourse, and communication. It has emerged as a distinct discipline with its own theories, methodologies, and perspectives, aimed at providing a comprehensive understanding of the structure, meaning, and function of written texts. The various theories discussed in this chapter, including Rhetorical Structure Theory, Segmented Discourse Representation Theory, Discourse Representation Theory, The Linguistic Discourse Model Theory, and The Intentional Theory, demonstrate the diversity and depth of the field and its ongoing efforts to make sense of written discourse.

Each of these theories offers its own perspective on the structure of written discourse, the role of context, the importance of intention, and the relationships between words, sentences, and texts. However, they are not mutually exclusive and can complement each other in providing a comprehensive view of written discourse. Moreover, they are subject to continuous refinement and revision as new insights, data, and theories emerge.

In light of these developments, written discourse analysis represents an exciting and dynamic field that holds much promise for improving our understanding of written communication. Its contribution to other disciplines, such as linguistics, communication studies, and cognitive science, is both profound and far-reaching. Thus, written discourse analysis remains an important and relevant area of study, with the potential to further advance one's knowledge and appreciation of discourse in all its forms.

Chapter Three

The Discourse-Oriented

Product Approach

Introduction

The present chapter explores the potential of integrating the Product Approach with Written Discourse Analysis in the teaching of second language (L2) writing. The Product Approach is a method of language instruction that emphasises the end-product of a written text, while Written Discourse Analysis focuses on the analysis of written texts within their communicative and social contexts. The proposed integration of these two methodologies is based on the belief that the two combined approaches can provide a more comprehensive and effective modus operandi of teaching L2 writing.

This chapter seeks to examine the effectiveness of this integration by analysing in depth the product approach, its basic claims, merits, demerits, and application to writing classrooms. It, furthers, scrutinises Written Discourse Analysis and how an insightful combination of the aforementioned paradigms could yield significant outcomes in teaching as well as learning second language writing.

This chapter is intended to bring to light the mechanisms by which the abovementioned trends can find unity; hence, contribute in facilitating teachers' instruction as well as boosting their students' performances. It, primarily, emphasises the pedagogical procedures the product approach adopts (imitation, ideas organisation, and the focus on the final draft) to achieve the paradigm's utmost objectives in terms of fostering the students grammar, vocabulary, cohesion, and coherence. These are not only highlighted in this theoretical part of the thesis; they also emerge in the practical realisation of the set hypotheses in a sense that they will constitute the basic treatment as well as the evaluated variables of the study's sample.

3. The Product Approach

The Product Approach is a pedagogical method that has garnered significant interest in the 19th century as a means of improving the teaching of writing in second language (L2) contexts. This approach emphasizes the end-product of a written text and its corresponding features, rather than the writing process itself. The aim of this approach is to provide students with a clear understanding of the features and expectations of written text types and to develop their ability to produce such texts through guided practice and feedback.

The Product Approach to writing instruction is rooted in the systemic-functional linguistic tradition, which views writing as a grammatical and communicative activity. As such, it posits that writing is not just about generating grammatically correct sentences, but rather about constructing meaning through text that is communicative, cohesive, and coherent (Hyland, 2014). According to this perspective, writing is a "socially constructed activity" (Bhatia, 1993, p. 1) that is shaped by the genre, grammar, purpose, and context of the text.

One of the key principles of the Product Approach is that writing instruction should focus on the explicit teaching of text genres, such as narratives, expository texts, and argumentative essays, among others. The approach emphasizes the importance of helping students understand the generic structure and discourse features of these text types so that they can produce effective written communication in a range of contexts (Weir, 1990). For example, when teaching argumentative essays, the approach might involve explicitly teaching students the structure and discourse features of this genre, such as the introduction, body paragraphs, and conclusion, as well as the use of evidence, counter-arguments, and persuasion techniques.

In practice, the Product Approach to writing instruction often involves a combination of whole-text and text-part analysis. Whole-text analysis involves students reading and analyzing complete texts to understand the generic structure and discourse features of a given text type. Text-part analysis, on the other hand, involves students analyzing individual components of a text, such as introductions, body paragraphs, or conclusions, to better grasp the functions of these components within the text as a whole (Weir, 1990).

The Product Approach also places a strong emphasis on the use of feedback and revision to help students improve their writing. Feedback is often given on the basis of predefined criteria that are linked to the generic structure and discourse features of the text type being taught (Weir, 1990). For example, when teaching argumentative essays, students might receive feedback on the structure of their introduction, the development of their arguments, and the effectiveness of their use of evidence.

3.1. The Nature of the Product Approach

The Product Approach purports at raising the learners' mastery of the conventions of high-quality compositions through model texts. According to Soonpaa (1984, p. 3), students, in the product approach, are provided with a particular text taken as a model and are encouraged to imitate it to come out with a similar product. Imitation and transformation of texts, accordingly, consist the main classroom practice. The imitation of a model was regarded an important initial phase in ascertaining students' enquiry of full competence.

The model text undergoes thorough examination and interpretation from multiple conceptual perspectives, encompassing grammatical structures, content, sentence arrangement, and rhetorical strategies. Once students have acquired proficiency in these areas, they are presented with a new subject and tasked with completing a similar

writing assignment. However, according to Badger and White, the model fails to illustrate the process by which the writer arrived at the final product, lacking any indication of the procedural steps involved, Badger and White (2000).

Soonpaa, (2007) claims that the model, in such a paradigm, govern the teaching of writing in the very beginning, while the product comes at the end of FL instruction. In this respect, White (1978) argues:

Besides the fact that the model start things out in the showing groupings, it likewise shows a completed text. As such, the concentrate right from the beginning is on the item, which is, obviously, another person's composition. What the model doesn't show is the way the first author showed up at that specific item. At the end of the day, it gives no sign of cycle. (p. 3).

In 1984, Pincas proposed a revised interpretation of the Product Approach, emphasizing the initial focus on linguistic knowledge, including the effective utilization of vocabulary, syntax, and cohesive devices. Pincas outlines four phases within this approach: familiarization, controlled writing, guided writing, and free writing. According to her, teachers are tasked with introducing a topic for discussion, detailing the writing process, and instructing students to compose a piece. Throughout the writing process, instructors are advised to provide guidance and feedback, with an emphasis on form rather than content. Pincas characterizes the Product Approach as being teacher-centered.

The incorporation the Product Approach in the teaching of FL writing can create a room for improvement in various language-related skills. Crawford (2008, p. 10) believes that the first impact is detected in the linguistic knowledge such an approach equips the learners with and the manner in which texts are organised. Such a practice, further, arms the students with the needed tools to gain the syntactic maturity in terms of rules and structures.

3.1.1. Imitation in the Product Approach

The use of imitation in writing instruction is a key component of the Product Approach. Imitation refers to the practice of students producing texts that are modeled on examples or templates of a given genre, such as narratives, expository texts, or argumentative essays. The aim of imitation is to help students internalise the generic structure and discourse features of a text type so that they can produce effective written communication in a range of contexts.

According to the systemic-functional linguistic tradition, which provides the theoretical foundation for the Product Approach, writing is a socially constructed activity that is shaped by the genre, purpose, and context of the text (Bhatia, 1993). As such, it is essential for students to understand the conventions of different text types in order to be able to produce effective written communication. Imitation provides a means of achieving this understanding by giving students a concrete model to work from.

The use of imitation in writing instruction has been shown to be effective in a number of studies. For example, Hyland (2014) cites research that has demonstrated the positive impact of imitation on students' writing in terms of coherence, cohesion, and lexical complexity. He notes that "Imitation is seen as a means of helping students to internalise the generic structure and discourse features of a text type, and to develop their ability to produce effective written communication in a range of contexts" (p. 36).

The use of imitation in the Product Approach to writing instruction often involves the following steps:

1. Providing a model text or template
2. Analysis of the model text to identify its generic structure and discourse features
3. Guided production of a text based on the model
4. Feedback and revision.

In the presentation stage, students are introduced to a model text or template of the genre being taught. In the analysis stage, they are asked to identify the generic structure and discourse features of the text, such as the introduction, body paragraphs, and conclusion of an argumentative essay, for example. In the guided production stage, students use the model as a basis for producing their own text, which they revise based on feedback and further analysis.

In conclusion, the use of imitation is an important component of the Product Approach. By providing students with a concrete model of a text type, imitation helps them internalise the generic structure and discourse features of a text type so that they can produce effective written communication in a range of contexts. As Hyland (2014) notes, "Imitation provides students with a clear framework for constructing written texts that are communicative, cohesive, and coherent" (p. 36)

3.1.2. The Organisation of Ideas in the Product Approach

The organisation of ideas is a crucial aspect of written discourse and plays a central role in the Product Approach to the teaching of writing. This pedagogical method emphasises the importance of the end-product of written texts, and the organisation of ideas is an essential component of creating an effective written text.

In writing, ideas are organised in a manner that conveys a clear and coherent message to the reader. As Swales (1990) explains, "Ideas must be organized into a meaningful and logical pattern, so that the writer's purpose is clearly communicated" (p. 23). In other words, the arrangement of ideas in a written text is crucial for conveying the writer's message effectively and ensuring that the reader understands the text.

The Product Approach to the teaching of writing recognises the importance of ideas' organisation and provides students with strategies and tools to help them structure their writing effectively. For example, students may be taught to organise their writing

using a generic structure that is typical of a particular text type, such as an introduction, body paragraphs, and conclusion in an argumentative essay.

In addition to generic structures, the Product Approach also emphasises the use of discourse markers, such as linking words and phrases, that help to connect ideas and create coherence in writing. For example, students may be taught to use transition words and phrases, such as "furthermore" and "in addition," to link ideas and provide a smooth flow of thought in their writing.

Furthermore, the Product Approach recognises the importance of audience and purpose in shaping the organisation of ideas in writing. Different genres, contexts, and purposes may require different organisational structures, and students are taught to adjust their writing accordingly. For example, the organisation of ideas in a formal letter of complaint will differ from that of a personal email to a friend.

In a nutshell, the organisation of ideas is an essential aspect of written discourse and plays a central role in the Product Approach to the teaching of writing. This pedagogical method provides students with strategies and tools to help them structure their writing effectively, taking into account genre, audience, and purpose. As Swales (1990) notes, "The arrangement of ideas in a written text is crucial for conveying the writer's message effectively and ensuring that the reader understands the text" (p. 23)

3.1.3. Grammar in the Product Approach

Grammar is a pedagogical method that places a strong emphasis on the end-product of written texts, and grammar is a key factor in ensuring the clarity and coherence of written discourse.

In writing, grammar serves as the foundation upon which ideas are expressed. Without a solid grasp of grammar, writers may struggle to convey their messages effectively and create texts that are confusing or difficult to understand. As Hyland (2005)

explains, "Grammar provides a framework for meaning, enabling us to organise and express our thoughts in a clear and coherent way" (p. 45).

The Product Approach to the teaching of writing recognises the importance of grammar in written discourse and places a strong emphasis on the development of grammatical skills. This may involve teaching students about the different elements of grammar, such as sentence structure, verb tenses, and clause relationships.

In addition to teaching grammar explicitly, the Product Approach also emphasises the importance of using grammar to shape and structure written texts. For example, students may be taught to use specific grammatical structures, such as complex sentences, to create a clear and effective flow of thought in their writing.

Moreover, the Product Approach recognises that the use of grammar in writing is context-dependent, and students are taught to adjust their grammatical choices based on audience, purpose, and genre. For example, the use of grammar in a formal academic essay will differ from that in a casual email to a friend.

Substantially, grammar plays a crucial role in the Product Approach to the teaching of writing. This pedagogical method places a strong emphasis on the development of grammatical skills, the use of grammar to structure written texts, and the context-dependent nature of grammatical choices in writing. As Hyland (2005) notes, "Grammar provides a framework for meaning, enabling us to organise and express our thoughts in a clear and coherent way" (p. 45).

3.1.4. Vocabulary in the Product Approach

Vocabulary is a key aspect of language and plays a significant role in the Product Approach to the teaching of writing. This pedagogical method places a strong emphasis on the end-product of written texts, and vocabulary is an essential component of creating effective written discourse.

In writing, vocabulary is a tool for conveying meaning and expressing ideas. A rich vocabulary enables writers to express themselves with precision, nuance, and sophistication, and to convey their messages effectively to their intended audience. As Nation (2001) explains, "Vocabulary is a powerful means of communication and can greatly influence the impact that a text has on its reader" (p. 43).

The Product Approach to the teaching of writing stresses the importance of vocabulary in written discourse and places a strong emphasis on the development of vocabulary skills. This may involve teaching students about the different types of vocabulary, such as content words, function words, and academic vocabulary, and providing them with strategies for acquiring and using vocabulary effectively in their writing.

In addition to teaching vocabulary explicitly, the Product Approach also emphasises the importance of using vocabulary to shape and structure written texts. For example, students may be taught to use specific vocabulary, such as academic terms and complex words, to create a clear and effective flow of thought in their writing.

Moreover, the Product Approach acknowledges that the use of vocabulary in writing is context-dependent, and students are taught to adjust their vocabulary choices based on audience, purpose, and genre. For example, the vocabulary used in a formal academic essay will differ from that in a casual composition.

In sum, vocabulary plays a crucial role in the Product Approach to the teaching of writing. This pedagogical method places a strong emphasis on the development of vocabulary skills, the use of vocabulary to structure written texts, and the context-dependent nature of vocabulary choices in writing. As Nation (2001) notes, "Vocabulary is a powerful means of communication and can greatly influence the impact that a text has on its reader" (p. 43).

3.1.5. Limitations of the Product Approach

Along with the above-stated merits, the Product-oriented Approach has its critics which hindered the students' linguistic mastery. One such salient failure is mirrored in the disregard of content in pursuit of perfect form and grammar. The Algerian educational system epitomises the implementation of the Product Approach where the major focus is placed on the students' final composition with peripheral, or no, attention to how it is produced. It is, then, crystal clear that neither teachers nor students had interest in the process of generating ideas, and this was the source of the Product Approach's failure.

Harwood (2005), deepens his criticism of the Product Approach when stating that the latter is mindless, repetitive and anti-intellectual. The product dogma eroded the students' willingness and engagement with no consideration of rewriting. Harwood (2005), also, referred to another setback of the Product Approach when he posited that the teachers' focus was limited to grammatical accuracy where instructors judge the students' writing through their final products fully disregarding the various processes students inevitably encounter to produce the final draft. The following table summarises the limitations of the product approach:

Table 4: Limitations of the Product Approach

Limitation	Explanation
Narrow Focus on End-Product	The Product Approach places a strong emphasis on the end-product of written texts, and this narrow focus may result in the neglect of other important aspects of L2 writing, such as process and genre awareness.
Over-Emphasis on Grammar and Vocabulary	While grammar and vocabulary are important components of written discourse, the Product Approach may place too much emphasis on these elements, resulting in a neglect of other aspects of writing, such as style and content.
Lack of Attention to Process	The Product Approach does not place a strong emphasis on the writing process and may neglect the importance of pre-writing, drafting, and revision activities in the development of writing skills.
Limited Attention to Genre Awareness	The Product Approach may not provide sufficient attention to the different genres of writing and the unique demands of each genre, leading to a lack of genre awareness and inadequate preparation for writing in various contexts.
Inadequate Attention to Discourse Features	The Product Approach may not provide adequate attention to the discourse features of written texts, such as cohesion, coherence, and discourse markers, and the importance of these features in effective written communication.

It is noteworthy that the aforementioned criticisms do not make reference by any stretch of the imagination that teachers should exclude the Product-Oriented instruction in EFL writing classrooms. Teachers' choices of the teaching paradigm are governed and informed by a plethora of principles which dictate the classroom practice. Some genres require the implementation of particular approach and not another. Regarding the Product-driven Approach, it is particularly suitable for instructing formal composition or postcard writing, given the relatively fixed features inherent in these forms. The emphasis lies on aspects such as layout, style, organization, and grammar, making this approach highly desirable for effectively conveying these elements to students.

3.2. Combining the Product Approach with Written Discourse Analysis in Writing Instruction

The teaching of writing is a complex and multifaceted endeavor that requires a comprehensive and integrated approach to ensure its effectiveness. The Product Approach and Written Discourse Analysis are two pedagogical approaches that have been widely used in writing instruction, and the combination of these two methods has the potential to provide a more comprehensive and effective approach to teaching L2 writing.

The Product Approach, as described by Chomsky (1965), places a strong emphasis on the end-product of written texts and focuses on the development of grammar, vocabulary, and content. On the other hand, Written Discourse Analysis, as developed by Fairclough (1989), is a comprehensive and interdisciplinary approach to the study of written texts that takes into account the social, cultural, and ideological context of discourse.

The combination of these two approaches offers several benefits for the teaching of L2 writing. First, by integrating the Product Approach's focus on grammar, vocabulary, and content with Written Discourse Analysis's focus on the social, cultural, and ideological context of discourse, this combined approach provides a more comprehensive and nuanced understanding of L2 writing. As Flowerdew (1993) explains, "A combination of these two approaches can yield a more complete picture of composition and a better understanding of the challenges faced by L2 writers" (p. 245).

Second, the integration of the Product Approach and Written Discourse Analysis can provide a more effective way to teach L2 writing, as students are taught to analyse and understand the discourse features of written texts, such as cohesion, coherence, and discourse markers, in addition to developing their grammar, vocabulary, and content skills.

Third, the combination of these two approaches can help develop students' genre awareness and prepare them for writing in different contexts and for different audiences. As Hyland (2005) notes, "Genre awareness is a critical aspect of effective writing, and a combination of the Product Approach and Written Discourse Analysis can provide students with a deeper understanding of genre and the unique demands of different genres" (p. 150).

Most importantly, the combination of the Product Approach and Written Discourse Analysis offers several benefits for the teaching of L2 writing. By integrating the focus on grammar, vocabulary, and content with the focus on the social, cultural, and ideological context of discourse, this combined approach provides a more comprehensive and effective approach to teaching writing. As Flowerdew (1993) explains, "A combination of these two approaches can provide a more complete picture of the writing process and a better understanding of the challenges faced by L2 writers" (p. 245). The rest of the chapter will highlight, in depth, the mechanisms by which written discourse analysis fosters the students' writing performances.

3.2.1. Levels of Written Discourse Analysis

The organisation of written discourse can be analysed and dissected through multiple levels, as identified and examined by numerous discourse scholars. A noteworthy framework for discourse processing that can be applied to diverse genres is the one put forward by Van Dijk and Kintsch (1983). This framework differentiates between three levels of discourse organization: microstructure, macrostructure, and superstructure.

This section will delve into the discourse macrostructure and microstructure with reference to the related literature and its relationship with text content. Propositions,

considered as the microstructures of text, are the fundamental components that are linked together to form the text's macrostructures.

3.2.1.1. Written Discourse Macrostructure

Researchers have identified and explored various levels of discourse analysis, one of which is the framework outlined by Van Dijk and Kintsch (1983). This framework differentiates between three levels of discourse organisation: microstructure, macrostructure, and superstructure. The focus of this section is on the macrostructure, which refers to the overarching organisation and hierarchy of the discourse.

According to Van Dijk (1980a), macrostructures serve two primary functions in written discourse. The initial role is the organisation of complex macro-information. Without the presence of macrostructures, readers may be able to comprehend the discourse at the local level, but struggle to associate larger chunks with their own meaning and purpose. In other words, macrostructures are essential for language users to organise and extract the global meaning of the text. The second role of macrostructures is the simplification of complex information. Macrostructures emphasise the most significant, relevant, abstract, or general information from a complex information unit, reducing its complexity.

Ulatowska and Chapman (2013, p. 30) agree with Van Dijk, affirming that macrostructure encompasses elements such as theme, topic, gist, and main points. In written discourse, macrostructure denotes the core content and rhetorical organization of an essay. It includes various components such as general statements, the thesis statement, topic sentences, supporting sentences, organizational patterns, restatement of the thesis statement, and a concise summary at the conclusion, all of which contribute to the reader's understanding of the overall meaning.

Meyer (as cited in Koda, 2004, p. 162) employed a system akin to Van Dijk and Kintsch's, yet with a distinct focus and scope. Meyer's framework is specifically tailored for expository texts, delineating the initial stage of discourse processing as 'the idea unit' instead of the proposition, aligning with what Van Dijk and Kintsch classify as microstructure. The 'top-level', analogous to Kintsch's macrostructure, pertains to the overarching hierarchical structure formed from inferred relationships within the text.

Macrostructures have been characterized in more than one way since they are utilized in various disciplines. In etymology and talk examination, "the idea of macrostructure has been acquainted all together with give such a theoretical semantic depiction of the worldwide substance, and thus of the worldwide soundness of talk". It assists per users with understanding how sentences in a message connect with one another and how they add to the general design of a message.

The condensation of key information and concepts within a text becomes more apparent when supported by overarching structural signals, often evident in titles, topics, abstracts, and similar constructs. Ulatowska and Chapman (2013, p. 30) align with this notion, emphasizing that macrostructure encompasses elements such as theme, topic, gist, and main points. In this context, macrostructure denotes the core content and rhetorical organization of the essay, facilitating readers' comprehension of the overall meaning through elements such as general statements, the thesis statement, topic sentences, supporting sentences, organizational patterns, a restatement of the thesis statement, and a succinct conclusion summary.

3.2.1.2. Written Discourse Macro-Patterns

Written discourse is characterised by the presence of macrostructural patterns that serve as a means of organising information in a logical and coherent manner. These macrostructural patterns can be classified into various categories, but the most widely

recognized are the problem-solution, general-specific, and claim-counterclaim patterns (McCarthy, 1991; Holland & Johnson, 2000). These patterns are widely exploited in written discourse and can be observed across a range of genres.

The problem-solution pattern is one of the most widely used macrostructural patterns and is often employed in persuasive texts. This pattern presents a problem or issue and provides a solution to it. The problem is introduced first and is then followed by an in-depth discussion of the various possible solutions, after which the most appropriate one is selected. This pattern is often used in scientific papers, policy papers, and other types of analytical writing.

The general-specific pattern, as the name suggests, moves from a general overview of a topic to a more specific discussion of its constituent elements. This pattern is typically employed in expository texts, such as research papers, essays, and book chapters, where the author needs to present a clear and organized overview of a complex topic. The general-specific pattern begins with an introduction that provides a broad overview of the topic, followed by a series of sections that explore its various components in greater detail.

The claim-counterclaim pattern is typically used in argumentative texts, such as essays, debates, and legal briefs, where the author presents a series of arguments and counterarguments on a particular issue. This pattern begins with an introduction that establishes the main argument, followed by a series of sections that present supporting evidence, counterarguments, and refutations. The final section of the text provides a conclusion that summarizes the main argument and provides a final stance on the issue.

In sum, macrostructural patterns play a vital role in organizing information in written discourse and serve as a means of presenting information in a clear and coherent manner. The problem-solution, general-specific, and claim-counterclaim patterns are the

most widely recognized patterns and are widely exploited across a range of genres.. The following table summarises the three patters:

Table 5: Comparison of the three discourse macro structures problem-solution, general specific, and claim-counterclaim, along with examples of each:

Discourse Macro Structure	Example
Problem-Solution	"The issue of global warming has been a major concern in recent years. Despite efforts to reduce carbon emissions, temperatures continue to rise. A potential solution to this problem is to invest in renewable energy sources such as wind and solar power. These clean energy sources have the potential to reduce our dependence on fossil fuels and thus slow down the rate of global warming."
General-Specific	"The benefits of exercise are numerous and well-documented. Regular exercise can improve heart health, increase muscle strength, and boost overall energy levels. In particular, strength training has been shown to be especially effective in reducing the risk of chronic diseases such as heart disease and type 2 diabetes."
Claim-Counterclaim	"Some people argue that vaccinations are not effective and can even cause harm. However, numerous studies have shown that vaccines are safe and highly effective in preventing the spread of infectious diseases. In fact, vaccines have been credited with virtually eradicating smallpox and significantly reducing the incidence of diseases such as polio and measles."

3.2.1.3. Written Discourse Macro-Genres

Discourse macro-genres refer to the broad categories of written text, such as essays, reports, narratives, and expository writing, which have characteristic macro-structures and linguistic features. The identification of these macro-genres is essential for text analysis and has implications for both language learners and teachers.

One of the pioneering studies in the area of written discourse macro-genres was conducted by Swales (1990). He proposed a model of discourse community analysis that is widely used to identify and analyze written discourse macro-genres. Swales (1990) defined a discourse community as “people who have the same particular interest and use language in a distinctive way” (p. 4). He also proposed six stages of the genre analysis process: (1) establishing the research context, (2) defining the genre, (3) discovering the salient features, (4) identifying typical stages and moves, (5) analyzing typical language features, and (6) evaluating the context and purpose of the genre.

Swales' (1990) model of discourse community analysis has been widely used to analyze written discourse macro-genres in a variety of domains, such as academic writing, business writing, and news writing. For example, Bhatia (1993) applied Swales' (1990) model to the analysis of business reports, and found that business reports typically follow a specific macro-structure and use a specific set of linguistic features. Similarly, Hyland (1998) analyzed academic research articles and found that they typically follow a specific macro-structure and use a specific set of linguistic features.

The study of written discourse macro-genres is an important area of research that has significant implications for language learners and teachers. By identifying and analyzing the macro-genres, language learners can grasp the use of language in a setting and can learn to produce a composition that is adequate for the genre and audience. Teachers, however, can use the analysis of macro-genres to inform their teaching and to

provide guidance to their students in the production of written text. The following table compares the academic Written Discourse Macro-Genre

Table 6: Written Discourse Macro-Genre

Discourse Macro-Genre	Characteristics	Examples
Argumentative	Emphasizes making a claim and supporting it with evidence	Editorial, persuasive essay, debate speech
Narrative	Emphasizes telling a story and may include characters, setting, and plot	Novel, short story, personal anecdote
Expository	Emphasizes explaining information and ideas clearly and objectively	Research paper, news article, educational text

3.2.2. Written Discourse Microstructure

Discourse microstructures refer to the small, individual units that make up a larger text or discourse. These microstructures can be analysed in terms of their linguistic features, such as lexical choice, syntax, and pragmatic functions, as well as their semantic content and discourse functions. In this part of the chapter, the researcher will examine the microstructures of written discourse and the ways in which they contribute to the overall meaning and organisation of the text.

One way to analyse microstructures is through the concept of propositions. According to Van Dijk and Kintsch (1983), propositions are the basic building blocks of

text, representing the smallest units of meaning that can be linked together to create the larger macrostructures. These propositions are often realized linguistically as clauses, which have a subject, predicate, and complement. In this way, the microstructures of the text contribute to its overall meaning by providing the building blocks from which the discourse is constructed.

Another way to analyse microstructures is in terms of their discourse functions. Discourse functions refer to the various roles that discourse plays in a communicative situation. For example, discourse may perform the functions of elaboration, clarification, or argumentation. The discourse functions of microstructures contribute to the overall organization and meaning of the text by providing a way for the writer to convey information and express their views.

Additionally, the microstructures of discourse can be analyzed in terms of their pragmatic functions. According to Terras (2010), pragmatic functions refer to the communicative purposes that language serves in a specific context. For example, microstructures may serve to bind socially the writer and reader, to express a stance, or to provide evidence. These pragmatic functions contribute to the overall meaning of the text by shaping the way the reader understands and interprets the information presented.

Discourse analysis is commonly employed as the standard approach for both reading and composing a text. As one engages with a particular message, its components become comprehensible in the context of the whole. However, it's equally important to consider the local level, where individual sentences play a central role.

Discourse analysis involves scrutinizing text at the microstructural level, which constitutes the most detailed and granular aspect of discourse meaning derived from sentence elements like words, phrases, clauses, propositions, and inter-sentential connections (Van Dijk, 1980a). This analysis zooms in on specific linguistic features

within the text, such as cohesion and coherence, that collectively shape the information structure within a connected unit of discourse (Johnson, 1990; Lojek, 2009; Bloom, Obler, De Santi & Ehrlich, 2013).

In particular, the microstructural analysis evaluates the impact of specific linguistic devices on cohesion and coherence, with the sentence serving as the fundamental unit of description (Bloom, Obler, De Santi & Ehrlich, 2013). The three main features analysed in this study are information structure, cohesion, and coherence relations, particularly in terms of theme and rheme.

3.2.2.1. Thematic Structure

An integral facet of discourse microstructure involves organizing information at the sentence level and elucidating the relationship between sentence components. Thematic structure assumes significance in this organization, delineating how sentences are constructed as units of discourse to convey a message. To grasp this structure and the nuances of information flow within sentences, understanding the concepts of theme and rheme is essential.

The following table compares the interpersonal, textual, and topical themes:

Table 7: Types of themes

Type of Theme	Definition	Examples
Interpersonal Theme	Expresses the writer's viewpoint or attitude towards the message.	Frankly, Personally, Honestly, Unfortunately
Textual Theme	Helps in the organization of the text by linking clauses or sentences.	And, However, After, Before, What, How
Topical Theme	Most obligatory of the three theme types. Refers to the experiential element in the message.	In June, Yesterday, The doctor, A cat, To be developed

. Themes can further be classified based on their internal structure into two categories: simple and multiple themes. In simple themes, a single structural element serves as the topical theme within the clause. Conversely, multiple themes comprise more than one thematic element, encompassing experiential, interpersonal, and textual themes occurring simultaneously in the thematic position.

On the other hand	Maybe	on a weekday	It would be less crowded
Textual Theme	Interpersonal	Experiential	Rheme
Theme			

Halliday (1994) further categorized themes into marked and unmarked themes. An unmarked theme occurs when the thematic element of the clause coincides with the

grammatical subject, whereas a marked theme occurs when the thematic element does not serve as the grammatical subject. In this study, the focus lies on thematic progression across sentences, defined as the sequence of themes between sentences. This approach to theme analysis is discourse-oriented, often referred to as thematic progression (Danes, 1974) or method of development (Fries, 1981). Such analysis sheds light on the organizational pattern of themes within discourse and their contribution to coherence and cohesion in conveying the message.

3.2.2.2. Thematic progression

Thematic progression, as described by Danes (1974), refers to the process of selecting and organizing themes within utterances, their connections and hierarchy, and their alignment with the overarching themes of larger textual units (p. 114). It is a method by which the theme of a clause may either repeat or expand upon the meaning of a preceding theme or rheme. The analysis of different sequences of thematic and rhematic choices throughout a text underscores the importance of various thematic progression patterns in understanding the context and placement of individual sentences within the text. Scholars propose three primary thematic progression patterns, which may vary depending on the genre: the simple linear pattern, the constant progression pattern, and the derived hyperthematic progression pattern. These concepts serve as the cornerstone for thematic analysis in numerous studies and have been further developed by subsequent scholars.

3.2.2.3. Thematic Structure and the Writing Skill

Thematic structure refers to the underlying organization and progression of themes and topics in a written text. It is a critical aspect of writing that can greatly impact the effectiveness of a piece of writing, as it helps to guide the reader and provide coherence

to the text. In this essay, we will explore the importance of thematic structure in writing and its role in creating a compelling and coherent piece of work.

Thematic structure provides a framework for the writer to build their ideas upon, and helps to give a sense of order and progression to the text. According to Halliday (1967), the theme is "the point of departure for the clause as a message," serving as a starting point for the writer to build their ideas upon. By using a clear and well-structured thematic progression, the writer can effectively convey their message and ensure that their ideas are communicated effectively to the reader.

Furthermore, a well-structured thematic progression can also help to maintain the reader's attention and engagement. By providing a clear and coherent progression of ideas, the reader is able to follow along and understand the text more easily. This, in turn, can help to keep the reader engaged and interested in the text, leading to a more enjoyable and satisfying reading experience.

In addition to helping to guide the reader, thematic structure also serves as a means of reinforcing the writer's arguments and ideas. By using a structured progression of themes and topics, the writer is able to build upon and reinforce their ideas, making them more persuasive and convincing to the reader. This is particularly important in academic writing, where the writer must often present complex and abstract ideas in a clear and concise manner.

Finally, thematic structure is also important for creating a sense of unity and coherence in a piece of writing. By using a clear and consistent thematic progression, the writer is able to tie together different ideas and themes, creating a cohesive and unified text. This not only makes the text easier to understand but also enhances its overall impact and effectiveness.

In conclusion, thematic structure is a critical aspect of writing that plays a significant role in guiding the reader, reinforcing the writer's ideas, and creating a cohesive and effective piece of work. Whether writing for academic or non-academic purposes, paying attention to thematic structure is crucial for ensuring that your ideas are communicated effectively and that your text is well-received by the reader.

3.2.3. Information Structure in Written Discourse Analysis

Information structure refers to the way that information is organized and presented in written discourse. It is a fundamental aspect of language that influences the way that readers perceive and interpret written text. One of the primary functions of information structure is to guide the reader's attention and expectations. The order in which information is presented can greatly impact the reader's interpretation of the text. For example, in his book "Discourse Analysis", Fairclough (1995) notes that "the order in which events are presented can affect the way they are interpreted and remembered" (p. 58). This is why the choice of information structure is so critical in written discourse, as it can greatly influence the reader's understanding and interpretation of the text.

Another important aspect of information structure is its role in shaping reader comprehension. As noted by Tannen (1984) in her book "Discourse Analysis: An Introduction", the structure of a text can affect the reader's "access to information and [their] interpretation of that information" (p. 73). This is because information structure determines the prominence and prominence of different elements in a text, which can impact the reader's perception of the text as a whole. For example, if the writer chooses to present a key piece of information at the end of the text, the reader may not fully grasp its significance until they have read the entire text.

The implications of these findings are clear: effective written discourse requires a well-designed information structure. This structure must be carefully crafted to guide

the reader's attention and expectations, and to ensure that the information is presented in a clear and comprehensible manner. As Fairclough (1995) states, "information structure is essential for effective communication because it enables the recipient to identify the most important information and to interpret it in the right way" (p. 59).

Information structure plays a critical role in written discourse. By guiding the reader's attention and expectations and shaping their interpretation of the text, it has a profound impact on the effectiveness of written communication. It is therefore essential that writers be mindful of the information structure of their text, and strive to present information in a clear and comprehensible manner.

Although in theory, thematic structure and information structure are separate concepts, they have a close practical relationship. Lyons (1977) supports this idea, saying that even though the two structures are distinct, there is a strong interdependence between them. Halliday (1985) also agrees that thematic and information structure are interconnected, despite being separate systems.

3.3. Cohesion and Written Discourse Analysis

Cohesion alludes to the connecting of words, expressions, sentences and passages into a firm entire that conveys meaning really. The idea of union is vital to composed talk examination, as it is the means by which text is made rational and significant. The investigation of attachment has been of extraordinary premium to etymologists and researchers in the fields of correspondence and language studies, as it has sweeping ramifications for the adequacy of composed correspondence in different settings.

The assessment of how data is interrelated in a text is a point of convergence of talk examination. To guarantee that a message, whether spoken or composed, is lucid,

different components are utilized to tie the sentences and conditions together into a brought together entirety. Union, in such manner, is viewed as a critical device.

The idea of union was first presented by Halliday, a prestigious etymologist credited with the improvement of foundational etymology and useful syntax. Its prominence in the field of text semantics was established with the distribution of "Union in English" by Halliday and Hassan (1976). They characterize attachment as a semantic rule that alludes to the "relations of implications inside a text that characterize it as a brought together substance" (Halliday and Hassan, 1976, p. 04). Without even a trace of durable components, sentences and provisions would have all the earmarks of being inconsequential to one another. The idea of attachment was likewise alluded to by Grabe (1985, p. 110) as the "surface structures in a message that signal connections between sentences or statements."

Thusly, union assumes a fundamental part in guaranteeing that a text isn't just syntactically right, yet in addition really passes its expected importance on to the peruser. In their persuasive investigation of attachment, Halliday and Hasan recognized a few distinct kinds of durable gadgets that scholars can use to make soundness in their text, including lexical union, reference, replacement, ellipsis and combination.

3.3.1. Classification of Cohesive Devices

3.3.1.1. Grammatical Cohesion

Grammatical cohesion stands as a fundamental aspect of linguistic discourse, serving to establish coherence and connectivity within texts. Through the intricate interplay of various grammatical devices, cohesion ensures that sentences and paragraphs flow smoothly, enabling readers to comprehend the intended message effectively. This essay aims to delve into the concept of grammatical cohesion, examining its components and elucidating their functions in discourse.

Components of Grammatical Cohesion

Pronouns: Pronouns play a pivotal role in establishing referential cohesion by substituting for previously mentioned nouns or noun phrases. They aid in maintaining continuity within a text by linking subsequent mentions of entities to their antecedents. For instance, in the sentence "John bought a book. He enjoyed reading it," the pronoun "he" refers back to "John," and "it" refers back to "book," thus facilitating coherence.

Conjunctions: Conjunctions serve as connective devices, linking clauses or sentences to convey relationships such as addition, contrast, cause and effect, or temporal sequence. Examples include coordinating conjunctions like "and," "but," and "or," as well as subordinating conjunctions like "because," "although," and "while." These cohesive markers contribute to the logical organization of discourse and guide readers through the flow of ideas.

Ellipsis: Ellipsis involves the omission of words or phrases that can be inferred from context, thereby enhancing conciseness and fluidity in discourse. By omitting redundant elements, ellipsis streamlines communication without sacrificing clarity. For instance, in the sentence "Mary likes coffee; John, tea," the verb "likes" is ellipsed in the second clause, as it is understood from the context.

Lexical Cohesion: Lexical cohesion establishes semantic connections between different parts of a text through the repetition of words, synonyms, antonyms, or hyponyms. This cohesive mechanism contributes to coherence by reinforcing the thematic continuity and coherence. Examples include lexical chains, where related terms recur throughout a text, strengthening the cohesive ties between ideas.

Functions of Grammatical Cohesion

Enhancing Readability: By facilitating the smooth progression of ideas, grammatical cohesion enhances the readability of texts, allowing readers to navigate through complex information with ease. Cohesive devices enable readers to track the flow of thought and comprehend the relationships between different elements of discourse.

Maintaining Coherence: Grammatical cohesion plays a crucial role in maintaining coherence by establishing clear connections between sentences and paragraphs. Through the consistent use of cohesive devices, writers ensure that their ideas are presented in a logically coherent manner, minimizing ambiguity and confusion for the reader.

Guiding Interpretation: Cohesive devices help guide the interpretation of texts by signaling the relationships between different parts of discourse. Conjunctions, for example, indicate whether ideas are being added, contrasted, or causally related, guiding readers in understanding the intended meaning and rhetorical structure of the text.

In a nutshell, grammatical cohesion is a multifaceted phenomenon that encompasses various cohesive devices working together to create coherence and connectivity in discourse. Pronouns, conjunctions, ellipsis, and lexical cohesion each serve distinct functions in facilitating the flow of ideas and maintaining coherence within texts. By understanding and effectively utilizing these components of grammatical cohesion, writers can enhance the readability and clarity of their communication, ultimately ensuring that their messages are conveyed with precision and coherence.

3.3.1.2. Teaching Cohesion through Written Discourse Analysis

The teaching of cohesion in writing is an important aspect of writing instruction, and written discourse analysis can be an effective tool for promoting the development of cohesive writing skills. Written discourse analysis involves the study of written text in

order to identify and understand the various linguistic and rhetorical features that contribute to its coherence and overall meaning. This approach to teaching cohesion not only provides students with a deeper understanding of the concept of cohesion itself, but also offers them the opportunity to engage in close analysis of real-world examples of cohesive writing.

Through written discourse analysis, students can identify these devices in written text and learn to use them effectively in their own writing. This approach to teaching cohesion also emphasises the role that context plays in shaping the meaning of written discourse and helps students understand the importance of considering their intended audience and purpose when composing written text.

One effective way to teach cohesion through written discourse analysis is to have students engage in close reading of examples of cohesive writing. This might involve having students read and analyse a range of texts, from academic essays to newspaper articles, in order to identify the cohesive devices used by the author. Students can then use this analysis as a model for their own writing, experimenting with different cohesive devices and refining their understanding of the best ways to use these devices to achieve coherence in their own writing.

Another way to teach cohesion through written discourse analysis is to use writing activities that emphasise the importance of cohesion. For example, a teacher might have students write short paragraphs that use various cohesive devices and then have them revise their writing to make it more cohesive. Feedback on written work can also be an important aspect of this approach, as it provides students with constructive criticism and suggestions for improvement.

The seminal work of Halliday and Hassan (1976) represents the initial systematic examination of cohesion in English and has served as a cornerstone for subsequent

linguistic investigations into the subject. One particular area of inquiry has centered on the correlation between the utilisation of cohesive devices and the quality of text production.

Nevertheless, cohesion remains a critical linguistic tool that enhances text continuity and coherence, as emphasised by Halliday and Hassan (1976). The absence of cohesion can result in an unintelligible piece of written discourse for the reader. Moreover, Witte and Faigley (1981) emphasize the importance of cohesion in determining the quality of writing, suggesting that it serves as an indicator of students' writing proficiency and influences the stylistic and organizational aspects of their written work.

Despite its historical neglect in language instruction, the publication of Halliday and Hassan's *Cohesion in English* (1976) has brought increased attention to the role of cohesion in language education. It has become a regular component of many educational programs, particularly in the context of reading and writing courses. William (1983) proposed a comprehensive framework for teaching the recognition of cohesive devices, which involves introducing learners to each category of cohesive ties in separate lessons, revisiting previously learned categories. Furthermore, he advocates teaching cohesion through complete texts and having learners mark cohesive ties on the text itself, as a means of heightening awareness of the processes and language used to describe cohesive devices.

3.4. Coherence and Written Discourse Analysis

The consensus among models of text comprehension is that written discourse is not simply a conglomeration of haphazard sentences, but rather must be comprehended through a continuous and predictable sequence that is maintained by the relationships between its constituent parts.

Coherence relations have been defined as the meaning connections that link at minimum two clauses within a text. Hoey (1983, p. 18) suggests:

A connection includes the expansion of something; when two bits of language are set together, on the off chance that their significance together is more than the whole of their different parts, then they are in connection with one another. Assuming then again no importance is added when they are put together, or then again on the off chance that no understanding can be arrived at about the implying that could have been added, then, at that point, they are not in that frame of mind with one another

3.4.1. Classification of Coherence Relations

Coherence relations are central to various theories on discourse structure and have proven effective in text generation systems. However, a notable challenge in studying coherence relations lies in the multitude of labels assigned to these relations by discourse analysts or readers. While some relations are explicitly stated and easily identifiable, others require readers to employ morphological, syntactic, semantic, and pragmatic mechanisms to infer connections.

As a result, the literature presents diverse classifications of these relations, differing in the number of relations considered. One such classification is rooted in Van Dijk's (1984) classical approach, which delineates two main categories of relations: conditional and functional. Van Dijk (1980b) proposes that coherence relations can be conditional when propositions are linked through connections between the facts they denote. Essentially, a proposition is considered coherent with another if it denotes an event or fact that is a possible, probable, or necessary condition of the event or fact denoted by the second proposition.

According to Van Dijk, a sequence of micropropositions may denote conditionally related facts through three relations: conditional relations (e.g., cause-

consequence, reason-phenomenon), temporal relations (e.g., events or facts in chronological order), or model relations (e.g., comparison, contrast).

Van Dijk's classical approach to classifying discourse relations also recognizes functional relations as vital for coherence. These relations establish connections between micropropositions based on their semantic functions relative to one another, including specification, explanation, example, comparison, and generalization. These functional connections are crucial for establishing local coherence in text and contribute significantly to overall coherence. As Van Dijk (1984) suggests, the relationship between micropropositions can be established through the functional relationships they share, thus facilitating the creation of a coherent structure in written discourse.

Pragmatic functional relations, as referred to by Van Dijk (1980b), highlight the relationship between speech acts and their underlying illocutionary intentions. These relations serve to establish local coherence by linking together micropropositions through the purposes they aim to accomplish in the discourse. In essence, these relations hold between the communicative intentions conveyed by the speech acts rather than the propositions themselves. This type of coherence is demonstrated in discourse that effectively utilizes pragmatic functional relations to create a seamless and interconnected series of speech acts..

The dynamic role of coherence relations in text production has been less extensively explored as compared to their function in text comprehension. Nevertheless, it is a widely accepted notion that coherence relations play a crucial role in the production of text, serving functions such as guiding generation systems, formulating the structural design of a text, and regulating its linguistic manifestation. Despite the ubiquity of coherence relations, the literature exploring them as an aspect of teaching has been

comparatively limited in scope and depth, as compared to studies on the education of other dimensions of coherence and discourse organization.

Conclusion

The key insight from written discourse analysis is the importance of macro-level structures, such as discourse segments and text organisation, in the creation of coherence. Discourse segments are the building blocks of written text and provide the framework for the arrangement of information and ideas. In other words, the macro-level structures of a text provide a way to organise information and create meaning that is consistent and easily understood by readers.

The examination of written discourse offers valuable insights into the establishment of coherence and cohesion in written texts. By analyzing both macro-level structures, such as discourse segments and text organization, and micro-level structures, including syntax, grammar, vocabulary, cohesion, and coherence, we gain a deeper understanding of how language functions to convey meaning in written communication. Consequently, the study of written discourse analysis holds significant relevance for the teaching of second language (L2) writing, offering a framework for the analysis and enhancement of written text production.

Chapter Four

Research Methodology and

Procedures

4. Research Methodology and Procedures

Introduction

The research methodology constitutes a pivotal aspect of any scholarly investigation, as it serves as the foundation upon which the validity and reliability of the study rest. It encompasses a systematic and scientific approach to addressing a research problem, utilising various techniques and methods to evaluate the study's overall rigor. The research methodology is comprised of several integral components, including the study design, methods, and approaches, as well as the research hypotheses, which serve as the starting point of the inquiry.

The present chapter endeavours to elucidate the research methodology employed in the current investigation. It aims to provide a comprehensive examination of the methodological design and the elements used to conduct the study. This section of the chapter examines the administration of the research, including a thorough exposition of the participants, research design, methods, and procedures, commencing with the pilot study and culminating with the main study. The statistical techniques employed in computation are presented at the conclusion of this chapter, along with a discussion of the challenges encountered and the limitations of the study

4.1. Research Methodology

Research methodology encompasses the systematic and scientific approaches employed by a researcher in conducting a study to address a research problem (Burn, 1994). It encompasses the various steps, methods, and techniques that are employed to systematically evaluate a research issue. The present chapter aims to detail and explicate the sample selection and data analysis procedures used in this study. The objective of this section is to provide a comprehensive examination of the methods and techniques

employed in the sample selection and data analysis, thereby underscoring the validity and reliability of the results obtained.

4.1.1. Sampling and Research Participants

The process of selecting representative informants is a critical aspect of any research endeavor, commencing with the identification of the population under investigation (Kalat, 2011). The population, within a research context, refers to the entire group of individuals considered for inclusion in the study. To ensure the representativeness of informants and the validity of the data collected, the researcher in this study employed two primary techniques for sample selection: probability and nonprobability sampling.

Probability sampling adheres to the principle that each member of the population possesses an equal chance of being selected for inclusion in the sample (Jackson, 2011). This sampling approach comprises three main categories: random sampling, where each participant has an equal opportunity for selection; stratified sampling, which involves dividing the population into sub-groups with specific characteristics and selecting a random sample from each subgroup; and cluster sampling, wherein the population is already partitioned into groups or clusters, and one or more random clusters are chosen as the sample (Jackson, 2011).

In contrast, nonprobability sampling is employed when the selection procedure does not allocate equal opportunities to all population members. This sampling method includes convenience sampling, whereby readily available participants are selected, and quota sampling, wherein predetermined characteristics are utilized to select the sample (Jackson, 2011). Additionally, Zikmund and Babin (2007) introduce judgment or purposive sampling, where the sample is chosen with specific objectives in mind, even if it may not fully represent the population. In this study, a combination of cluster random

sampling was employed for EFL students, while judgment sampling was utilized for EFL teachers.

4.1.1.1. Students' Participants

The population of the current study consists of second-year students enrolled in the Licence degree program in English as a foreign language at Batna 2 University during the academic year 2018-2019. The students in this population have received at least eight years of formal English education and are currently undergoing a three-year program. In the first two years, they are exposed to the same courses such as Written Expression, Oral Expression, and Grammar. However, in the third year, they are divided into different branches with varying course offerings.

The researcher selected second-year students as the population of the study due to their proficiency in the subject matter, which is lexico-grammatical as well as discourse competences. This is considered a critical aspect of English learning and must be developed and mastered at the beginner levels to ensure greater ease in tackling more challenging aspects in higher education.

Additionally, the selection of second year students as the population of the study allowed for the examination of individuals who had become more acclimated to the academic environment of a university as compared to first year students. As first year students had been previously instructed through a primarily teacher-led approach in high school, they may not have been adequately prepared for the transition to a more self-directed mode of learning, which was facilitated by the implementation of this study. Given that they had acquired the foundational knowledge of sentence structure and mechanics in their first year, the second year' students were considered to be better suited for instruction on paragraph writing. The target population for this research, to which the results are intended to be generalisable, consisted of 313 students divided into eight

groups. The researcher was allotted two groups for the teaching of the Written Expression module, comprising of 63 students, with three of them subsequently removed from either the experimental group or the control group.

In this study, a sample of 60 participants was involved, with 30 individuals allocated to both the experimental and control groups. The participants were second-year LMD (License-Master-Doctorate) students enrolled in the English department at Batna 2 University, all of whom had undergone English language instruction for a minimum of 8 years. Their ages ranged from 19 to 23 years old, with a noticeable gender imbalance favoring female participants.

Both the experimental and control groups were instructed by the same teacher, albeit with different methodologies. The experimental group received instruction based on the implementation of Writing Diagnostic Assessment (WDA) combined with the product approach, whereas the control group was taught using the conventional Process Approach to writing. To mitigate potential biases in the results, participants were unaware of their involvement in a research study. This approach aimed to ensure the integrity and objectivity of the findings obtained from the study.

4.1.1.2. Teachers' Participants

In this study, the role of teachers was crucial in its successful completion. The researcher aimed to examine their perspectives on incorporating written discourse analysis with the product approach in the composition course. A sample of teachers was selected through purposive sampling and consisted of both female and male teachers with varying levels of experience (from 3 years to over 20 years) and qualifications (13 with Master or Magister, 11 with PhD). They were chosen because they were involved in teaching the Written Expression module and had at least 4 years of experience. The

researcher's intention was to select teachers who had a significant impact in the teaching of EFL writing at Batna 2 University.

4.1.2. Research Design

Experimental psychology involves the use of scientific methods to test theories about human behavior. According to Miller (1974), a psychological theory must be supported by systematic observations made in controlled conditions. The research design must be carefully planned in order to collect data that can help establish relationships between variables, such as independent and dependent variables. The independent variable is the factor that the experimenter can control, while the dependent variable is the outcome that can only be measured. Research design is a crucial step in the research process, as it provides a framework for conducting the study.

In the current study, both experimental and descriptive research methods were used. Descriptive research is used to explore variables as they occur naturally, and is focused on describing individual variables rather than investigating the cause-and-effect relationships between them (Gravetter & Forzano, 2011). In this study, the descriptive approach was used partially to report on the attitudes of students and teachers toward various research topics, and to identify the main problems related to the research questions being investigated.

The experimental method of research in psychology has garnered widespread recognition as the preeminent mode of inquiry that enables the systematic examination of causal relationships between variables. The variables central to such research are commonly denoted as the independent and dependent variables, the former being the manipulated factor and the latter being the factor dependent on manipulation.

In the present study, an attempt was made to discern the effect of the independent

variable, WDA combined with the product approach, on the dependent variable, students' writing proficiency, through the use of a pre-test post-test control group experimental design.

A t-test for independent groups was utilised in a quasi-experimental design of pre-test post-test control in order to assess the variables under examination. The independent variables comprised of two student groups: a group taught writing through the incorporation of Written Discourse Analysis (WDA) and the Product Approach and another control group instructed in the dynamics of the Process Approach. The dependent variables comprised the writing test scores attained by both groups prior to and following the instructional intervention.

4.1.3. Research Methods

The utilisation of both quantitative and qualitative approaches to research design and data analysis was deemed necessary in this study, given the nature of the inquiry. Quantitative methods entail the use of numerical data and are dominant in the realm of empirical research (Adams, Fujii, & Mackey, 2005). These methods facilitate the precise representation of findings that pertain to research hypotheses (Chen, 2005). On the other hand, qualitative methods involve the gathering of non-numeric data.

4.1.4. Data Collection Instruments

The authenticity and consistency of scientific findings hinge on the sufficiency and suitability of the methods and tools employed. These encompass a range of instruments such as surveys, assessments, interviews, and observations that differ in terms of their intricacy, arrangement, implementation, and analysis. Researchers choose these instruments based on their capability to yield valid information. In line with the experimental and descriptive nature of the present investigation, student tests and

questionnaires administered to both students and teachers were deemed the central and most significant means of data collection. This combination was instituted for three reasons: to verify the hypotheses, offer a more thorough and in-depth examination, and to corroborate the outcomes from each instrument.

4.1.4.1. Writing Tests

A test is an evaluation mechanism to assess an individual's competence in a specific domain, as succinctly stated by Brown (2001) who defines it as "a method for gauging someone's aptitude or grasp in a given area" (p. 384). The efficacy of a test rests on its practicality, reliability, and validity, as outlined by Hughes (1989) who posits that a test should accurately "measure what it purports to measure" (p. 22). Practicality refers to the feasibility of administering, scoring, and interpreting the test, taking into consideration aspects such as time and financial limitations. Reliability, on the other hand, pertains to the consistency and dependability of the test results. Finally, validity encompasses the appropriateness of the test or any of its components in measuring what it is intended to measure (Henning, 1987, p. 170; Fulcher & Davidson, 2007, p. 4).

In this investigation, two assessments were utilised as a method of evaluating the students' writing proficiency to verify or refute the hypotheses posited. The objective was to quantify the effect of incorporating the product approach in combination with written discourse analysis on the improvement of the students' writing. To this end, a preliminary writing evaluation was carried out prior to initiation of the intervention, followed by a subsequent writing examination after completion of the treatment. These tests were designed to capture the changes in writing performance before and after the intervention. Further elaboration and analysis of these tests can be found in the subsequent sections of this chapter.

4.1.4.2. Students' and Teachers' Questionnaires

In this study, two questionnaires were employed as data collection tools to ascertain the attitudes and beliefs of the participants. The first questionnaire was administered to the experimental group students, seeking their perspectives on utilizing written discourse analysis in writing tasks. Conversely, the second questionnaire was distributed to second-year Written Expression teachers, aiming to capture their opinions on the same topics.

The primary objective of utilizing these questionnaires was to gather insights into the attitudes and beliefs of the participants, thereby augmenting the results obtained from the writing tests. The design of the questionnaires took into account considerations such as length and completion time, adhering to guidelines outlined by Dörnyei (2003) and Dörnyei & Clement (2001). This meticulous approach ensured the efficacy of the questionnaires in gathering relevant data for the study.

4.1.5. Statistical Methods

Subsequently, inferential statistics were employed to draw conclusions beyond the analyzed data and to make inferences regarding the postulated hypotheses. These inferential techniques allowed the researcher to assess the significance of observed differences or relationships in the data, providing a basis for generalizing findings to the broader population and drawing meaningful conclusions from the study.

4.1.5.1. Descriptive Statistics

The utilisation of statistical analysis tools was deemed necessary to attain a trustworthy and scientifically sound analysis of research findings. To this end, the researcher employed both descriptive and inferential statistics.

Dispersion, on the other hand, refers to the extent to which a set of scores is spread out from the central value. This is calculated through the range, standard deviation,

and variance, and was demonstrated in the current study through a comparison of the lowest and highest scores and their frequencies.

4.1.5.2. Inferential Statistics

Inferential statistics are techniques that allow the researcher to extend their findings from a sample to the larger population by testing hypotheses (Chen, 2005). These methods also allow the researcher to assess whether the results align with the anticipated outcomes of the independent variable (Miller, 1974, p. 35). This is achieved through the process of inferring mathematical formulae from real-world samples, conducting mathematical operations on these formulae, and arriving at conclusions regarding the impacts of the experiment. Furthermore, inferential statistics enable the identification of significant differences in variables and correlations between variables that are pertinent to the research questions.

a. The Statistical Test

Quantitative research studies are often conducted using statistical tests, which can be a challenging aspect of research methodology. However, Chen (2005) suggests that there are two main research interests that can help guide the choice of appropriate statistical test: evaluating differences between groups and examining relationships between variables. In the present study, the independent samples t test was employed, as it is suitable for comparing the performance between an experimental group and a control group to assess the effectiveness of a particular intervention (Chen, 2005, p. 34).

In order to increase the credibility of the conclusions drawn from the examination of central tendency and dispersion, the researcher must apply a specific statistical test. The selection of a suitable statistical test is a crucial aspect in the research methodology, as an erroneous decision can render the findings invalid.

In studies where data from two separate groups of subjects are compared, the most commonly adopted statistical methods include parametric tests such as the z-test and t-test, as well as non-parametric tests like the Mann-Whitney and Chi-square test. However, parametric tests are generally regarded as more effective in detecting significance if it exists within the data (Miller, 1974, pp. 55-77).

Considering these factors, the researcher determined that the t-test was the most suitable statistical test for analyzing the data in this study. The t-test offers a robust evaluation of the probability of differences between the performance of the experimental and control groups. Unlike the z-test, the t-test provides greater flexibility and versatility, offering a broader range of techniques to accommodate diverse research requirements. Moreover, the t-test is widely utilized in linguistic studies, as highlighted by Brown (1988), and is recognized as the most powerful tool for detecting significance in data. Therefore, the researcher concluded that the t-test was the appropriate choice for the purposes of this research.

b. The Independent Sample t-test

The independent t-test is a statistical technique designed to determine the statistical significance of the difference between the means of two unrelated groups. It requires data from two variables from a single population and sample.

The calculation of the observed t-value is accomplished through the use of a mathematical formula, which is then compared to the tabulated t-value, determined by three criteria: the type of hypothesis, the number of degrees of freedom, and the level of significance.

The researcher must first determine the nature of the hypothesis, whether it is one-tailed or two-tailed. In this case, the hypothesis is one-tailed, as the researcher hopes

to improve the students' writing in a positive direction. If the direction of the treatment effect is unknown, the hypothesis would be two-tailed.

The calculation of the degree of freedom is also important in specifying the critical value and is accomplished through the formula $N_1 + N_2 - 2$, where N_1 and N_2 represent the number of subjects in the two independent sets.

Finally, the level of significance must be selected. In this case, the researcher chose a level of 0.05, meaning that there is a 95% confidence that the results are due to the treatment, but 5% of the results may be due to chance.

Before listing the steps for calculating an independent t-test, it's important to understand the meanings of the abbreviations used in the computation of the observed t:

N_1 : The number of participants in the first group.

N_2 : The number of participants in the second group.

X_1 : The mean of the first group.

X_2 : The mean of the second group.

S_1^2 : The variance of the first group.

S_2^2 : The variance of the second group.

df: The degree of freedom.

With these abbreviations in mind, we can proceed to outline the steps for calculating an independent t-test.

The steps:

1st Calculation of the Mean

The formula is: $\bar{X} = \frac{\sum X}{N}$ / N: The number of the students per group

2nd Calculation of the Variances The formula is: $S^2 = \frac{\sum X^2}{N} - \bar{X}^2$

3rd Calculation of the degree of freedom $df = (N_1 + N_2) - 2$

4th Calculation of the computed 't'

The formula is:

$$t_{(N_1+N_2-2)} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) \left(\frac{N_1 N_2}{N_1 + N_2} \right) \left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} \right)}}{\sqrt{(N_1 + N_2 - 2) \left(\frac{N_1 N_2}{N_1 + N_2} \right) \left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} \right)}}$$

5th Comparing the obtained t with the critical value.

4.2. Research Procedures

After completing the research design, the researcher moved the phase of application. Prior to embarking to the main study, it is necessary to conduct a pilot study that would detect the bugs of the implemented procedures

4.2.1. Piloting the Study

A pilot study can play a crucial role in avoiding any potential problems or limitations that may arise when conducting a research investigation. By performing a preliminary examination, researchers can eliminate potential issues and enhance the accuracy of their findings.

The pilot study of the current research served as the preliminary stage of implementing the experiment and utilizing the students' and teachers' questionnaires.

4.2.1.1. The Experiment

The administration of the writing tests to the students was not preceded by a pilot study due to the straightforward nature of the instructions. Furthermore, a pilot study involving the same participants and following the same protocols was not feasible within the limited time frame of the academic year 2018-2019. As an alternative, a pilot study was carried out in the Department of English at Batna 2 University during the academic year 2017-2018 with a separate set of participants who shared similar characteristics with

the subjects of the main study. To elaborate, the participants of the main study were in their first year during the 2018-2019 academic year, while the participants of the pilot study were in their second year during the 2017-2018 academic year. This pilot study was not intended to yield conclusive results but rather served as a preparatory measure for the forthcoming experiment that would be conducted with a different set of participants. The objectives of the pilot study included:

- The meticulous design of the experiment
- Familiarization and acclimatization with the various components of the experiment
- Identification of any practical difficulties that may arise during the teaching of written discourse analysis
- Evaluation and refinement of the challenging aspects of WDA and the product approach
- Estimation of the time required to conduct the experiment.

In order to meet the aforementioned objectives, data was obtained through the methodology of classroom observation by the researcher and supplementary information was acquired through interactions with the student participants. The final results were not of significant import to the researcher, thus, a qualitative description of the pilot study's design and the modifications made in the primary study was documented.

The researcher conducted a total of eight observation sessions, each lasting 30 minutes, with a narrow focus on observing solely what was pertinent to the established aims of the pilot study. The observations were recorded and described along three dimensions, including the implementation of the WDA in writing instruction, the allotted time frame, and the utilisation of the product approach in the educational process. The researcher documented their observations through the creation of field notes, which were

comprised of brief notations serving as reminders for a more comprehensive analysis after leaving the field.

It has previously been noted that the pilot study was conducted in the English department at Batna 2 University and the study participants comprised of 33 second-year students. However, it should be noted that three students did not regularly attend the course during the observation sessions. The materials employed were selected from the "British Academic Written Discourse."

During each observation session, the teacher-researcher engaged the students in the composition of written work, with a specific focus on the analysis of grammatical elements, cohesion, coherence, and vocabulary usage. The initial three sessions were dedicated to the examination of cohesive devices in the construction of high-quality written compositions. The subsequent two sessions centered around vocabulary in writing and the arrangement of main ideas. The final three sessions were devoted to the exploration of semantic prosody and the demonstration of syntactic maturity at the discourse level.

In greater detail, during each session the teacher-researcher would concentrate on a specific aspect by first providing the students with a text to read and engage in a discussion of its content. Then, the selected aspect would be introduced through reference and explanation. The students would be given additional information and tasked with analysing the selected aspect, before presenting their findings to the class for collective examination.

In addition to the classroom observation, the researcher engaged in conversations with the student participants to gain insight into the difficulties they faced with regards to the WDA Approach to writing instruction, as well as their reactions towards using this method of teaching writing. This informal dialogue proved to be

valuable as it allowed the researcher to obtain additional information that may not have been obtained through observation alone.

To succinctly summarise the conclusions of the pilot study, the researcher posits that it yielded several valuable insights. Firstly, the study revealed potential areas of difficulty for students, such as the challenge of teaching certain aspects of cohesion and coherence without a prior theoretical foundation. As a result, the researcher suggested the provision of handouts for students to familiarise themselves with each aspect before conducting analysis. Secondly, the pilot study was a useful exercise in testing the difficulty of analysing written texts and utilising materials from the product approach. Thirdly, the pilot study prompted the researcher to reassess the allocation of time for the experiment. Finally, due to the positive reactions of the student participants towards the writing assignments, the researcher determined to continue using the combination of the product approach and the study of written discourse as the primary means of teaching writing.

4.2.1.2. Students' and Teachers' Questionnaires

To ensure the efficacy of the students' and teachers' questionnaires, the researcher conducted a pilot test to detect and rectify any issues related to their design. Issues such as content, layout, wording, length, and instructions were identified and addressed. The students' questionnaire was distributed to a sample of 9 participants out of the intended 30 members of the experimental group.

Meanwhile, the initial version of the teachers' questionnaire was solicited for comments from 15 practicing teachers. Upon receipt of feedback from both students and teachers, the researcher made necessary revisions to the questionnaires based on the comments received. Some questions were altered or removed as they were deemed

unproductive, while others were added to ensure that the necessary information was gathered, as suggested by the guidance of the study supervisor.

4.2.2. Conducting the Main Study

4.2.2.1. The Pre-test

At the onset of the treatment, both the experimental and control groups underwent a pre-test simultaneously. This assessment aimed to measure the participants' writing proficiency concerning the appropriate utilization of grammar, vocabulary, cohesion, and coherence, ensuring no significant discrepancy existed between the writing performance of the experimental and control groups.

The pre-test sought to identify the primary obstacles participants faced in writing, particularly in the application of writing elements. It comprised a writing task conducted during a regular classroom session lasting ninety minutes. Participants were tasked with composing an essay of no fewer than 250 words on the topic of "the importance of E-learning." While participants were presented with a choice of topics, they unanimously selected the aforementioned topic due to its familiarity, intrigue, and motivational appeal.

The pre-test was designed as a straightforward assignment, with instructions intentionally avoiding explicit mention of the test's objective. Participants were given autonomy to fulfill the requirements based on their own interpretation, and the topic statement allowed them to organize the essay according to their understanding. This open-ended approach ensured the task remained accessible even to participants with limited prior knowledge of essay structure. Instructions solely emphasized the word count requirement, aimed at ensuring all participants produced a sufficient number of sentences for analysis. The lengthier the essay, the more opportunities for errors to be observed.

Following completion of the pre-test, participants' essays were collected for analysis, evaluation, and scoring

Assessing the Pre-test

The evaluation of students' written productions typically involves three main approaches: the analytic scale, holistic scale, and primary trait scale.

Holistic Scale: This approach assesses the overall impression of the writing and assigns a single mark to the entire piece. It focuses on the overall quality and effectiveness of the composition without breaking it down into specific components.

Analytic Scale: In contrast, the analytic scale provides separate scores for specific areas or components of writing, such as content, organization, grammar, vocabulary, and style. Each component is evaluated independently, allowing for a detailed analysis of strengths and weaknesses in different aspects of the writing.

Primary Trait Scale: This scoring method is less commonly used and provides feedback on a specific aspect or trait of writing, such as creativity, coherence, or argumentation. It is particularly useful in research or situations where specific writing skills are being evaluated in isolation.

Each approach offers distinct advantages and is suited to different evaluation purposes. While the holistic scale provides a quick and overall assessment of writing, the analytic scale allows for a more detailed and nuanced evaluation of specific writing skills. The primary trait scale, although less commonly used, offers focused feedback on particular aspects of writing that may be of interest in certain contexts.

For the current study, which focuses on discourse dimensions into writing, the primary trait is written accuracy and organisation. The evaluation level of "Lexico-grammatical as well as discourse competences" is arranged under two main level, including aspects such as grammar, vocabulary, cohesion, and coherence.

With the clear definition of the key aspects of evaluation, the researcher then sought to develop a scoring system to accurately measure the performance of the participants in both the experimental and control groups. The scoring was based on a five-point scale for each aspect, with a total of five points possible for each aspect. This was established by examining each aspect and assigning a score according to a predetermined set of guidelines.

The accuracy of the scoring was verified by conducting a reassessment and re-evaluation of the essays by two additional educators, effectively addressing any inconsistencies within the evaluation procedure. Subsequently, the cumulative scores of individual participants were computed to ascertain the collective performance of each group. This statistical analysis encompassed the calculation of measures such as mean, mode, and dispersion, thereby providing a quantitative representation of the overall performance. In contrast, the pre-test performance of each group across various aspects was solely depicted through the mean value.

4.2.2.2. The Treatment

In the realm of educational research, experiments are conducted to assess the impact of one variable on another. This particular study, following the administration of the writing pre-test, involved the delivery of a treatment regimen to the experimental group participants designed to increase their aptitude in the utilization of various essential writing aspects. This treatment, rooted in the principles of WDA, was distinct from the approach taken with the control group participants.

The treatment was administered over the course of twelve weeks, comprising a total of twenty-four sessions, each of which lasted ninety minutes, with an average of two sessions per week. In addition to the normal sessions, the researcher also took the students out of their normal routine twice, bringing the overall number of all sessions, including

the pre-test, post-test, and the questionnaire for the experimental group participants, to twenty-nine.

Teaching the Experimental Group

In the present investigation, participants assigned to the experimental group received explicit instructions focused on enhancing grammatical accuracy, cohesion, coherence, and vocabulary proficiency. These instructional phases comprised distinct lectures outlined as follows

Lecture 1: Introduction

The commencement of the treatment was initiated with a comprehensive overview of the concepts pertaining to lexico-grammatical competencies. The primary objective of this introductory segment was to lay the foundation for the forthcoming tutorial sessions. With more precision, the participants were initially apprised of the concept of lexico-grammar, as it was a novel term for them. Subsequently, they were apprised of the prerequisites they must possess to attain grammatical precision. The succeeding segments were dedicated to a more thorough examination of such competence with regards to accuracy, cohesion, coherence, and collocation. The participants were also made cognizant of the fact that a thorough understanding and mastery of these various facets could enhance their writing skills, particularly in terms of accuracy and correctness.

Lectures[2-20]: Lexico-grammar and discourse competences

Throughout the training period, the researcher prioritized four elements indicative of essay accuracy, namely: grammar, vocabulary, cohesion and coherence, and vocabulary.

Grammar

Throughout the lecture series, the researcher strove to enlighten the participants and familiarize them with the diverse grammatical structures that are ubiquitous in the second-year curriculum and of paramount significance to the current study. Among the chosen elements, the treatment was focused on imparting knowledge on grammatical aspects such as prepositions, passive and active voices, and tenses. These aspects were taught in a traditional manner in the control group, whereas in the experimental group, they were introduced using the WDA combined with the product approach. It is worth mentioning that these instructional elements were utilised in the assessment of the students' written works.

Vocabulary Instruction

Upon the conclusion of the grammar instruction, the researcher progressed to the vocabulary component of the program. The participants were first sensitized to the significance of vocabulary in refining their writing abilities. The researcher also emphasized that vocabulary is often overlooked in language studies and, thus, crafted a lesson plan that would raise the students' consciousness about the importance of lexis and the regulations associated with vocabulary usage in foreign language writing. During the vocabulary instruction period, aspects such as formality, appropriateness, register, contraction, among others, were considered.

Cohesion Instruction

The objective of this lecture was to acquaint the participants with diverse cohesive devices. They were introduced to Halliday and Hasan's (1976) taxonomy, which includes reference, substitution, ellipsis, conjunction, reiteration, and collocation.

Coherence relation

This phase focused on identifying the various coherence relations present between sentences. The teacher-researcher chose not to categorize the specific types of relations due to their abundance, instead prioritizing the participants' comprehension of logical coherence relations and their application in written productions.

Lecture[21-25]: Overall Practice

The concluding phase of the treatment focused on the practical application of the knowledge acquired from the preceding lectures. Throughout this stage, participants were assigned the task of composing essays with the aim of applying the acquired skills. The instructor provided corrective feedback to aid participants in refining their writing abilities. Additionally, participants were instructed to incorporate written discourse analysis into their written works. Furthermore, they were encouraged to exchange their papers for peer review, analysis, and discussion of the effectiveness of the essay structure, grammatical accuracy, and correctness achieved through the exclusive utilization of the product approach materials.

Procedures of the Lesson Plan

In the initial two phases of intervention, instruction on the aforementioned elements was explicit and discourse-based, following a structured approach comprising four fundamental stages: anticipatory set, modeling, awareness-raising, and writing practice. These instructional stages, delineated in detail below, were implemented for each targeted aspect in the study.

Anticipatory Set

This instructional stage was meticulously crafted to align directly with the predefined objectives of the lecture. Through an introductory statement, the teacher-

researcher endeavored to acquaint the participants with the targeted aspect of interest, offering a comprehensive overview of the topic at hand.

It is noteworthy that participants were provided with texts pertinent to the subject matter prior to the lecture. However, due to practical constraints, primarily time limitations, the distribution of learning materials was assigned as homework. The researcher believed that allowing participants to take these materials home would afford them ample time to practice, comprehend, and utilize additional resources, such as online texts, to enhance their familiarity with the specific written discourse addressed in the current research.

Modelling

In accordance with Hirvela (2004, p. 126), modeling entails "having students study, through close reading, models of the kinds of texts they are expected to write." In this stage, participants were exposed to "British Academic Written Discourse." The teacher introduced this discourse to the students by demonstrating its various functional mechanisms and illustrating how to apply it in a written task. The teacher-researcher took on the primary role in instruction, particularly in text analysis, while the students' primary responsibility was to observe and follow along.

Awareness raising

In this stage, the teacher aimed to cultivate the participants' independent application of the knowledge acquired from previous stages. By replicating the teacher's process of written discourse analysis, participants were expected to develop a deeper understanding and awareness of its appropriate application. During this phase, participants were provided with another text and tasked with performing a discourse analysis and deconstruction, with the gradual withdrawal of teacher support. The objective was for participants to internalize the concepts learned in earlier stages and make informed decisions regarding the utilization of discourse analysis in their writing

tasks.

Writing Practice

In this stage, the subjects were asked to write an essay. The students' were asked to focus on the learnt aspects of composition,

b. Teaching the Control Group

The researcher attempted to teach grammar, vocabulary, cohesion and coherence to the participants in both the experimental and control groups. However, the approach used for teaching was different between the two groups. The experimental group was taught through the product approach with an explicit and discourse-based instruction. The teacher introduced the students to the concepts of grammatical competence, cohesive devices, and coherence relations, and the participants were taught to use and analyse texts through discourse analysis mechanisms.

Conversely, the control group received instruction primarily through handouts and a limited number of model essays, without any explicit introduction to cohesive devices and coherence relations. The teacher's primary focus for the control group was to encourage students to write as many essays as possible and provide feedback on their compositions.

4.2.3. The Post-test

Right away, after the treatment was more than, a post-test was administrated to both trial gathering and control bunch under comparable ecological circumstances as were accessible for the pre-test. The point was to check how much the trial bunch members' composing worked on because of the proposed technique for instructing. The members' post-test composing expositions were surveyed following similar methods utilized in the pre-test.

4.2.4. Students' Questionnaire

Following the assessment of the post-test essays, a comprehensive questionnaire was administered to the participants in the experimental group during a regularly scheduled class session. The questionnaire was designed to evaluate the participants' attitudes towards the integration of the Discourse-oriented Product Approach in foreign language writing instruction. It comprised five sections, each addressing a key aspect of the research.

The first section, titled "Writing Skill," aimed to assess the participants' perceptions, abilities, opinions, and challenges regarding their writing skills following instruction through the Discourse-oriented Product Approach. The second section, titled "Students' Attitudes towards the Significance of the Product Approach," explored the participants' perspectives on the effectiveness and value of this instructional paradigm in enhancing their writing skills.

The third section, titled "The Significance of the Discourse-oriented Product Approach in Improving Lexico-grammatical and Discourse Competences in Writing," aimed to determine the participants' understanding and perception of the instruction provided by the researcher during the instructional period. Additionally, it assessed their attitudes towards the feasibility, effectiveness, and efficiency of the implemented approach in developing their lexico-grammatical and discourse skills.

The fourth section, entitled "Students' Opinions about Using Written Discourse Analysis in Writing", is considered to be the most critical part of the student questionnaire, as it delves into the core of the research. This section covers all the areas of concern referred to in the theoretical chapters and investigated in the practical ones. Finally, the fifth section was dedicated to eliciting the participants' suggestions

regarding the subject matter.

Regarding the items, there were 28 in total organized within the previous main sections. These items comprised one closed item type, which required students to select 'yes' or 'no' responses, choose the appropriate answer from a list of options, or simply order them. Additionally, there were two scale items, where students were asked to indicate their responses from a range of predetermined alternatives representing varying degrees of difficulty. Furthermore, there were three open-ended items intended to elicit data through responses written in the respondents' own words.

The initial section, spanning from item one to item seven, aimed to gain insights into writing in general, as it is the skill the researcher sought to develop. For instance, items one and two aimed to ascertain whether students perceived writing as challenging and identify its sources of difficulty. Items three and four were crafted to confirm the actual level of dissatisfaction with writing and identify the factors contributing to this dissatisfaction. Items five, six, and seven were intended to gather information about various aspects of writing, particularly focusing on whether students were cognizant of the importance, difficulty, and potential for improvement of certain aspects, notably lexico-grammar and discourse, which are the primary focus of the study.

The second section started from item eight to item 14. Initially, through item eight and nine, the researcher had insights about the students' frequency and expediency of using discourse in the accomplishment of their tasks. Item 10 was put to find out whether or not the participants used the Written Discourse Approach in any language field before being exposed to it during the experiment. Item 11 was included to detect the student adherence to using the discourse-based philosophy in writing after the treatment. Then, items, 12, 13, and 14 were set for the sake of determining the frequency

of using WDA in the other language courses and the extent to which the participants think it is helpful in developing their abilities.

After the experiment, section three revealed data about the use of the discourse mechanisms and allowed the researcher to dig deeper into the dynamic of its use and implementation in teaching FL writing. The items included in this section brought to light the students' attitudes towards the use of written discourse analysis in the accomplishment of their writing tasks. (items 15 to 24).

The fourth section was conducted mainly to determine the participants' opinions about the use of the written texts in the accomplishment of their written tasks. It encompasses items 25, 26, and 27. Item 25, 26, and 27 are taken to be the most important questions in the whole students' questionnaire; they are at the heart of the research at hand. The researcher included them to unveil data about aspects that are highly pertinent to the realm of lexico-grammar investigated in this study. They encompass all the areas of concern that the researcher referred to in the theoretical chapters and investigated in the practical ones. As such these questions revealed data about the efficiency of WDAA in dispelling some of the difficulties the participants tended to manifest in the pre-test before being exposed to the treatment in the instructional period.

The questionnaire also incorporated a section labeled "Any Suggestions." This final section aimed to provide an opportunity for students in the experimental group to express any concerns they may have had regarding the efficacy of the product-based written discourse analysis in accomplishing their writing tasks.

4.2.5. Teachers' Questionnaire

The teachers' questionnaire was administered to instructors of writing across different modules, requesting them to complete it to assess the extent to which the discourse-based paradigm contributes to the improvement of writing skills in the English Language Department at the University of Hadj Lakhdar, Batna 2.

To fulfill the objectives outlined for this questionnaire, it was structured into four main sections: general information, teaching writing, teachers' attitudes towards the implementation of WDA in FL writing instruction, and additional suggestions.

Regarding the items, they mirrored the types used in the students' questionnaire. Teachers were required to select 'yes' or 'no' responses, choose appropriate answers from a list of alternatives, or prioritize items. Additionally, a scale of items was employed to indicate a response from a range of predetermined alternatives representing varying degrees of emphasis, alongside open-ended items intended to elicit written responses in the teachers' own words.

The first three items comprised the initial section, aimed at gathering general information about the teachers' qualifications and years of experience teaching Written Expression.

The second section, titled "The Writing Skill," aims to elicit teachers' opinions regarding their students' written performance, their level of interest in developing writing skills, and the challenges encountered during the teaching and learning of writing. Towards the end of this section, teachers were invited to provide suggestions for addressing the aforementioned issues commonly encountered in the writing classroom. (Items four to 14)

The third section of the questionnaire focuses on determining teachers' attitudes towards the current methodologies employed in teaching FL writing. Questions 15 and 16 are designed to ascertain the approach teachers utilize as the basis for their instruction and the degree to which it aligns with their expectations. Item 17 provides an opportunity for teachers to highlight any perceived shortcomings associated with the adopted approach.

Regarding the field of Discourse Analysis, items 18 and 19 are included to determine the teachers' perspectives on this emerging area of inquiry. Questions 20 and 21 aim to assess the participants' awareness of and frequency of use of Discourse Analysis in their instructional practices. Additionally, questions 22, 23, and 24 are designed to capture the participants' opinions on the role of WDA in enhancing their students' writing skills.

The final two questions in the third section of the questionnaire delve into the specifics of the Discourse-Based Product Approach employed in the current study (Q25, 26). These questions aim to gather insights into the dynamics of this approach and how its specific elements were perceived by the participants.

At the conclusion of the questionnaire, an "any suggestions" section is provided, allowing teachers to share any comments or feedback regarding the objectives outlined for this questionnaire.

Conclusion.

The primary data collection instruments utilized in this study comprised the writing tests, student questionnaire, and teacher questionnaire. These instruments were selected to gather comprehensive data regarding students' writing skills and perceptions, as well as teachers' attitudes and practices in teaching writing. To assess the significance

of the results, the independent sample t-test was employed as the statistical analysis method. This allowed for the comparison of the outcomes between the experimental and control groups, providing insights into the effectiveness of the intervention.

Furthermore, this chapter provides a detailed overview of the procedures followed in both the pilot study and the main study. This includes the steps taken to ensure the validity and reliability of the data collected, as well as any adjustments made based on the findings from the pilot study. Lastly, the chapter concludes with a discussion of the limitations encountered during the research process. These limitations are acknowledged and addressed to provide context for the interpretation of the results.

In the subsequent chapters, the results of the data analysis and interpretation will be thoroughly presented, shedding light on the efficacy of the Discourse-Based Product Approach in enhancing students' writing skills and informing pedagogical practices in teaching writing.

Chapter Five The Test

5. The test

5.1. Introduction

The results of the present study are presented through the utilisation of three analytical instruments as outlined in the methodology section. This chapter represents the initial empirical segment of the thesis, with a focus on presenting a portion of the overarching findings of the study. In particular, Chapter Five pertains to the administration and evaluation of statistical tests, utilising the t-test method, to analyse the written output of both the experimental and control groups of students. The results of a pre-test are initially presented in order to assess the proficiency of both groups in employing grammatical, vocabulary, cohesion, and coherence elements in the writing process. Subsequently, post-test results are presented to determine if the experimental group exhibited an improvement in performance as a result of the experimental instructions. The data collected in this chapter provides evidence to support the hypothesis that acquiring lexico-grammatical and discourse competences can enhance the writing proficiency of second year students.

5.2. The Pre-test Results

This segment of the chapter concerns the initial data acquisition, examination, and presentation, commonly referred to as the pre-test phase. Specifically, it entails a comprehensive analysis of the aggregated performance data from both experimental and control groups, focusing on measures of central tendency and dispersion. This examination aims to afford a nuanced understanding of participants' behaviors. Subsequent to this analysis, the performance of each group is juxtaposed concerning their proficiency in grammar, vocabulary employment, cohesion, and coherence in their written compositions, thus furnishing an evaluative insight into their linguistic output.

Acknowledging the research framework's structure is imperative concerning the pre-test outcomes. For clarity and coherence, this study assesses writing proficiency based on four predetermined facets elucidated in preceding theoretical discussions and subsequently incorporated into instructional methodologies. These facets are delineated into two overarching domains, namely, lexico-grammatical and discourse competencies.

The selection of lexico-grammatical and discourse competencies is purposeful, aligning closely with the research's objectives. The study endeavors to ameliorate writing challenges through an instructional amalgamation of Written Discourse Analysis (WDA) and the product-oriented approach to teaching foreign language writing. WDA, a proven analytical tool within English as a foreign language pedagogy, informs the development of a framework aimed at enhancing composition instruction. This innovative approach is envisaged to scaffold learners' writing processes, facilitating their navigation through common compositional hurdles.

5.2.1. Overall Pre-test Performance

Table 8: The Participants' Overall Behaviour during the Pre-test

Groups	Subjects		Dispersion			
	Mean	Mode	Low	Fr.	High	Fr.
Experimental	08.80	08	04	01	14	02
Control	08.85	06	06.50	02	14	01

Table 5.1 depicts the pre-test performance outcomes of both the experimental and control cohorts, showcasing mean scores of (8.80) and (8.85), correspondingly. Notably, the data implies superior performance within the control group vis-à-vis the experimental counterpart. Examination of score frequencies reveals a prevalence of (8)

within the experimental group, contrasting with (6) in the control group. Concerning dispersion metrics, comparability is observed between the two groups.

Specifically, the experimental group exhibits its lowest scores at (4) and (6.5) by two participants, while the control group records a minimum of (6.5) by one participant. Conversely, a pinnacle score of (14) is attained by two participants within both cohorts.

The juxtaposition of mean scores, central tendencies, and dispersion indices suggests a parity in writing proficiency levels among students prior to intervention. Consequently, any subsequent enhancements or regressions in writing prowess can be attributed to the instructional interventions undergone by each group.

5.2.1.1. Pre-test Means of the grammar Levels of the Experimental and Control Groups

Table 9 : The Means of grammar

Pre-test	Groups	The Mean(X)
Grammar	Experimental	02.41
	Control	02.45

The data delineated in Table 5.2 unveils that the mean collocation competence score for the experimental cohort stands at (2.41), juxtaposed with (2.45) for the control cohort. These findings underscore a parity in the precision of collocational usage across written outputs of both groups. Furthermore, commensurate proficiency levels in grammar usage are evident in the written compositions of both cohorts.

a. Tenses

Tense, representing the temporal aspect of actions, constitutes a fundamental component of linguistic expression. Second-year L.M.D students undergo comprehensive instruction in the subject of "Grammar," wherein they receive extensive guidance on various tenses, their usage, and typologies within the English language. Consequently, it

is anticipated that participants seamlessly apply their acquired knowledge in writing endeavors. Regrettably, such proficiency was not universally demonstrated.

Upon assessment of papers, a notable proportion—19 out of 36 in total—across both the experimental and control groups exhibited significant deficiencies in the accurate application of tenses within their compositions. This observed weakness stands as a contributing factor to the students' subpar grammatical competence, consequently hindering the development of their writing skills. Specifically, challenges predominantly revolved around the correct utilization of the third person singular marker "/s/", present perfect tense, and irregular past tense verbs.

b. Punctuation

Punctuation, encompassing symbols or marks utilized in written communication to delineate sentences, clauses, and phrases, serves to denote pause, emphasis, and various grammatical nuances. Its role is paramount in elucidating the structure and meaning of written discourse, thereby enhancing readability and comprehension. Common examples of punctuation marks include the period, comma, semicolon, colon, dash, exclamation mark, and question mark.

The curriculum for Second Year L.M.D students duly addresses the significance of punctuation, recognizing its ubiquitous presence in the English language and its pivotal role in crafting coherent and polished compositions. Consequently, the researcher elected to incorporate it as a key aspect within the grammatical evaluation framework.

Notably, a significant proportion—18 from the experimental group and 16 from the control group—of participants exhibited a marked deficiency in mastering this critical grammatical facet. Consequently, their performances underscored weaknesses and inadequacies in punctuating their written outputs effectively. The ramifications of this deficiency extended beyond mere grammatical inaccuracies, encroaching upon the overall discourse and rhetorical quality of their compositions

5.2.1.2. Vocabulary

Table 10: The Means of vocabulary

Pre-test	Groups	Mean
Vocabulary	Experimental	2.04
	Control	2.13

The findings presented in Table 5.3 reveal that both the experimental and control groups exhibit mean scores of (2.04) and (2.13) correspondingly, reflecting their efficacy in vocabulary utilization. This indicates a comparable level of proficiency in vocabulary skills between the two groups, with only a marginal discrepancy noted.

It is noteworthy that, among the evaluated criteria, vocabulary appears to be the least pronounced area of deficiency in the participants' writing endeavors. Effective vocabulary employment is paramount in enabling writers to select apt words within a given context, thereby averting the usage of ambiguous or imprecise language.

For the pre-test assessment, the researcher deemed the accurate usage of vocabulary as a fundamental element of proficient writing. This stems from the recognition that an adept vocabulary serves as a vital instrument in aiding students to select the most suitable words pertinent to the audience, context, and purpose of their writing. This facet is encapsulated within the concept of Register, delineating the appropriate level and style of language usage, determining the choice of vocabulary, structural components, and certain grammatical constructs. The three primary language registers—Formal, Informal, and Neutral—each find applicability across various writing and speaking contexts, guiding the linguistic choices of individuals accordingly.

To address this aspect, the researcher incorporated instruction on Register into

the treatment phase through the use of the discourse-oriented product approach. This approach emphasises the importance of using formal register in writing, which does not allow for the use of contractions such as “won’t” but instead requires the use of expanded forms such as “will not”. The formal register also dictates that numbers less than 100 should be spelled out, so “9” would become “nine”. Other requirements of the formal register are severely demanded within the discourse-oriented paradigm are as follows:

- Using correct spelling, grammar, and punctuation: This is essential for maintaining clarity and professionalism in formal writing.

- Adhering to a specific citation and referencing style: Depending on the type of document, different citation and referencing styles may be required. It is important to be consistent throughout the writing

- Using complex sentence structures: To demonstrate mastery of the language, complex sentence structures that include subordinate clauses and coordinating conjunctions can be used

- Choosing precise vocabulary: The use of appropriate and varied vocabulary is critical in formal writing. The use of synonyms and antonyms can help enrich the writing.

- Maintaining a professional tone: Formal writing should maintain a professional tone that is objective, neutral, and formal. Personal opinions and biases should be avoided.

The researcher conducted an evaluation of the written compositions, scrutinizing adherence to the prescribed conventions, and noted that 20 students—comprising 11 from the control group and 9 from the experimental group—failed to comply with at least one stipulated principle. This underscores the imperative of providing participants with instruction on the conventions associated with formal language register. An illustrative example from a specific subject elucidates this concern:

“E-learning is the **thing** that pushes learners to achieve. **It’s** a new trend and **we** need to succeed. If **we** have it, it would be **too much of a good thing. But**, it is not easily mastered, **we** must be highly aware of **our** capacities and learning goals in order to be able to make use of it”.

The aforementioned passage was deliberately chosen as it epitomizes the vocabulary issues observed in writing and encapsulates the errors addressed during the researcher's evaluation of the participants' papers. The underlined words and expressions highlight the various vocabulary mistakes previously discussed

The underappreciation and underestimation of the importance of vocabulary and register in the teaching of Foreign Language (FL) writing, particularly in the Algerian context, is a noteworthy issue. The researcher holds the belief that this neglect is due to the widespread belief among learners and teachers that lexical competence is limited to the mere utilisation of words. It is hoped that this observation sheds light on the significance of vocabulary, which is not just restricted to a vast linguistic repertoire. Instead, vocabulary encompasses a crucial aspect of writing, which has the potential to greatly improve the quality of a composition, but if ignored, can severely hinder the accuracy and efficiency of the written product.

Discourse Elements

5.2.1.3. Pre-test Means of Cohesion Levels of the Experimental and Control Groups

Table 11: The Means of Cohesion

Pre-test	Groups	The Mean (X)
Cohesion	Experimental	02.28
	Control	02.21

The findings presented in Table (5.4) reveal that the pre-test average score for

cohesion is (2.28) for the experimental group and (2.21) for the control group, indicating that both groups exhibit equivalent levels of cohesive writing abilities. Cohesive writing refers to written language that is well-structured and easy to follow, as it effectively guides the reader through the text. There are several elements that contribute to cohesive writing in English, and the researcher chose to focus on these key components during the evaluation of the participants' writing samples. These elements include:

1. Clearly expressing the logical connections between ideas to facilitate reader comprehension of the relationships between different parts of the text.
2. Using reference to identify and track nouns.
3. Utilizing words that are related and interlinked in a meaningful way to create lexical cohesion.
4. Ensuring a coherent and smooth progression of ideas, presenting new information in a manner that does not interrupt the flow and meaning of the text.
 - a. Conjunction errors

Errors related to conjunction are of three main kinds as follows:

1/Incorrect use of conjunctions

The identified errors were prevalent in 22 papers, with ten originating from the experimental group and 12 from the control group. The erroneous selection of conjunctions could be attributed to a lack of sensitivity to conjunction variety and an inadequate understanding of their usage. Below are examples excerpted from the students' papers:

And, I went to the house. But, I had no internet access. So, I had to delay my course. And, I finally did it hours later. But, when I got the net back, the course was already done. So, I had to sleep instead of attending to an online course.

In this paragraph, the incorrect use of conjunctions creates a choppy and disjointed flow in the text. The use of "and" at the beginning of multiple sentences creates

a repetitive and monotonous rhythm. Similarly, the use of "but" and "so" repeatedly can make the text confusing and difficult to follow. It would be better to use different conjunctions or reword the sentences to make the text more cohesive and clear.

2/Excessive use of conjunctions

A closer examination of the participants' use of conjunction devices revealed that 20 individuals (11 from the experimental group and 9 from the control group) had a habit of excessively using conjunctions between sentences, under the misconception that it would make the writing more fluent. It is true that conjunctions provide clear signals regarding the logical connections among sentences, aiding readers in comprehending the meaning of the essays. Nevertheless, overreliance on conjunctions can result in monotony and a less scholarly composition.

3/ Omission of Conjunctions

Upon examination of the participants' utilization of conjunction devices, it was noted that students had a tendency to overuse conjunctions between sentences. This reliance was based on the incorrect assumption that it would help maintain the flow of writing. Although conjunctions provide clear indications of the logical relationships among sentences and aid readers in comprehending the essays, excessive use of them can lead to boredom and decreased academic tone. In contrast, 19 participants (8 from the experimental group and 11 from the control group) were found to use conjunctions less frequently, making it difficult for readers to understand the intended meaning between sentences. Furthermore, the students showed a limited use of different conjunctions, often relying solely on the most common conjunctions such as "and," "so," "but," "after," etc.

4/Incorrect pronoun reference

Twenty-two participants, comprising 12 instances from the trial group and 10 instances from the control group, constructed sentences in a manner that resulted in the inclusion of pronouns that could ambiguously refer to incorrect antecedents. These erroneous pronouns engendered sentences characterized by ambiguity, confusion, and grammatical inaccuracy, thereby impeding clarity. Pronoun reference errors manifested in three principal cases: pronouns with uncertain antecedents, singular pronouns referring to plural antecedents, or plural pronouns referring to singular antecedents. The subsequent example illustrates a case of faulty pronoun reference identified within the subjects' written compositions:

e-learning moves away all the negative pressure and tension. Notwithstanding that he is considered as an exit from restraint who cultivates students' abilities

In the above example, the participant used the personal pronoun “**he**” to establish reference to “**e-learning**” instead of using “**it**”. This caused ambiguity and confusion in working out the meaning of the sentence.

5/ Repetition

The researcher identified lexical cohesion, encompassing repetition as a component, as the fourth area exhibiting limitations in the subjects' writing. Eighteen participants, with 10 from the experimental group and 9 from the control group, endeavored to establish lexical cohesion through word repetition. However, this approach led to numerous redundancies, wherein key terms were reiterated without contributing fresh insights. Consequently, the writing became cluttered with superfluous words, disrupting textual fluency and diminishing reader engagement. Such repetition rendered the text uninteresting, monotonous, and detracted from its academic quality.

6/ logical development of texts

The final aspect of cohesion assessment centers on the coherent progression of texts and the effective presentation of information. Nineteen papers, comprising 12 from the experimental group and 7 from the control group, exhibited a disconnect between the conclusions drawn and the evidence presented in the body of the text. Instead of logically following from the preceding discourse, the conclusions introduced novel material, rendering them tangential and extraneous. This approach not only renders the conclusions irrelevant but also introduces unnecessary filler, as illustrated in the provided examples.

5.2.1.4. Coherence Relations**Table 12: The Means of Coherence Relations**

Pre-test	Groups	Mean
Coherence Relations	Experimental	2.03
	Control	2.08

Data outlined in Table (5.4) reveals that the pre-test mean for the experimental group stood at (2.03), while for the control group, it was (2.08), signifying comparable utilization of coherence relations between the two groups. Interestingly, when juxtaposed with other aspects of writing, coherence emerged as the highest-scoring area, suggesting it posed the least challenge for students. Nevertheless, three instances of problematic coherence relations were identified across both groups..

a) Lack of elaboration relations

The absence of elaboration relations denotes the failure to establish a connection between two sentences, with the second sentence intended to provide further details about the first. Fifteen participants from the experimental group and 11 from the control group exhibited insufficient elaboration, rendering their ideas challenging to comprehend. This issue likely stems from difficulties in generating relevant and adequate details to support

their assertions. The following paragraph extracted from one subject's paper exemplifies this problem:

"Having various activities is also another advantage of e-learning. It is known that stress impacts our state of mind. That is why doing some activities like online documentation, chatting, exchanging ideas and experiments could make E-learning interesting."

In the aforementioned paragraph, while the first sentence introduces the concept of "various activities" as an advantage of e-learning, subsequent sentences fail to sufficiently elaborate on this idea. Readers expect the participant to expound upon the notion introduced in the second sentence, elucidating how engaging in additional activities can enhance the e-learning experience.

b) Incorrect use of explicit connectives

The appropriate use of connectives enhances the coherence of a text, yet incorrect usage may hinder precision in conveying the intended relationship between sentences. In this evaluation, (30) papers (17 from the experimental group and 13 from the control group) demonstrated erroneous utilization of connectives that indicate the type of relationship between sentences. Such issues may arise from participants' misunderstanding of the logical connections between ideas, as well as confusion regarding the semantic nuances of certain connectives. The following example illustrates this:

People nowadays prefer e-learning over universities, as if it is the new mode of learning. They rather believe that e-learning increases their well-being, which is the most important one.

In the above instance, the second sentence does not contradict the first; instead, it provides a reason or justification.

c) Lack of identifiable implicit relations

While certain relationships between sentences were readily discernible due to their explicit nature and expression through unambiguous connectives, others, which were implicit, lacked clear translation and could not be readily identified. These ambiguous relationships, leading to textual incongruity, arose from participants' failure to provide a sufficient number of relevant cues to aid readers in understanding the relationships easily. The students' challenge lies in their tendency to overlook information they assume the reader already knows and would find redundant if reiterated. Papers containing such errors numbered (5) from the experimental group and (3) from the control group.

5.3. The Post-test Results

Primarily, the post-test findings regarding the overall performance of both the experimental and control groups are initially presented through central tendency and dispersion measures. Subsequently, the means of each aspect of writing achieved by the two groups are delineated.

5.3.1. Overall Post-test Performance

Table 13: Overall Post-test Performance

Groups	Subjects		Dispersion			
	Mean	Mode	Low	Fr.	High	Fr.
Experimental	11.70	12	09.50	03	16	02
Control	9.28	08	06	01	13	01

Table 5.6 illustrates that the mean score for the control group's post-test was 9.28, whereas the mean score for the experimental group's post-test was 11.70. This disparity indicates that participants in the experimental group attained a higher mean

score in the post-test compared to the control group. Notably, the mode for the experimental group (12) exceeded that of the control group (8). Regarding dispersion aspects, the lowest score in the experimental group was 9.5, recorded by three participants, while in the control group, it was 6. Conversely, the highest score in the experimental group was 16, achieved by two participants, whereas in the control group, it was 13 out of 20, accomplished by one subject.

The comparisons of mean scores, central tendencies, and dispersion aspects corroborate the hypothesis positing superior performance by the experimental group in the post-test. This lends support to the researcher's conclusion that the outcomes align with the anticipated hypothesis.

5.3.2. The Post-test Results of individual aspects

The post-test findings pertaining to both lexico-grammatical and discourse levels are presented through the computation of means for both the experimental and control groups. The table below provides a detailed breakdown of the individual aspect means, encompassing collocation, vocabulary, cohesion, and grammar.

Table 14: The Post-test Means of the Individual Aspects

Levels of Writing	Aspects	Experimental Group Mean(\bar{X})	Control Group Mean(\bar{X})
Discourse and lexico-grammatical levels	Grammar	02.90	02.67
	Vocabulary	02.61	02.23
	Cohesion	02.73	02.34
	Coherence	3.00	02.15

Upon preliminary inspection, a notable discrepancy in the performance of the experimental and control groups is evident. The experimental group markedly surpassed the control group across all aspects of writing.

5.4. The Overall Results of Comparative Evaluation

This section delves into the analysis and interpretation of the aggregated outcomes derived from both the pre and post-tests administered to the two groups. A comparative evaluation between the results of the experimental and control groups will be conducted in terms of the pre-test, post-test, and the observed changes in scores. Additionally, a comprehensive comparison between the pre and post-test performances for each aspect of writing will be undertaken.

The Results of Overall Performance

Table 15: Mean Scores of Overall Performance

	Experimental Group			Control Group		
The Mean	Pre-test	Post-test	Change	Pre-test	Post-test	Change
	08.80	11.70	02.90	8.85	09.28	0.43

The comparative analysis of the results from both groups regarding pre-test and post-test scores reveals improvements in both cohorts, albeit with a notably greater enhancement observed within the experimental group. Specifically, the mean pre-test score for the experimental group stood at 8.80, escalating to 11.70 in the post-test, reflecting a substantial difference of 2.90. In contrast, the control group exhibited a mean pre-test score of 8.85, which marginally increased to 9.28 in the post-test, indicating a difference of 0.43. The disparity in the degree of improvement between the two groups is statistically significant.

Comparative Evaluation of the Results of the Individual Aspects

Table 16: Comparative Evaluation of Pre-test and Post-test Performance in Individual Aspects of Experimental and Control Groups

Levels of Writing	Aspects	Experimental Group Mean (X)			Control Group Mean (X)		
		Pre-test	Post-test	Change	Pre-test	Post-test	Change
Lexico-grammatical Levels	Grammar	2.41	02.90	0.49	02.45	02.67	0.22
	Vocabulary	02.04	02.61	0.57	02.13	02.23	0.10
	Cohesion	02.28	02.73	0.45	02.21	02.34	0.13
	Coherence	2.03	03.00	0.97	02.08	02.15	0.07

Table 5.9 distinctly illustrates that both groups of participants exhibited similar means across all aspects in the pre-test. This parity is evidenced by the approximate equivalence of low means in certain aspects between the two groups. For example, in vocabulary, the experimental group boasted a mean of 2.04, while the control group registered 2.13. Similarly, in grammar, the experimental group recorded a mean of 2.41 compared to the control group's 2.45. Moreover, comparable means were observed in aspects hovering around the average, such as cohesion (experimental group mean: 2.28; control group mean: 2.21) and coherence (experimental group mean: 2.03; control group mean: 2.08).

In summary, the means across all aspects suggest that both groups commenced at a similar proficiency level. However, the post-test unveils significant disparities in the four aspects of writing between the two groups. The third column of the preceding table delineates the rate of change for each aspect in each group. The data elucidates a minor increase in all aspects for the control group, indicative of their overall developmental trajectory as writers. Nonetheless, it is imperative to conduct a statistical test to ascertain the statistical significance of this increase.

Conversely, the experimental group showcased growth across every aspect, with coherence witnessing the most substantial improvement, boasting a mean change of 0.98. This was followed by vocabulary (0.57), grammar (0.49), and cohesion (0.45). The noteworthy advancement in all aspects of writing composition underscores the efficacy of the treatment. However, formal statistical analysis is indispensable to officially validate this improvement.

5.5. Testing the Hypotheses

The hypotheses for the study are as follows:

Null hypothesis (H0): EFL teachers' use of the discourse-oriented product will not result in improved writing performance among their students.

Alternative hypothesis (H1): EFL teachers' use of the discourse-oriented approach will result in improved writing performance among their students.

The data analysis phase involves comparing the post-test performances of the experimental and control groups on one side, and comparing the pre-test and post-test performances of the experimental group and the control group on the other side. The computed results will be displayed in the following sections.

5.5.1. t-test for the Post-tests of the Experimental Group and Control Group

The required data to compute t-value are provided in Appendix C.

1st Calculation of the Mean

\bar{X} → The mean

The formula
$$\bar{X} = \frac{\sum X}{N}$$
 / N: The number of the students per group

$X_1 = \sum$ / $\sum X_1 = 351$

$$\begin{array}{r} X_1 \\ \hline N_1 \\ X_1 = 351 \\ 30 \\ \hline X_1 = 11.70 \end{array}$$

$$\frac{\sum X_2}{N_2} = \frac{287.4}{30}$$

$$\begin{array}{r} N_2 \\ \hline X_2 = 287.4 \\ 30 \\ \hline X_2 = 09.28 \end{array}$$

2nd Calculation of the Variances

S_1^2 : The variance of the experimental group

S_2^2 : The variance of the control group

The formula is: $S^2 = \frac{\sum X^2}{N} - \bar{X}^2$

$$S_1^2 = \frac{\sum X^2}{N_1} - \bar{X}^2$$

$$S_1^2 = \frac{4276}{30} - 136.89 = 142.53 - 136.89$$

$$S_1^2 = 05.64$$

$$S_2^2 = \frac{\sum X^2}{N_2} - \bar{X}^2$$

N_2

$$S^2_2 = \frac{2771.50}{30} - 86.11 = 92.38 - 86.11$$

30

$$S^2_2 = 6.27$$

3rd Calculation of the degree of freedom

$$df = (N_1 + N_2) - 2$$

$$df = (30 - 30) - 2 = 60 - 2$$

df = 58The formula is:
$$\frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{N_1 S_1^2 + N_2 S_2^2}}$$

$$t (N_1 + N_2 - 2) = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{N_1 S_1^2 + N_2 S_2^2}}$$

$$\sqrt{N_1 S_1^2 + N_2 S_2^2}$$

$$t (58) = \frac{(11.7 - 9.28) \sqrt{(58)(900)}}{\sqrt{(169.2 + 188.1)(60)}}$$

$$\sqrt{(169.2 + 188.1)(60)}$$

$$2.42 \sqrt{52200}$$

$$507.21$$

$$t (58) = \frac{=}{\sqrt{21438}} \quad \frac{=}{146.21}$$

$$\sqrt{21438}$$

$$146.21$$

$$t (58) = 03.46$$

$$t = 03.46$$

Given the degrees of freedom (58) corresponding to a significance level of 0.05 and for a one-tailed hypothesis, the tabulated t value for independent samples is 1.59. The computed t-value of 3.46 exceeds the critical value of 1.59. Consequently, the results are deemed statistically significant. Therefore, we reject the null hypothesis, which posited that the experimental group would not exhibit superior writing performance compared to the control group.

5.5.2. T-test for Pre- and Post-tests of the Experimental Group

To enhance the validity and reliability of the test findings, the significance of the difference between the mean scores of the experimental group on the variables of pre-test and post-test scores was tested at the 0.05 level using the independent t-test. Similarly, the same procedures were conducted with the control group. The necessary data to compute

the t-value are provided in Appendix C.

Calculation of the Mean

X The mean

The formula is:
$$\bar{X} = \frac{\sum X}{N}$$
 / N: The number of the students per group

$$X_1 = \sum X_1 / N_1 = 30, \quad \sum X_1 = 264$$

$$\bar{X}_1 = \frac{264}{30}$$

$$\bar{X}_1 = 8.80$$

$$\bar{X}_2 = \frac{\sum X_2}{N_2} \quad / N_2 = 30, \quad \sum X_2 = 351$$

$$\bar{X}_2 = \frac{351}{30}$$

$$\bar{X}_2 = 11.70$$

2nd Calculation of the Variances

S_1^2 : The variance of the experimental group in the pre-test

S_2^2 : The variance of the experimental group in the post-test

The formula is:
$$S^2 = \frac{\sum X^2 - X^2}{N}$$

$$\text{So: } S^2 = \frac{\sum X^2 - X_1^2}{N_1}$$

$$S_1^2 = \frac{2539.25 - 78.32}{30} = 84.6 - 77.44$$

30

$$S^2_1 = 07.20$$

$$S^2_2 = \frac{\sum X^2 - \bar{X}^2}{N_2}$$

$$S^2_2 = \frac{4300}{30} - 136.89 = 143.33 - 136.89$$

$$S^2 = 6.44$$

3rd Calculation of the degree of freedom

$$df = (N_1 + N_2) - 2$$

$$df = (30 + 30) - 2 = 60 - 2$$

$$df = 58$$

4th Calculation of the computed 't'

The formula is: $\frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{(N_1 S^2_1 + N_2 S^2_2)(N_1 + N_2)}}$

$$t_{(N_1 + N_2 - 2)} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{(N_1 S^2_1 + N_2 S^2_2)(N_1 + N_2)}}$$

$$\sqrt{(N_1 S^2_1 + N_2 S^2_2)(N_1 + N_2)}$$

$$(8.80 - 11.70) \sqrt{(58)(900)}$$

$$t_{(58)} = \frac{-2.90 \sqrt{52200} - 662.69}{\sqrt{(216 + 193.2)(60)}}$$

$$\sqrt{(216 + 193.2)(60)}$$

$$\frac{-2.90 \sqrt{52200} - 662.69}{\sqrt{24540}} = \frac{-662.69}{156.65}$$

$$t_{(58)} = \frac{-662.69}{156.65}$$

$$\frac{-662.69}{156.65}$$

$$t_{(58)} = 04.22$$

t=04..22

It is pertinent to note that the sign of the t-value, whether positive or negative, is inconsequential as long as the means are clearly reported. Hence, it is acceptable to disregard the negative sign when presenting the t-value. Given that the computed t-value of 4.22 surpasses the critical value of 1.59, the results for the experimental group are statistically significant. This significant improvement observed in the experimental group following the treatment strongly supports the theoretical framework positing that providing subjects with instruction based on Written Discourse Analysis (WDA) would enhance their ability to produce high-quality compositions.

5.5.3. t-test for Pre-and Post-tests of the Control Group

The required data to compute t-value are presented in Appendix C.

1st Calculation of the Mean

\bar{X} → The mean

6. The formula is:
$$\bar{X} = \frac{\sum X}{N}$$
 / N: The number of the students per group

$$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{265.5}{30}$$

$$\bar{X}_1 = 08.85$$

$$\bar{X}_2 = \frac{\sum X_2}{N_2} \quad /N_2 = 30, \quad \sum X_2 = 278.5$$

$$\bar{X}_2 = \frac{278.5}{30}$$

$$\bar{X}_2 = 09.28$$

2nd Calculation of the Variances

S_1^2 : The variance of the control group in the pre-test

S_2^2 : The variance of the control group in the post-test
The formula is: $S^2 = \frac{\sum X^2}{N} - \bar{X}^2$

$$\text{So: } S^2 = \frac{\sum X^2}{N} - \bar{X}^2$$

$$S_1^2 = \frac{2585}{30} - 78.32 = 86.16 - 78.32$$

$$S_1^2 = 7.84$$

$$S_2^2 = \frac{\sum X^2}{N_2} - \bar{X}_2^2$$

$$S_2^2 = \frac{2780}{30} - 87.98 = 92.66 - 86.44$$

$$S_2^2 = 06.22$$

3rd Calculation of the degree of freedom

$$df = (N_1 + N_2) - 2$$

$$df = (30 + 30) - 2 = 60 - 2$$

$$df = 58$$

4th Calculation of the computed 't'

The formula is:
$$\frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

$$t_{(N_1+N_2-2)} = \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

$$\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}$$

$$(8.85 - 9.28) \sqrt{(58)(900)}$$

$$t_{(58)} = \frac{-0.43 \sqrt{52200}}{\sqrt{(235.2 + 186.6)(60)}}$$

$$\sqrt{(235.2 + 186.6)(60)}$$

$$\frac{-0.43 \sqrt{52200}}{\sqrt{25308}} = \frac{-98.24}{159.08}$$

$$t_{(58)} = \frac{-0.43 \sqrt{52200}}{\sqrt{25308}} = \frac{-98.24}{159.08}$$

$$\sqrt{25308}$$

$$159.08$$

$$t_{(58)} = 0.61$$

$$t = 0.61$$

Since the computed t-value of 0.61 is lower than the critical value of 1.59, the results for the control group may be considered statistically non-significant. This lack of significant improvement in the performance of the control group may be attributed to the participants' lack of awareness regarding the use of grammar, vocabulary, cohesion, and coherence

5.5.4. Statistical Improvement in the Lexico-grammatical Competence

Comparison of the Performance in Lexico-grammar and discourse between the Post-tests of the Experimental Group and the Control Group

Table 17: Comparison of the Performance in Lexico-grammar and discourse between the Post-tests of the Experimental Group and the Control Group

Post-test	Groups	Mean	Variance	T
Lexico-grammar and discourse	Experimental	11.70	05.64	03.48
	Control	09.28	06.27	

Table 18: Comparison of the Performance between the Post and Pre-tests of the Experimental Group

Post-test	Groups	Mean	Variance	T
Lexico-grammar	Experimental	11.70	06.44	04.22
	Control	08.80	07.20	

Table 19: Comparison of the Performance of Lexico-grammar and discourse between the Post and Pre-tests of the Control Group

Post-test	Groups	Mean	Variance	T
Lexico-grammar	Experimental	08.85	07.84	0.61
	Control	09.28	06.22	

The data presented in Table (5.10) indicate a significant difference in lexico-grammatical and discourse behavior between the experimental and control groups, favoring the post-test results ($t = 3.48$, $t > 1.59$). Similarly, the results shown in Table (5.11) demonstrate a significant change between the scores of the experimental group at the lexico-grammatical level ($t = 4.22$). However, the findings presented in Table (5.12) suggest that there is no significant change in the participants' pre-post test data, as indicated by the obtained t-value of -0.61. These results strongly support the notion that the Discourse-Oriented Product Approach is effective in enhancing students' skills in lexico-grammar.

5.5.5. Statistical Improvement in Individual Aspects

This section is devoted to examining and interpreting the statistical enhancements observed in grammar, vocabulary, cohesion, and coherence as assessed through pre and post-tests administered to both the experimental and control cohorts.

5.5.5.1. Grammar Improvement

Table 20: Comparison of Grammar between the Pre-test and the Post-test of the Experimental Group and the Control Group

Groups	Test	Mean	Variance	T
Experimental	Pre-test	02.41	0.50	-02.23
	Post-test	02.90	0.82	
Control	Pre-test	02.45	0.49	-1.06
	Post-test	02.67	0.55	

Table 21: Comparison of Grammar between the Post-tests of the Experimental Group and the Control Group

Post-test	Groups	Mean	Variance	T
Grammar	Experimental	02.90	0.79	02.05
	Control	02.67	0.54	

Table (5.13) illustrates the discernible enhancement in the experimental group's grammar performance, with the mean score improving from 2.41 in the pre-test to 2.90 in the post-test; consequently, the difference is statistically significant ($t = -2.23, t > 1.59$). Conversely, the pre-test and post-test performance of the control group did not exhibit a statistically significant difference ($t = -1.06, > 1.59$). Furthermore, the results underscore significant disparities favoring the post-test outcomes of the experimental group over the control group ($t = 2.05, t > 1.59$).

In more granular analysis, 12 participants in the experimental group maintained consistent scores between the pre-test and post-test, while 18 participants demonstrated improvement in their grammatical skills. Conversely, in the control group, only seven participants showed improvement in the post-test, 11 maintained similar scores, and ten exhibited scores that were inferior to those attained in the pre-test. Notably, these latter participants particularly showcased elaborately incorrect grammar in their written compositions.

Regarding the experimental group's post-test performance, observations by the researcher indicate notable advancement in students' proficiency in applying various grammar rules in their writing. A significant challenge identified in the pre-test was the utilization of tenses. Statistically, 16 participants from the experimental group exhibited improvement in addressing this issue. It is noteworthy that tenses constitute a substantial component of the second-year curriculum in grammar, where students are extensively immersed in this aspect. Concerning the other two types of grammar deficiencies noted in the pre-test, the post-test results suggest that these difficulties were mitigated through the utilization of Written Discourse Analysis (WDA) combined with the product approach in the treatment.

5.5.5.2. Vocabulary Improvement

Table 22: . Comparison of Vocabulary Performance between the Pre-test and the Post-test of the Experimental Group and the Control Group

Groups	Test	Mean	Variance	T
Experimental	Pre-test	02.04	0.87	02.56
	Post-test	02.61	2.58	
Control	Pre-test	02.13	0.86	0.22
	Post-test	02.23	0.99	

Table 23: Comparison of Vocabulary between the Post-tests of the Experimental Group and the Control Group

Post-test	Groups	Mean	Variance	T
Vocabulary	Experimental	02.61	0.89	03.06
	Control	02.23	0.99	

As indicated in Table (5.15), a notable discrepancy is observed between the pre-test versus post-test scores of the experimental group subjects ($t = 2.56$, $t > \pm 1.59$), while for the control group subjects, there is no significant difference ($t = 0.22$, $t < \pm 1.59$). However, the results of the t-test presented in Table (5.16) reveal a significant mean difference between the post-tests of the experimental group and the control group ($t = 3.06$, $t > \pm 1.59$). In essence, the experimental group demonstrated significant improvement in the post-test, whereas the control group did not. Consequently, the performance of the experimental group surpasses that of the control group.

Unlike in the pre-test, where 20 participants in the experimental group achieved higher scores, the post-test saw an improvement across the board. This enhancement can be attributed to the participants' intensive exposure to instruction emphasizing register during the treatment. The Discourse-oriented Product Approach underscores the importance of formal register and prohibits the use of contractions in writing. Additionally, adherence to formal register entails spelling out numbers less than one hundred. These requirements were integrated into the instructional paradigm for the experimental group. These aspects can be summarized as follows:

Writing in the third-person point of view: Formal writing generally avoids the use of first person (I, we) or second person (you) unless it is a quote.

- Minimizing the use of passive voice: Active voice is preferred in formal writing.
- Avoiding slang, idioms, exaggeration, and clichés.
- Avoiding sentence starters such as "and," "so," "but," or "also."
- Eliminating vague words like "stuff" or "things" as they detract from clear communication and the intended message of the written product.

Concerning the post-test, the researcher selected these aforementioned conventions as the basis of evaluation. Statistically, 24 students demonstrated a positive change by incorporating the specified areas of vocabulary, with some students developing various aspects while 12 out of 22 adhered to all elements selected in the treatment.

5.5.5.3. Cohesion Improvement

Table 24: Comparison of the Use of Cohesion between the Pre-test and the Post-test of the Experimental Group and the Control Group

Groups	Test	Mean	Variance	T
Experimental	Pre-test	02.28	0.56	02.49
	Post-test	02.73	0.69	
Control	Pre-test	02.21	0.80	0.68
	Post-test	02.34	0.15	

Table 25: . Comparison of the Use of Cohesion between the Post-tests of the Experimental Group and the Control Group

Post-test	Groups	Mean	Variance	T
Cohesion	Experimental	02.73	0.50	01.80
	Control	02.34	0.41	

As depicted in Table (5.17), cohesion demonstrated a significant improvement between the pre-test and post-test of the experimental group ($t = 2.49$, $t > +/- 1.66$). Conversely, there was no statistically significant difference in the use of cohesion between the pre-test and post-test of the control group ($t = 0.68$, $t < +/- 1.66$). Furthermore, the results indicate a notable disparity between the post-tests of the two groups (refer to the t-value in Table 5.18). Specifically, 19 participants in the experimental group exhibited improvement in areas such as pronoun shifts, pronoun reference, or the use of conjunctions, with nine of them specifically avoiding undue repetition of key words irrelevant to the structure and content. The remaining 10 participants maintained similar scores to those of the pre-test. Conversely, in the control group, only seven participants

improved their scores, 18 maintained similar scores, and five received lower scores compared to their pre-test scores.

5.5.5.4. Coherence Improvement

Table 26: Comparison of the Use of Coherence between the Pre-test and the Post-test of the Experimental Group and the Control Group

Groups	Test	Mean	Variance	T
Experimental	Pre-test	02.03	0.93	03.76
	Post-test	03.00	0.97	
Control	Pre-test	02.08	0.96	0.21
	Post-test	02.15	01	

Table 27: Comparison of the Use of Coherence between the Post-tests of the Experimental Group and the Control Group

Post-test	Groups	Mean	Variance	T
Grammar	Experimental	03.00	0.54	03.39
	Control	02.15	01	

Table (5.19) highlights a significant positive change in coherence skills between the pre-test and post-test of the experimental group ($t = 3.76$, $t > +/- 1.59$). In contrast, there was no statistically significant difference between the pre-test and post-test of the control group ($t = 0.21$, $t < -/+ 1.59$). The findings also reveal a notable distinction between the post-tests of the two groups, as indicated by the obtained t-value ($t = 0.21$, $t < -/+ 1.59$).

In further detail, 17 participants in the experimental group exhibited improvement in the implementation of coherence in their written products. Conversely,

in the control group, only five students improved their scores, 16 maintained similar scores, and nine received lower scores compared to their pre-test scores.

5.6. Summary of the Test's Main Findings

In this study, two assessments were utilized to appraise students' writing proficiency, serving to either confirm or challenge the research hypotheses. The principal objective was to assess the efficacy of employing Written Discourse Analysis in augmenting students' writing competencies before and after intervention. Initially, a pre-interventional writing test was administered, succeeded by a post-interventional test.

Analysis of the pre-interventional test revealed a nearly equivalent overall performance across both experimental and control groups, with a slight divergence observed, where the mean scores of the control group (8.80) slightly trailed behind those of the experimental group (8.85). This marginally suboptimal pre-interventional performance, categorized as average or near average, underscores the necessity for proficient lexico-grammatical and discourse skills at foundational levels to facilitate seamless progression to more intricate writing domains at advanced stages. Consequently, prior to treatment, participants in both groups exhibited akin writing abilities, with subsequent alterations attributable to the teacher-researcher's intervention. Moreover, scrutinizing the pre-interventional test results in terms of mean scores per writing aspect revealed comparable performance between the experimental and control groups.

Conversely, the post-interventional test outcomes unveil a notable disparity, with the control group averaging (9.28) and the experimental group (11.70), the latter achieving a markedly higher mean score. Statistical analysis affirmed a significant discrepancy in overall performance between the two groups.

Furthermore, post-interventional results delineate a significant divergence, with the experimental group showcasing positive performance across all writing aspects

compared to sporadic improvements in specific areas within the control group. Notably, while the control group exhibited minor, statistically insignificant enhancements in select aspects, the experimental group demonstrated substantial improvement across all instructional areas, encompassing grammar, vocabulary, cohesion, and coherence. These marked disparities underscore the experimental group's favorable response to incorporating a discourse-oriented approach in writing instruction.

Conclusion

In summary, this chapter delves into the analysis and interpretation of the administered tests aimed at assessing students' writing proficiency and evaluating the efficacy of the intervention. The findings indicate a notable enhancement in writing organization within the experimental group compared to the control group. This advancement is attributed to the heightened awareness of grammar, vocabulary, cohesion, and coherence acquired by the experimental group throughout the intervention. Consequently, it can be inferred that the initial hypothesis has been substantiated. In the subsequent chapters, a detailed examination of both student and teacher questionnaires will be presented, alongside recommendations for educators and students, as well as suggestions for future research endeavors.

Chapter Six

Teachers and Students'

Questionnaires

Introduction

The outcomes of this study are disseminated through three instruments delineated in the methodology section. While the preceding chapter concentrated on deliberating the results derived from the writing assessments, the current chapter is dedicated to scrutinizing the data amassed from both student and teacher questionnaires. Structurally, this chapter is bifurcated into two segments: the initial section probes the student questionnaire, encompassing analysis, discussion, and synthesis of key discoveries, whereas the subsequent section examines the teacher questionnaire, employing a parallel approach to that of the student questionnaire (analysis, discussion, and synthesis). The insights gleaned from this chapter facilitate the researcher in corroborating the second hypothesis, which posits:

Incorporating the Discourse-Oriented Product Approach in the Teaching of Writing would trigger positive attitudes among teachers and students alike.

6. Chapter Six: Teachers and Students' Questionnaires

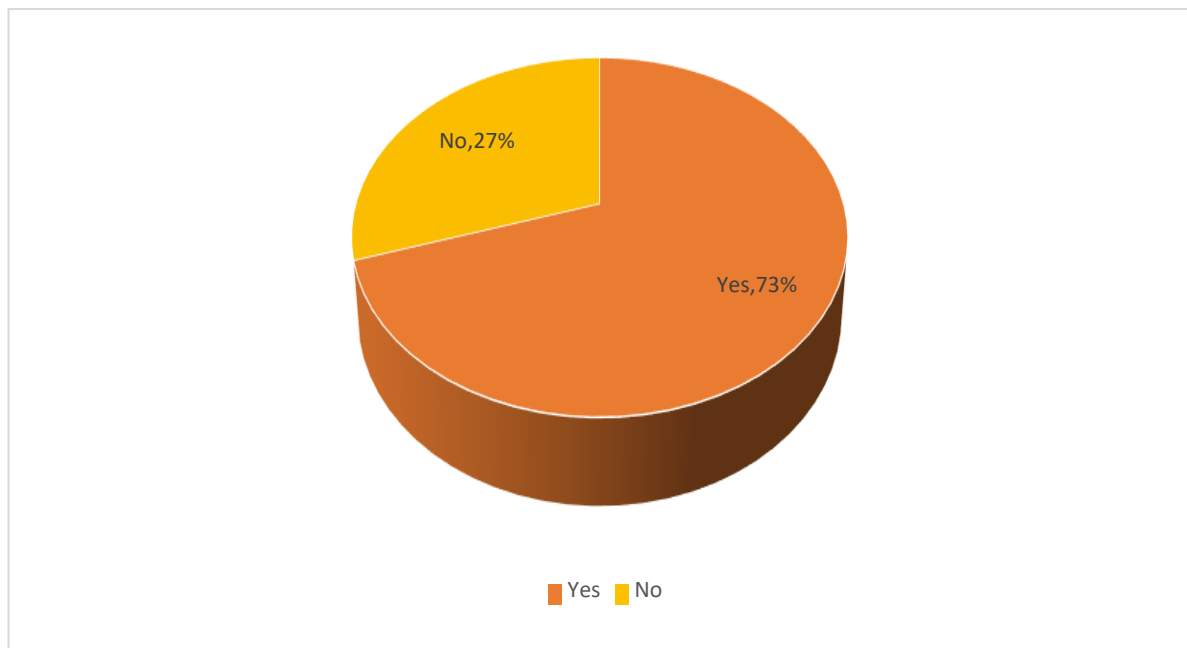
6.1. Analysis and Interpretation of the Results

Section one: The Writing Skill

Q.1- Is EFL writing more difficult to practice than the other language skills?

Table 28: 1. Writing Skill's Difficulty Compared to other Skills

Options	Subjects	Percentage%
Yes	20	73.00%
No	10	27.00%
Total	30	100.00



As depicted by the table and graph, a total of 20 participants, constituting (73%) of the respondents, held the viewpoint that writing represents a challenging proficiency to master. Conversely, 10 individuals, comprising (27%) of the respondents, expressed that they did not regard writing as a difficult skill. The results demonstrate that a majority of the students perceived the intricacies of writing, which is reflective of the notion that the acquisition of such a proficiency requires a significant amount of time and effort, even for native speakers. It is therefore not surprising that writing remains a formidable task for English as a Foreign Language learners, given that it is perceived as an elusive proficiency even for the average native speaker.

Q2. what are the causes of EFL composition complexities?

Table 29: The Sources of Writing Difficulties

Options	Subjects	Percentage %
A- Insufficient English language proficiency	02	06.66 %
B- Lack of lexico-grammatical competence	06	21.77 %
C- Inefficiency of FL instructions	05	18.67 %
D- Lack of discourse competence	07	23.33 %
E- Inefficiency of the teaching materials	02	06.77 %
B+C	03	10.00 %
A+B+C+D+E	05	18.67 %
Total	30	100.00 %

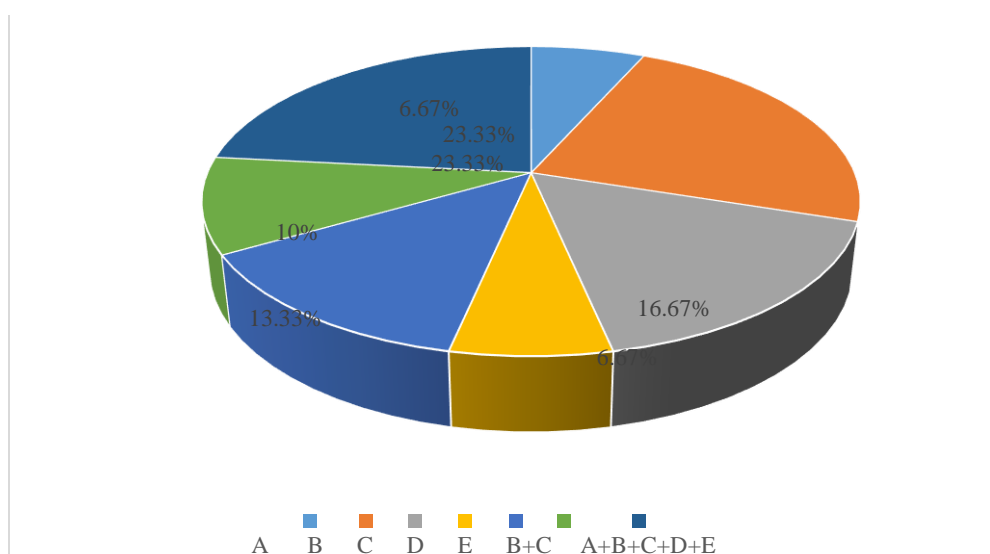


Figure 2: Sources of Writing Difficulties

The table and graph demonstrate that five participants selected all of the options provided, while three participants selected two options. In terms of the single option responses, the most commonly cited source of difficulty in EFL writing was "lack of discourse competence" with a percentage of 26%, followed by "lack of lexico-grammatical competence" with a percentage of 23.33%. The third most commonly cited

source was "inefficiency of FL instruction" with a percentage of 16.67%, and then "inefficiency of teaching materials" with a percentage of 13.33%. The remaining participants considered "insufficient English language proficiency" as the least prevalent source of writing difficulty

A thorough examination of the results from this question reveals that lexicogrammatical and discourse competencies, along with the inefficiency of FL instruction, are the most prominent factors contributing to the students' inadequate writing performances. These findings support the researcher's original hypothesis. In other words, students at the English department of the University of Batna 2 tend to display significant difficulties in both discourse and lexicogrammatical competencies when engaging in the writing process. Given that the instructional practice was cited as the third most significant source of difficulty by the students, it is clear that this plays a crucial role in the students' writing difficulties.

Q.3- Are you satisfied with your level of writing?

Table 30: Students' Opinions about their Writing Level

Options	Subjects	Percentage%
Yes	04	13.33%
No	19	63.34%
I cannot decide	07	23.33%
Total	30	100.00%

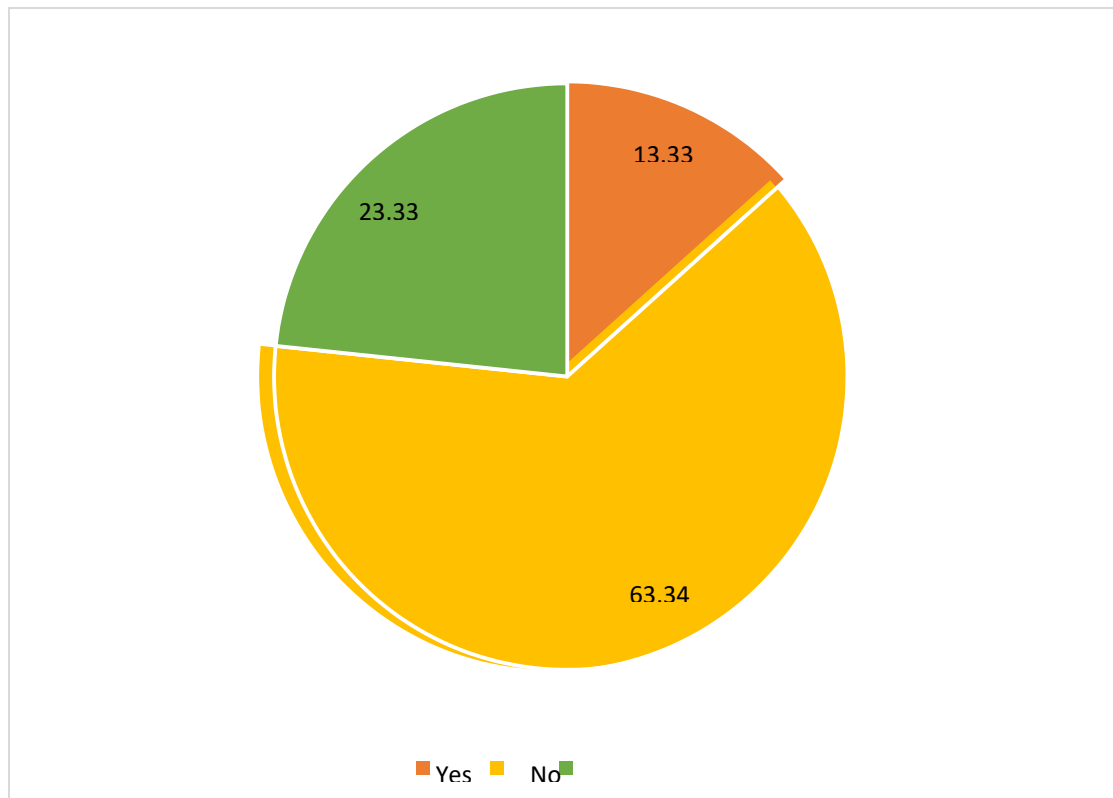


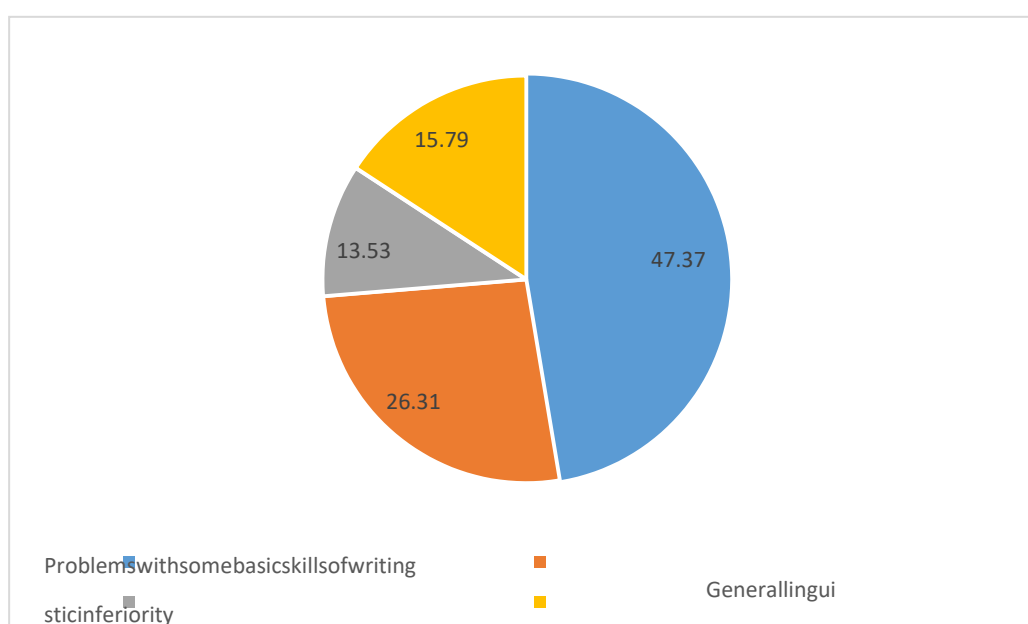
Figure 3: Students' Opinions about their Writing Level

The table and graph show that a most of the students, 63.34%, are not satisfied with the efficacy of their compositions. In contrast, only a small minority, 13.33%, considered themselves to be good writers. A substantial proportion, 23.33%, of the participants selected the option "I cannot decide." These results suggest that the participants attribute their dissatisfaction with their writing level to several factors, including the inherent difficulties of writing, the underlying mechanisms, and their overall lack of linguistic proficiency.

Q.4- If "no", please, say why.

Table 31: Students' Justifications Concerning their Dissatisfaction with their Writing Level

Options	Subjects	Percentage%
Problems with some basic skills of writing	09	47.37%
General linguistic inferiority	05	26.31%
Insufficient knowledge of discourse	04	13.53%
No answer	03	15.79%
Total	21	100.00%



Given the inherent difficulties of writing, it is not surprising that the students are dissatisfied with their level of writing even when they put forth significant effort. This was the case for 21 participants whose dissatisfaction was rooted in the complexity of mastering basic writing skills, as well as a lack of linguistic proficiency and discourse competence. These factors, though broad in scope, play a crucial role in producing high-quality writing compositions. In other words, by mastering basic writing skills and increasing overall linguistic knowledge, students can improve their lexico-grammatical and discourse competencies, thereby alleviating some of the challenges associated with writing.

Q5 Which aspect do you find you the most challenging while writing?

Table 6.5. writing difficulties

Options	Subjects	Percentage%
A/ Cohesion + B/ Coherence	08	26.67%
A/ Cohesion + C/ Grammar	07	23.34%
A/ Cohesion + E/ Collocation	04	13.33%
B/ Coherence + E/ Collocation	04	13.33%
D/ Vocabulary + E/ Collocation	03	10.00%
A/ Cohesion + B/ Coherence + C/ Grammar	02	06.67%
B/ Coherence + D/ Vocabulary + E/ Collocation	01	03.33%
A+B+C+D+E	01	03.33%
Total	30	100.00%

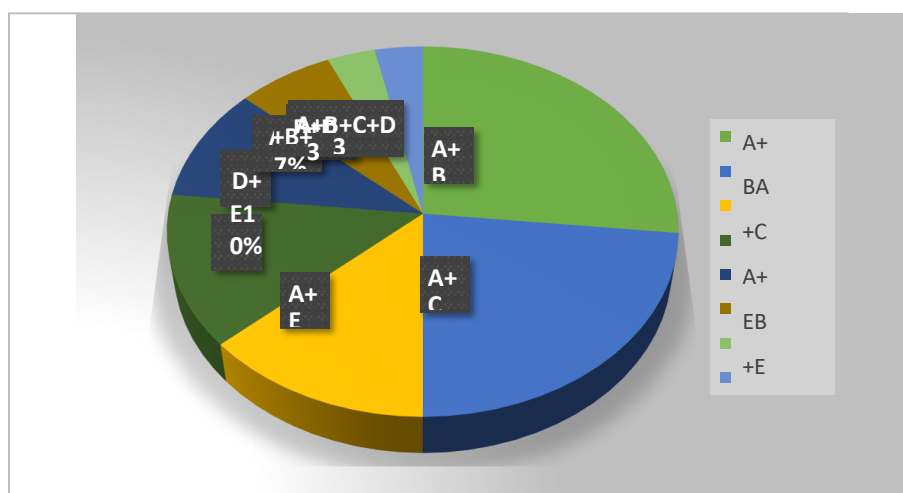


Figure 4: . Classification of the Aspects that Cause the Major Difficulty while Writing

As depicted in the table and graph, a majority of the participants (11) expressed their belief that cohesion is the most crucial aspect of writing, while a smaller group (8) indicated that coherence holds the utmost importance. An equivalent percentage of the sample (13.33%) emphasized the significance of both grammar and vocabulary, while only a minor fraction (3) considered collocation to be the least crucial aspect related to writing.

The instructional period facilitated the students' understanding of the essential elements that must be acquired to attain writing competence. The analysis of the students'

essays revealed major shortcomings in the production of cohesive and coherent paragraphs, hence necessitating a minor needs analysis.

To address this issue, the researcher integrated an approach that encompasses lexico-grammatical as well as discourse competences. This entailed a two-pronged instructional strategy, aimed at raising the students' awareness of the importance of students written products and providing them with the necessary prerequisites to master such competences. This approach involved the use of teaching materials that not only covered aspects like cohesion, coherence, vocabulary, and grammar but also aimed to reinforce them.

Q.6- categorise the above aspects according to the importance you give them in writing(From the most important to the least important)

Table 32: Students' Classification of Writing Aspects according to their Importance

Options	Subjects	Percentage%
A-Cohesion	11	36.67%
B-Coherence	08	26.67%
C-Grammar	04	13.33%
D-Vocabulary	04	13.33%
E-Collocation	03	10.00%
A+B+C+D+E	/	/
Total	30	100.00%

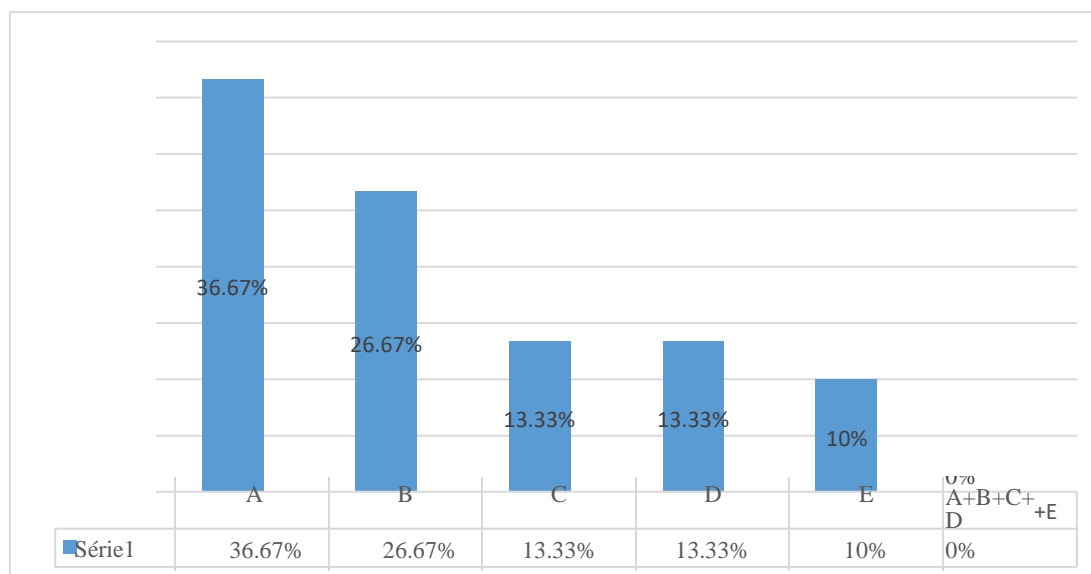


Figure 5: . Students' Classification of Writing Aspects according to their Importance

As depicted in the table and graph, a majority of the participants (11) expressed their belief that cohesion is the most crucial aspect of writing, while a smaller group (8) indicated that coherence holds the utmost importance. An equivalent percentage of the sample (13.33%) emphasized the significance of both grammar and vocabulary, while only a minor fraction (3) considered collocation to be the least crucial aspect related to writing.

The instructional period facilitated the students' understanding of the essential elements that must be acquired to attain writing competence. The analysis of the students' essays revealed major shortcomings in the production of cohesive and coherent paragraphs, hence necessitating a minor needs analysis.

To address this issue, the researcher integrated an approach that encompasses lexico-grammatical as well as discourse competences. This entailed a two-pronged instructional strategy, aimed at raising the students' awareness of the importance of students written products and providing them with the necessary prerequisites to master

such competences. This approach involved the use of teaching materials that not only covered aspects like cohesion, coherence, vocabulary, and grammar but also aimed to reinforce them.

Q.7-Which of the previous skills do you believe you have developed most?

As referred to in the previous question, 19 of the participants opted for cohesion, coherence, and grammar to be the most developed aspects during the course of the instructional period. This is rooted in the fact that the researcher used these three elements as the bedrock of the teaching approach being implemented.

Section two: Students' Attitudes Towards Written Discourse Analysis

Q.8- Are you with Familiar written discourse analysis as a method for teaching writing in English as a foreign language?

Table 33: Students Familiarisation with WDA

Options	Subjects	Percentage%
Yes	19	63.33%
No	11	36.67%
Total	30	100.00%

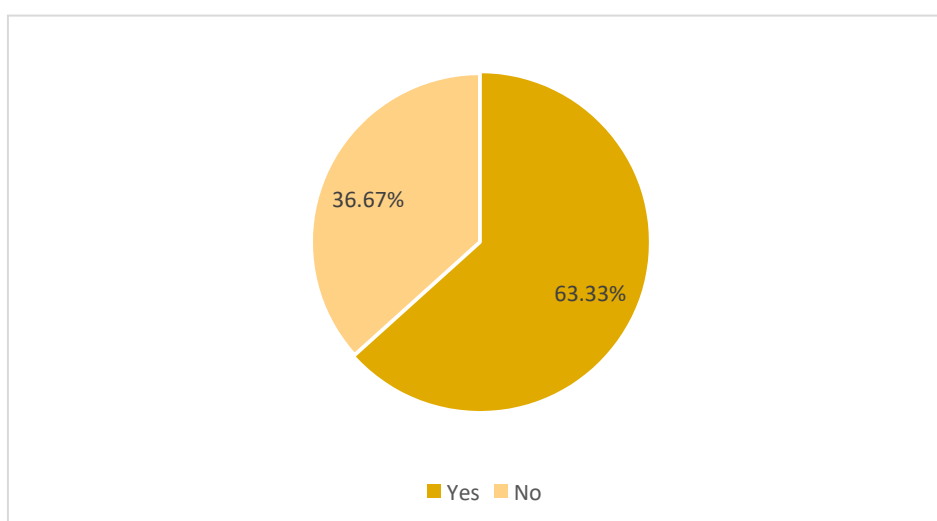


Figure 6: Students Familiarisation with WDA

This item aims at capturing the students' attitudes towards the implementation of WDA in the teaching of FL writing. The results indicated that 19 (63,33%) of the participants believed that WDA is highly efficient while 11 (36,67%) opted for no as an answer. In recent years, WDA occupies the arena of the educational enterprise in general, and EFL writing more precisely.

Q.9 Have you ever used written discourse analysis in your writing classroom?

Table 34: The use of Discourse analysis in writing

Options	Subjects	Percentage%
Yes	26	86.67%
No	04	13.33%
Total	30	100.00%



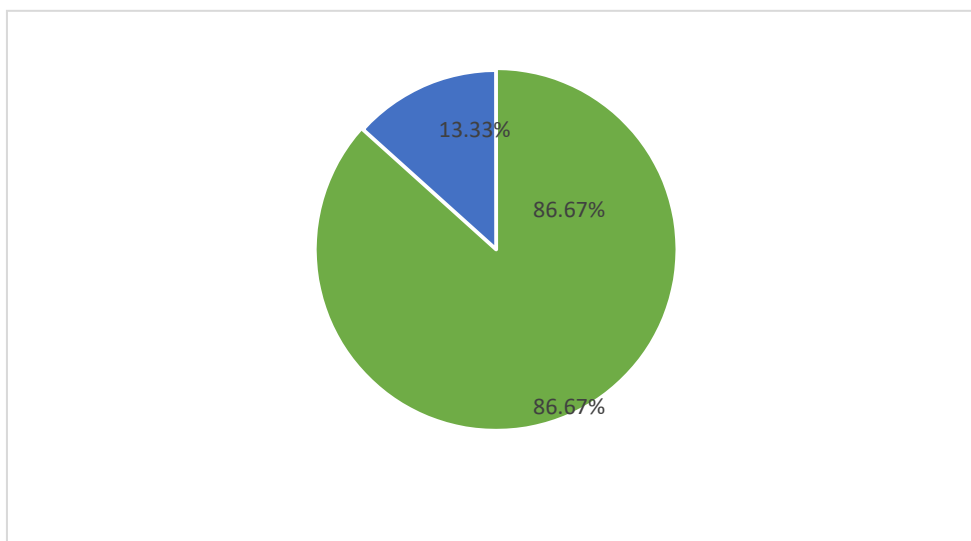


Figure 7: Using WDA in Writing Tasks

Unlike the previous question, this one seeks to unveil whether or not the students perceive the implementation of WDA in writing as a pleasant task. The findings denote that a great majority of students 26 (86,67%) agree with the statement that WDA is contributive in facilitating some of the composition difficulties. Only four making up (13,33%) of the respondents disagree with such a statement. Such results are rooted in the fact that the suggested approach used WDA to equip learners with the necessary tips and strategies needed to accomplish the writing tasks during the instructional practice.

Q.10- Before the instruction you have been exposed to, how often do you incorporate the WDA when involved in writing tasks?

Table 35: Frequency of Using the WDA in Writing Tasks before the Treatment

Options	Subjects	Percentage%
Always	/	/
Sometimes	/	/
Rarely	09	30.00%
Never	21	70.00%
Total	30	100.00%

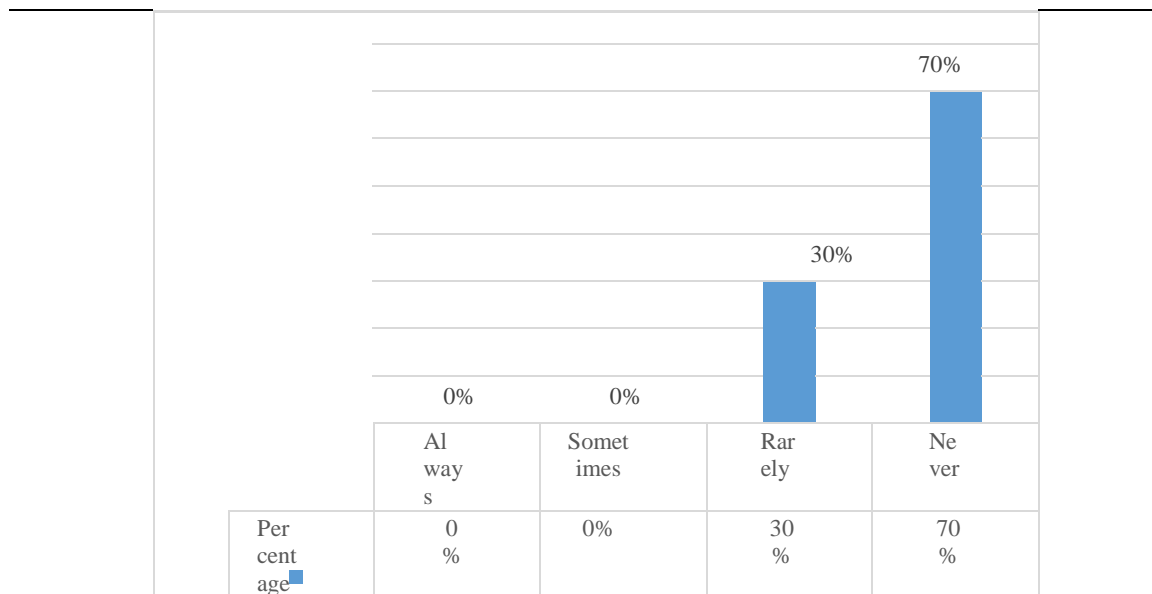


Figure 6.9 Frequency of Using WDA in Writing Tasks before the Treatment

As indicated in the table and the graph, 21 (70 %) of the participants never used WDA in the writing classroom, nine (30 %) noted that they rarely incorporate such a paradigm. None of the participants selected “always and sometimes”. This is due to the high complex nature of such a learning practice and its lack of its mastery, especially, in the foreign language context; not to mention the need for a special tutoring that must be provided by the teacher.

Q.11- After the experiment, how often do you use WDA in your writing assignments?

Table 36: Frequency of Using WDA in Writing Tasks after the Treatment

Options	Subjects	Percentage%
Always	19	63.33%
Sometimes	08	26.67%
Rarely	03	10.00%
Never	/	/
Total	30	100.00%

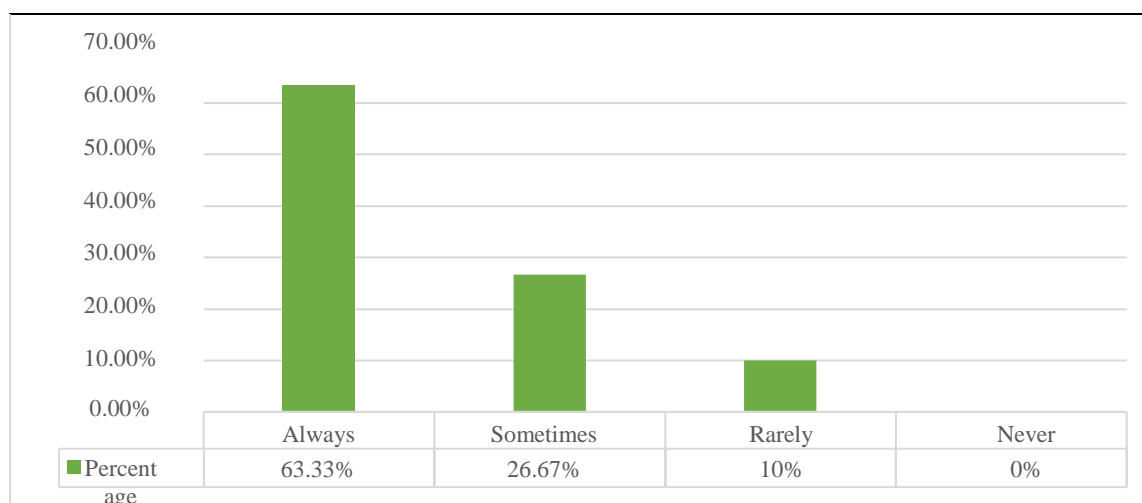


Figure 8: Frequency of Using WDA in Writing Tasks after the Treatment

The answers to this question indicate that 19 of the respondents “always” implement WDA in the writing assignments, while eight opted for “sometimes”. None of the participants opted for “rarely and never”. These findings support the statement that the WDA, if implemented efficiently, helps learners produce high quality compositions. Unsurprisingly, therefore, students were not given an opportunity to perceive the importance of such an approach. Hence, they tend to neglect its effective contribution. It is only after the experiment that they come to be familiarised with the expediency of incorporating such an instructional practice

Q.12- In the other language subjects (grammar, linguistics, written expression ...etc.), how frequently do instructors use WDA while learning?

Table 37: Frequency of Using WDA in Different Language Courses

Options	Subjects	Percentage%
Always	/	/
Sometimes	/	/
Rarely	03	10.00%
Never	27	90.00%
Total	30	100.00%

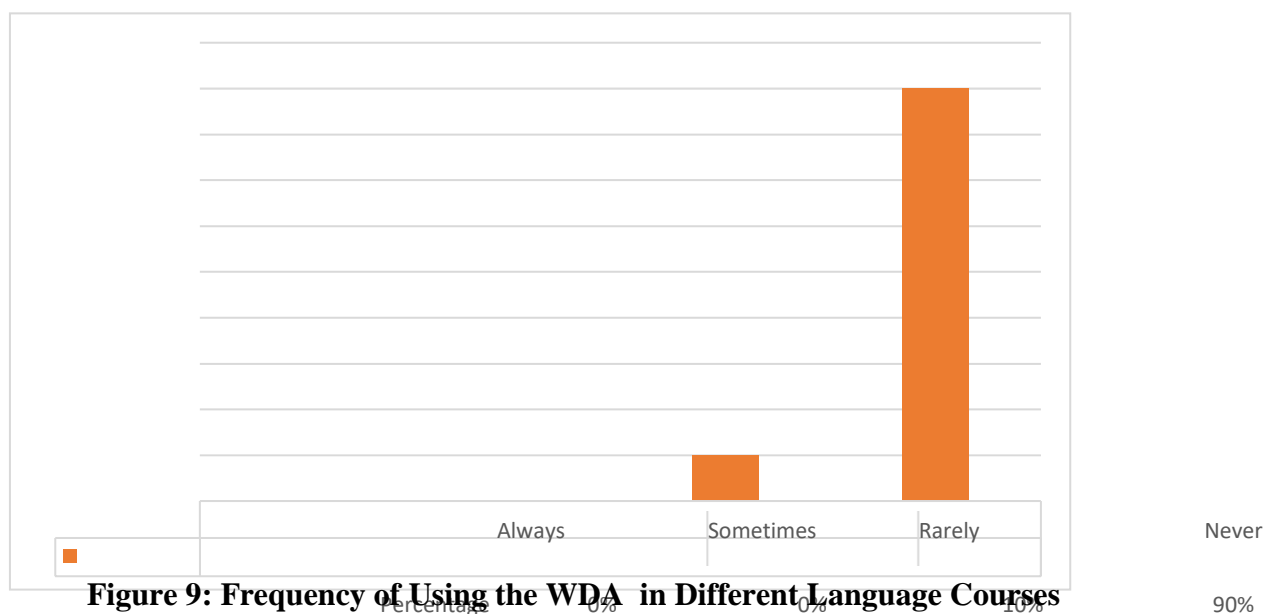


Figure 9: Frequency of Using the WDA in Different Language Courses

This question purports at determining whether or not WDA is adopted in the teaching of the various language courses. The answers indicate that such a paradigm is never used in teaching the aforementioned subjects. This is, probably, due to the fact that teachers tend to underestimate the importance of discourse analysis in language teaching, this may be rooted in the teachers' lack of awareness about the important role WDA plays in fostering the students abilities and all language related areas

Q.13- In your opinion, is the corpus-based software necessary for these language courses?

Table 38: Students' Opinions about the Necessity of Implementing WDA

Options	Subjects	Percentage%
Yes	17	56.67%
No	05	16.67%
Icannotdecide	08	26.66%
Total	30	100.00%

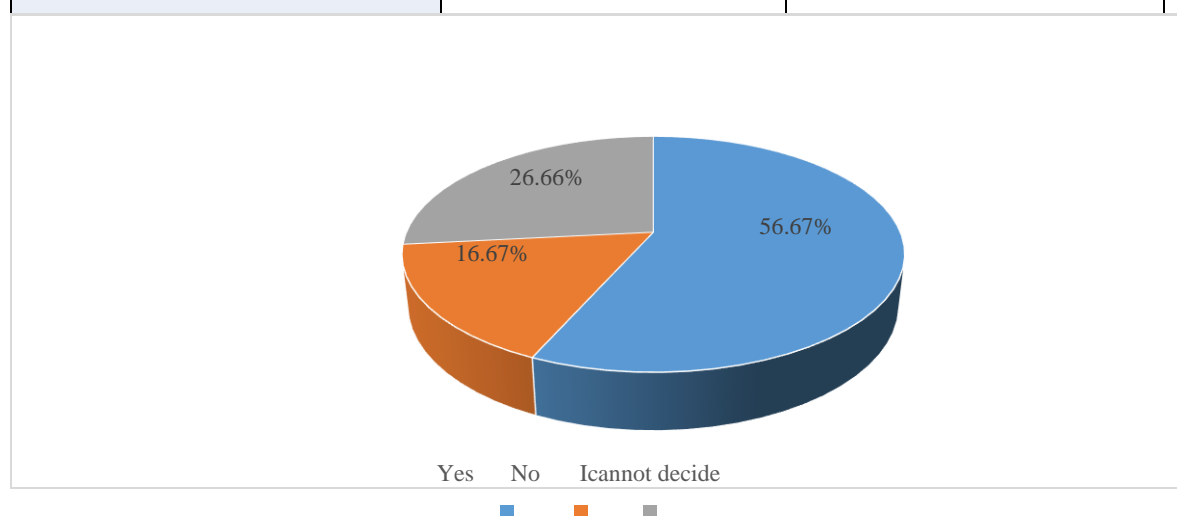


Figure 10: Students' Opinions about the Necessity of Implementing WDA

The major aim of this item is to detect the students' attitudes towards implementing the WDA in all language courses and not limiting it to written expression. The results showed that a great majority of students (56,67%) believe that it is doable to extend the use of such a practice. This realisation may stem from the realistic expediency of incorporating this approach in the writing classroom. As a result, it can be generalised to be a homogeneous strategy to carry out various tasks even in the other language modules and courses.

Q.14- Whatever your answer is, please, say why.

Only 25 students answered this question. Their responses were grouped and tabulated

under the following statements:

Table 39: Classification of the Students' who Opted for the Necessity of Implementing WDA

Options	Subjects	Percentage%
WDA provides an authentic input and facilitates the learning of language	10	56.67%
WDA creates a pleasant atmosphere in the classroom.	08	16.67%
WDA triggers the students' attention, and develops their discourse and lexico-grammar	07	23.33%
Total	25	100.00%

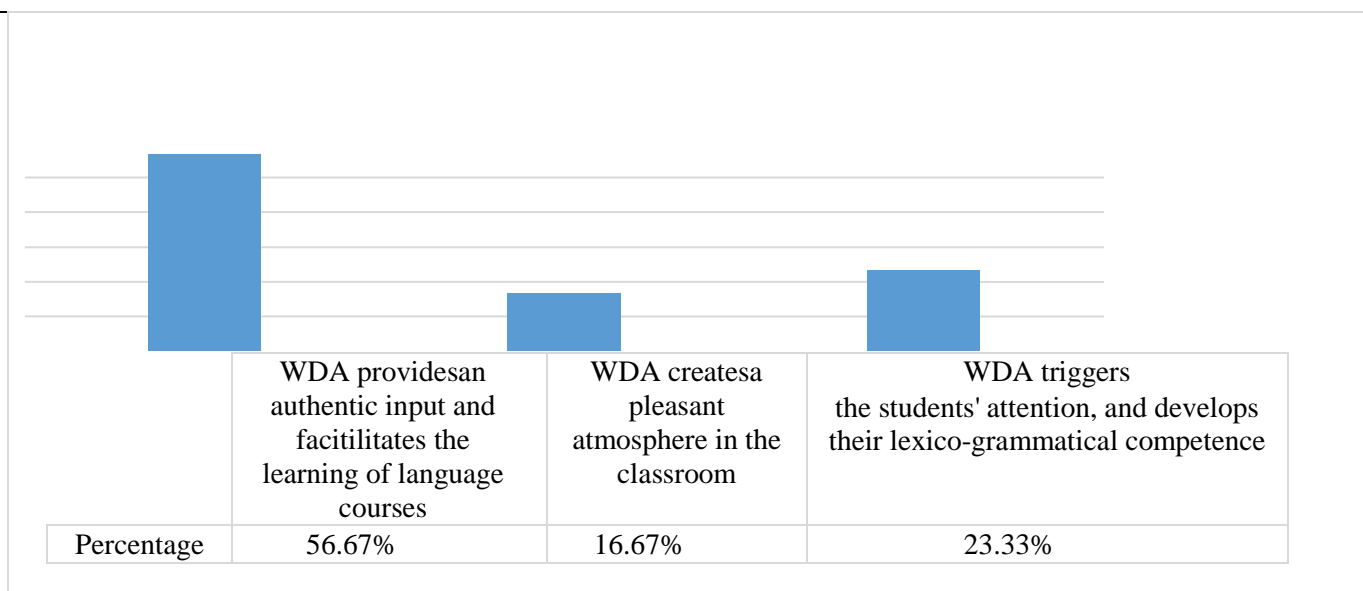


Figure 11: Classification of the Students' who Opted for the Necessity of WDA

The collected responses indicate that over two-thirds of the students acknowledged the significance of the Written Discourse Analysis (WDA) dimension across various language courses, recognizing its provision of authentic input and facilitation of language acquisition. It is indeed gratifying to observe students' profound awareness of the pivotal role played by WDA in alleviating challenges inherent in the learning process. Moreover, from a pedagogical perspective, it is encouraging to note that students perceive such an approach as conducive to fostering a positive learning

environment.

Section Three: The Significance of Discourse-Based Product Approach in Improving Lexico- grammatical as well as Discourse Competences in Writing

Q.15- Bringing a Product-Based discourse analysis to the teaching of FL writing seems to be a better instructional practice than that of the traditional process approach.

Options	Subjects	Percentage%
Agree	18	60.00%
Disagree	05	16.67%
I cannot decide	07	23.33%
Total	30	100.00%

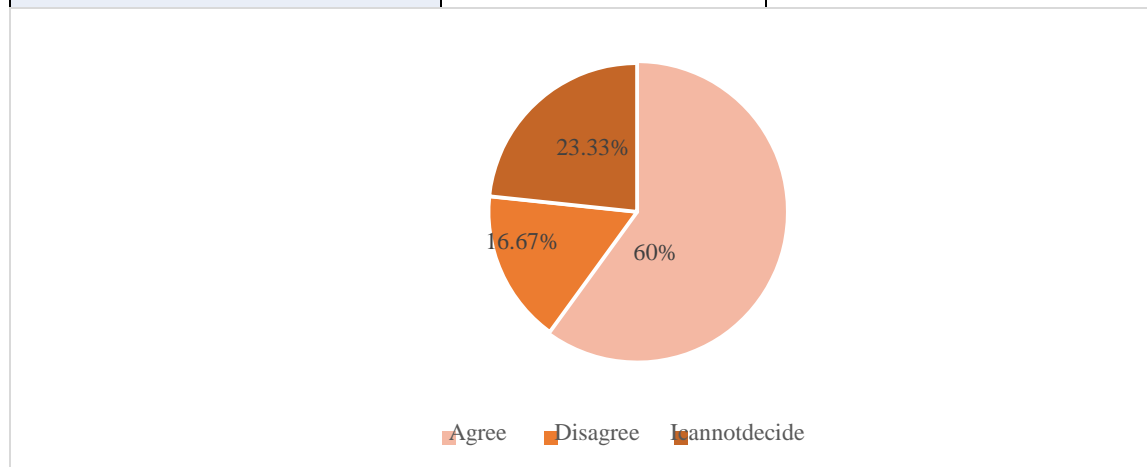


Figure 12: . Learners' Attitudes about Teaching Writing Using the Product-Oriented WDA

The foremost aim of this question is to determine the students' attitudes towards the implementation of Product-Oriented WDA in FL writing classrooms. The results indicated that 18 (60%) of the participants showed their approval with the results such an approach does yield if implemented correctly. This agreement stems from the participants' own experience elaborated in the classroom when dealing with the writing process. The latter seemed to be a less thorny act as the suggested instructional practice helped learners work out their tasks and overcome some of the composition difficulties.

Q.16- What do you think of combining WDA with the product approach in the composition course?

Table 40: Benefits of Combining the Product Approach with WDA in the Composition Course

Options	Subjects	Percentage%
Beneficial	21	70%
Not beneficial	03	10%
I cannot decide	06	20%
Total	30	100%

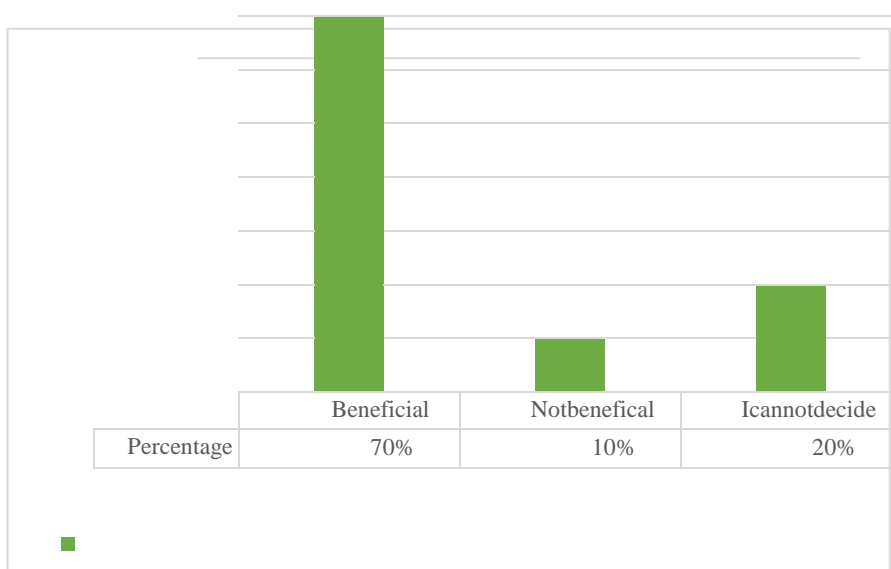


Figure 13: Benefits of the Product Approach with WDA in the Composition Course

This question seeks to unveil the participants' perception of the combination of the product approach with WDA in the accomplishment of their writing tasks. The results indicated that 21 (70%) of the participants believed that such an amalgamation is very contributive in developing their writing skills. Whereas, three (10%), six (20%) respectively reported "not beneficial" and "I cannot decide". The researcher attributes these results to the fact that WDA has created a room for self-motivation, ambition, and

pleasant learning atmosphere. These resulting advantages have triggered the students' inner will and eager desire to gain profit and work better on their composition tasks.

Q.17- Did the Texts Taken from British Academic Written Discourse Analysis (BAWDA) help you develop your grammatical and Discourse skills?

Options	Subjects	Percentage%
Yes	21	70%
No	09	30%
Total	30	100%

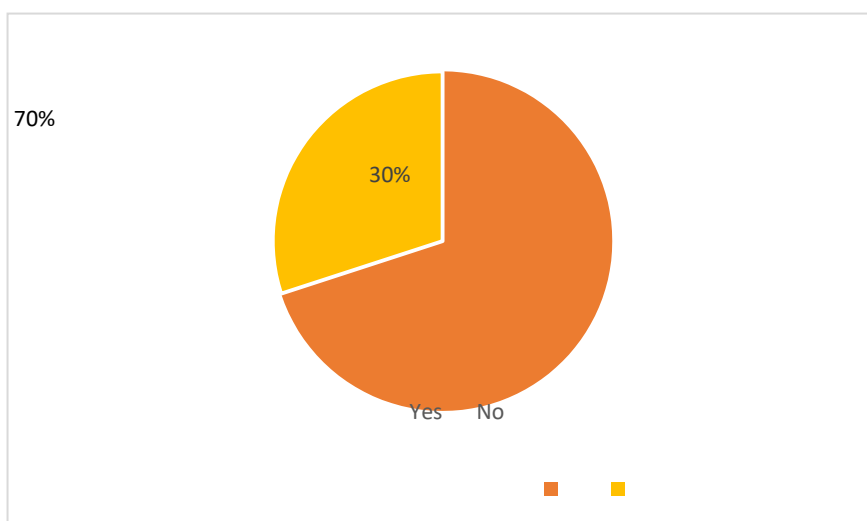


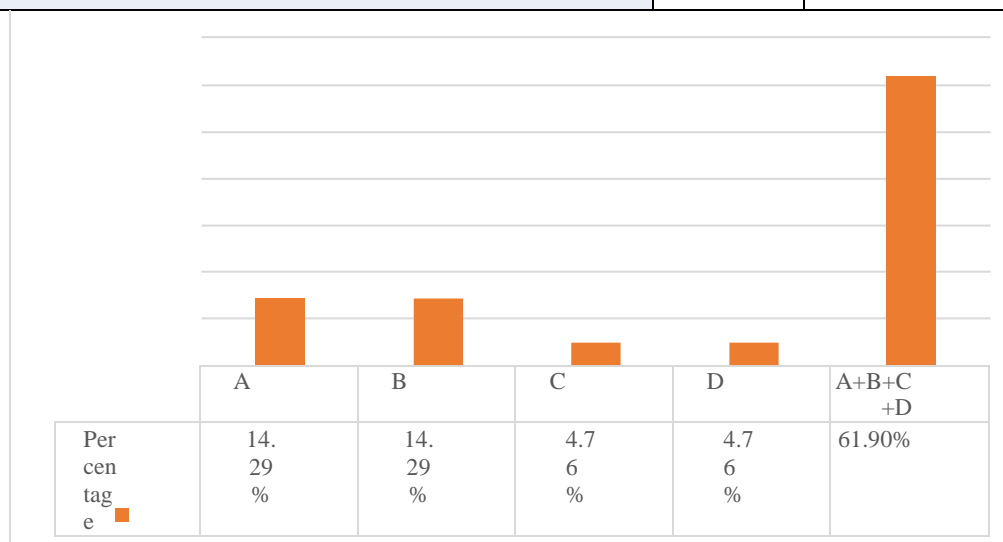
Figure 14 . Contribution of BAWDA in Improving Grammatical Skills

Question 17 was administered to shed light on the participants' reflection to the choice of texts from the British Academic Written Discourse Analysis to be the source of the instruction in the writing classroom. The results denoted that the great majority of the students (70%) admired such texts due to their validity, simplicity, and availability on line. These findings are in tandem with what the researcher expected while selecting these texts. The participants noted the corpus' efficiency in developing their grammatical as well as discourse skills and elevating their written products' accuracy and correctness.

Q.18- If "yes", how do you think it helped you? You may tick more than one option.

Table 6.17. Students' Specification of the areas Developed through the Use of BAWDA

Options	Subjects	Percentage%
A- Develop your grammatical competence	03	14.29%
B- Expanded your vocabulary	03	14.29%
C- Improved your discourse skills	01	04.76%
D- Raised your motivation	01	04.76%
A+B+C+D	13	61.90%
Total	21	100%

**Figure 15: Students' Specification of the areas Developed through the Use of WDA**

This question complements the previous one in which students are asked to specify the areas they believe they have developed through the use of WDA of texts selected from the British Academic Written Discourse Analysis (BAWDA). The results indicated that (61.90 %) of the respondents ticked all the options arguing that WDA helped them develop their grammatical competence, expand their vocabulary, improve their skills of discourse, and raised their motivation. The researcher intentionally limited this question to the four previously mentioned aspects as they are at the heart of the research at hand and

the basics of the treatment the experimental group has been exposed to during the instructional period. It is noteworthy that the findings of this question do concur with the researcher's expectation owing to the fact that the BAWDA was initially implemented with the primordial aim of developing these areas of interest.

Q.19- Did the product-Oriented Written Discourse Analysis help you develop your Grammar skills?

Table 6.18. Contribution of the product-Oriented Written Discourse Analysis in Improving Grammar

Options	Subjects	Percentage%
Yes	19	63.33%
No	11	36.67%
Total	30	100.00%

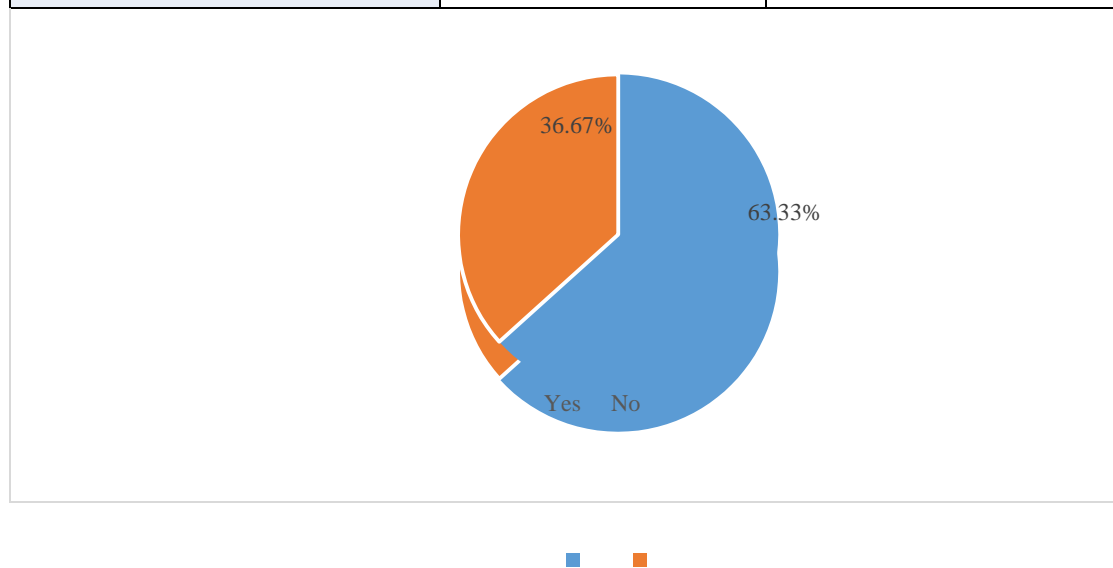


Figure 16: Contribution of the product-Oriented Written Discourse Analysis in Improving Grammar

After checking the contribution of the product-oriented WDA in developing the participants' overall performance, the researcher went further to check such an approach's efficiency in developing other areas of competences scrutinized in the current research. As far

as Grammar is concerned, 19 (63.33 %) of the participants reported their satisfaction with the results of the product-oriented WDA in developing their Grammar. Indeed, the instructional treatment has proved its efficiency in equipping learners with mechanisms that fasten and broaden the students' familiarisation with accuracy of their written products.

Q.20- Did the Product-Oriented Written Discourse Analysis help you overcome the cohesion difficulties?

Table 6.19. Contribution of the product-Oriented Written Discourse Analysis in Overcoming the Students' Cohesion Difficulties

Options	Subjects	Percentage%
Yes	19	63.33%
No	11	36.67%
Total	30	100.00%

Cohesion is another element tackled by the Product-Oriented Written Discourse Analysis and referred to in the treatment of the experimental group. It received extra attention as it plays a major role in ascertaining cohesive, purposeful, and well organized essays. As such, the researcher focused more on cohesion while teaching the experimental group through the Product-Oriented Written Discourse Analysis. The latter has been reported to be highly effective in developing the students' abilities to produce cohesive pieces of writing as it provided insights and exposed learners to authentic and representative data.

Q.21- Did the Product-Oriented Written Discourse Analysis help you overcome coherence difficulties?

Table 41: Contribution of the Product-Oriented Written Discourse Analysis in Overcoming the Students' Coherence Difficulties

Options	Subjects	Percentage%
Yes	18	60.00%
No	12	40.00%
Total	30	100.00%

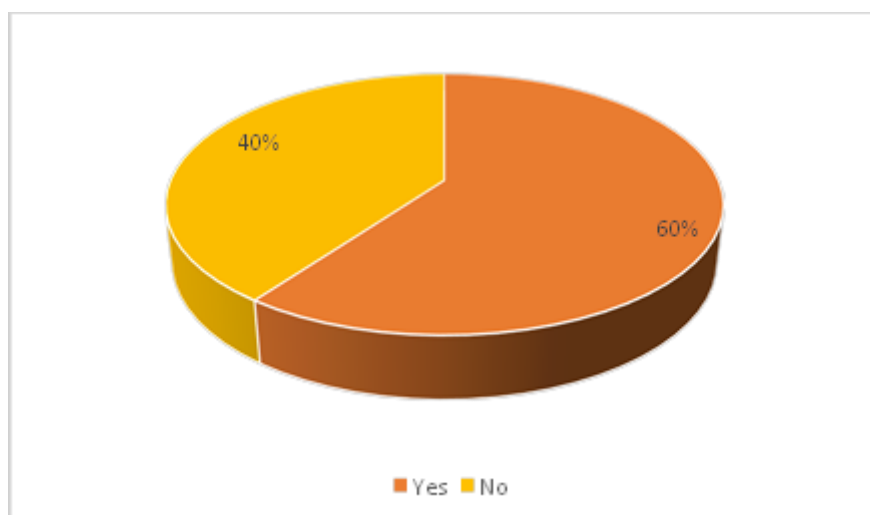


Figure 17: Contribution of the Product-Oriented Written Discourse Analysis I Overcoming the Students' Coherence Difficulties

Q.22- If your answer is yes, what percentage does best reflect the difficulties you have overcome?

Table 42: Students' Rate of the Difficulties they Have Overcome

Options	Subjects	Percentage%
A-20%	05	27.78%
B-50%	09	50%
C-80%	04	22.22%
Total	18	100.00%

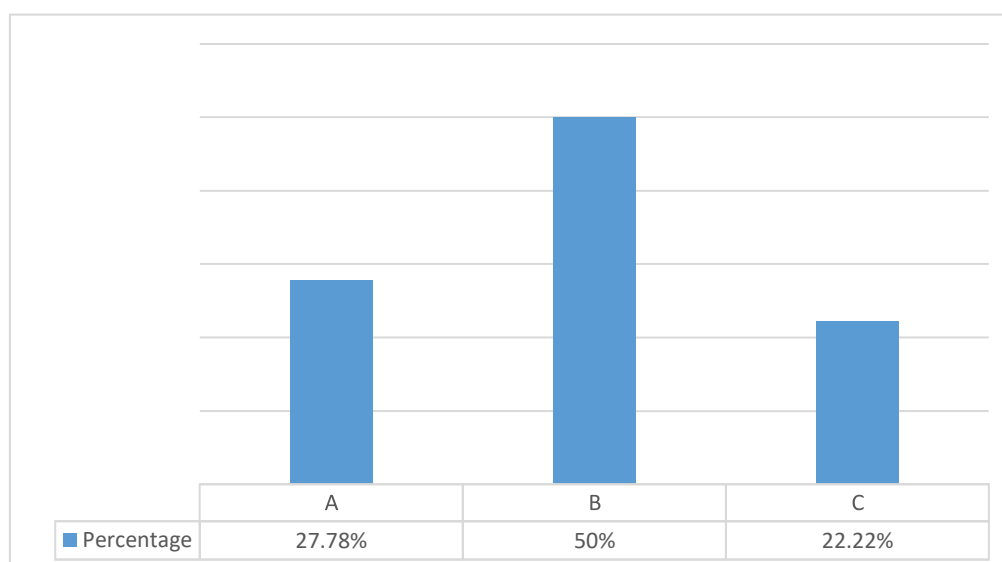


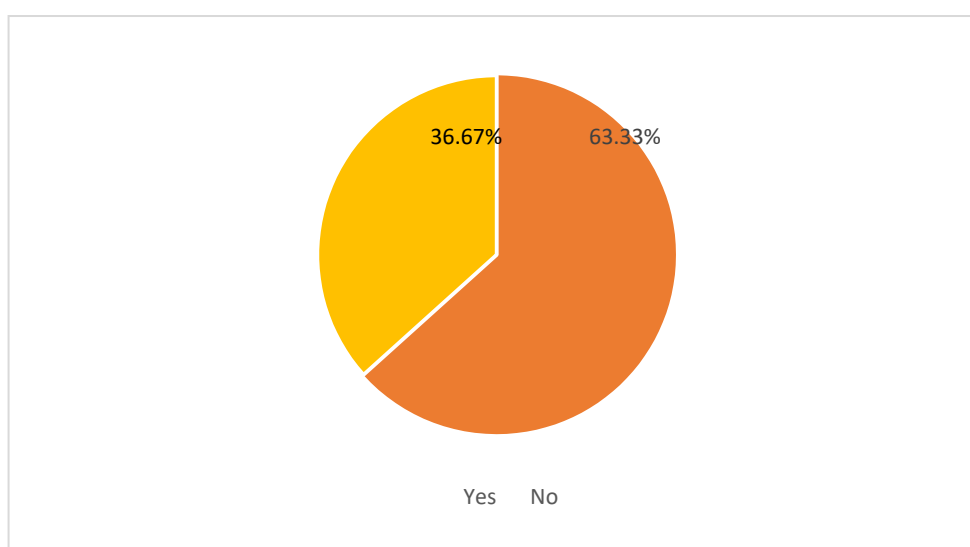
Figure 18: Students' Rate of the Difficulties they Have Overcome

Questions 21 and 22 were administered to gauge the students' attitudes towards the efficiency of the Product-Oriented Written Discourse Analysis in developing their coherence skills. The results indicated that more than half of the participants reported the approach's expediency with a percentage of 50% to reflect the development they believe they made. These findings are quite satisfying actually as the researcher gave the participants the chance not only to reflect upon the efficiency of the implemented paradigm but also a chance to determine in percentage the change they think they achieved.

Q.23- Have you experienced any difficulties during the composition course while relying on the Product-Oriented Written Discourse Analysis?

Table 43: Difficulties Faced while Using the Product-Oriented Written Discourse Analysis in Writing

Options	Subjects	Percentage%
Yes	19	63.33%
No	11	36.67%
Total	30	100.00%

**Figure 19: Difficulties Faced while Using WDA the writing**

This question seeks primarily to denote whether or not students faced any sort of difficulty while using the product-oriented WDA. The results showed that 19 (63.33 %) of the participants answered “yes” while 11 (36.67 %) opted for “no”. The researcher argues that the results of this question are highly expected and legitimate as the participants were exposed to an instruction that they are not familiar with. An instructional practice that used texts taken from online sources for academic purposes would certainly cause learners to encounter some difficulties to gain full mastery over the various areas of inquiry.

Q.24- If “Yes”, please, mention these difficulties.

Those who reported that the implementation of WDA was moderately problematic were invited to mention to what they attribute the encountered difficulties. On 19 students, 70% of them ticked all the options rooting the difficulty in detecting the discourse features of the text, assimilating them and thereafter reproducing them in their written products. These difficulties were accounted for by the researcher and the students have more mastery when using the WDA in the accomplishment of their tasks.

Section four: Students' Opinions about Using the product-oriented WDA in Writing

Q.25- After being introduced to the Product-Oriented WDA, how difficult are the following aspects to you while writing an essay?

Table 44: The Way Students Regard Writing Difficulties after the Exposure to WDA

Items	Very difficult		Difficult		Neither difficult nor easy		Easy		Very easy	
	N	%	N	%	N	%	N	%	N	%
A	04	13.33%	05	16.67%	17	56.67%	04	13.33%	/	/
B	04	13.33%	05	16.67%	14	46.67%	04	13.33%	03	10%
C	03	10%	04	13.33%	13	43.33%	05	16.67%	05	16.67%
D	02	6.67%	04	13.33%	17	56.67%	07	23.33%	/	/
E	02	6.67%	03	10%	20	66.67%	05	16.67%	/	/
F	04	13.33%	05	16.67%	19	63.33%	02	6.67%	/	/
G	03	10%	06	20%	19	63.33%	02	6.67%	/	/
H	06	20%	06	20%	14	46.67%	04	13.33%	/	/

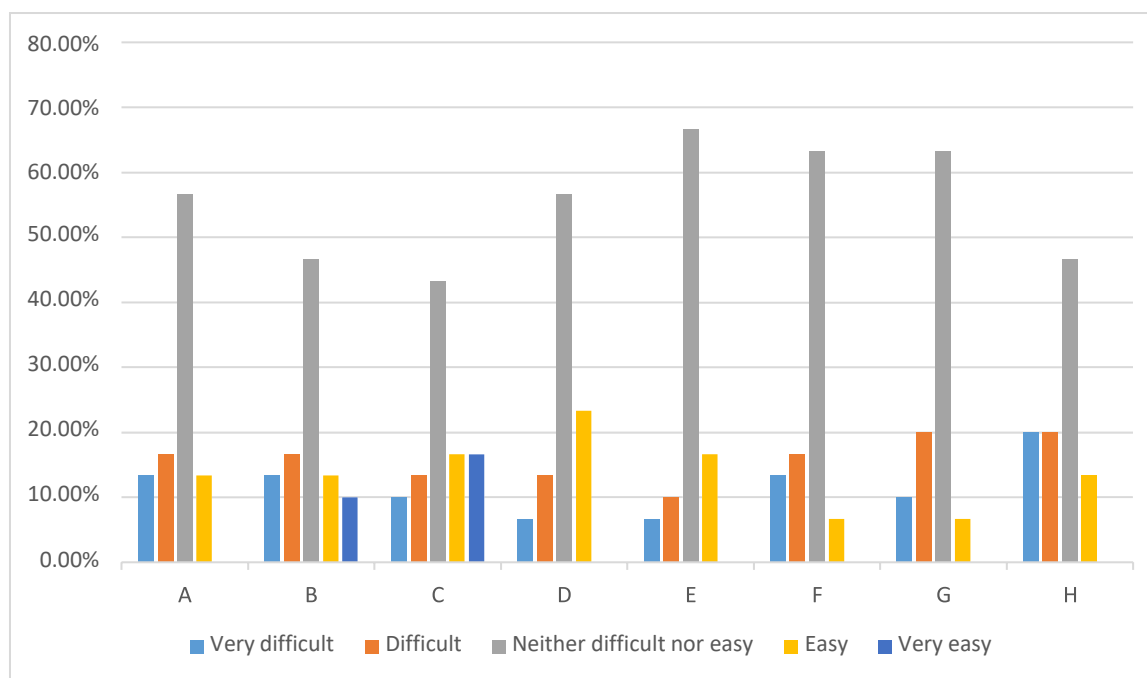


Figure 20: The Way Students Regard Writing Difficulties after the Exposure to WDA

The 25th item in the student questionnaire is deemed to be the most crucial element in the study as it pertains to the central research objective. The researcher included this question to gather information on the key aspects relevant to the investigation of discourse and lexico-grammar in the study. This question encompasses all the areas of interest referred to in the theoretical sections of the study and addressed in the practical ones. The aim of the question was to assess the effectiveness of the product-oriented written discourse analysis in overcoming the difficulties experienced by the participants prior to the instructional period. The aspects under consideration were grammar, vocabulary, cohesion, and coherence.

The results indicated that 55.42% of the participants viewed these aspects as manageable with responses of "neither easy nor difficult" and "easy," while the remaining 44.58% rated them as "very difficult," "difficult," "easy," or "very easy." One possible interpretation of these results is that the instructional period treatment led to an improvement in mastery over grammar, vocabulary, register, punctuation, cohesion,

coherence, and collocation. The researcher posits that the implementation of the product approach in conjunction with written discourse analysis helped students acquire the necessary skills to effectively manage these aspects, making the writing process easier and leading to higher quality compositions.

It is important to note that these findings support the results of the test where the experimental group demonstrated superiority over the control group in handling the aforementioned aspects. These results add credibility and reliability to the findings obtained from the test.

Q.26- In your opinion, was the Product-Oriented WDA Approach beneficial in elaborating all the above-mentioned aspects equally and explicitly?

Table 45: Students' Attitudes towards the Benefits of the Product-Oriented WDA Approach

Options	Subjects	Percentage%
Yes	24	80%
No	06	20%
Total	30	100%

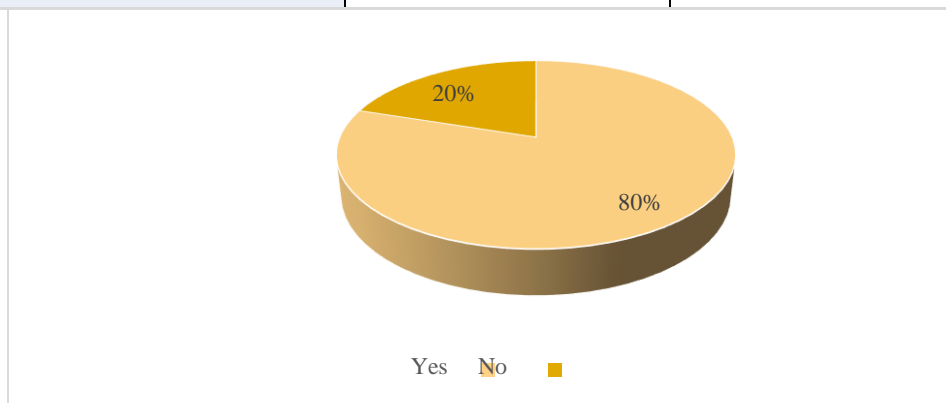


Figure 21: Students' Attitudes towards the Benefits of the Product-Oriented WDA Approach

The primary goal of this question was to further bolster the findings from the previous one. The results showed that a significant majority, 24 (80%) of the participants,

expressed their agreement with the notion that grammar, vocabulary, cohesion, and coherence, should be explicitly taught with equal attention and time allocation in the writing classroom. The researcher speculates that this high degree of agreement can be attributed to the participants' own experience during the experiment. Prior to the treatment, both the experimental and control groups experienced difficulties with the aforementioned writing aspects. However, after being exposed to the product-oriented WDA approach, the experimental group gained a comprehensive understanding of these elements, emphasising the importance of combining them and presenting them through authentic and representative instruction, as is characteristic of the aforementioned approach. The latter also fostered self-motivation and self-actualisation, inspiring the learners to believe that if they were able to overcome one difficulty, they were likely capable of overcoming the others.

Q.27- Whatever your answer is, please say why?

Among the respondents, only six students expressed negative attitudes, with just two indicating that learning the aforementioned aspects equally and explicitly confused them. Therefore, only a total of six respondents had negative attitudes. This suggests that part of the hypothesis might not be confirmed, at least from the students' standpoints. Conversely, the remaining students who responded positively had their justifications classified based on their similarities and tabulated accordingly.

Table 46: Students' Clarifications about the Benefits of the Product-Based Discourse Approach

Options	Subjects	%
Their writing gets more accurate grammatically	09	37.50%
The Product-Oriented WDA Approach ensures an appropriate input of register and vocabulary which conforms with the communicative purpose and context.	05	20.83%
All the selected aspects are necessary in writing and therefore should be introduced equally.	03	12.50%
Cohesion and coherence are more smooth and easily presented	02	08.33%
Collocation is simplified and intensively accounted for	04	16.67%
No answer	01	04.17%
Total	24	100.00%

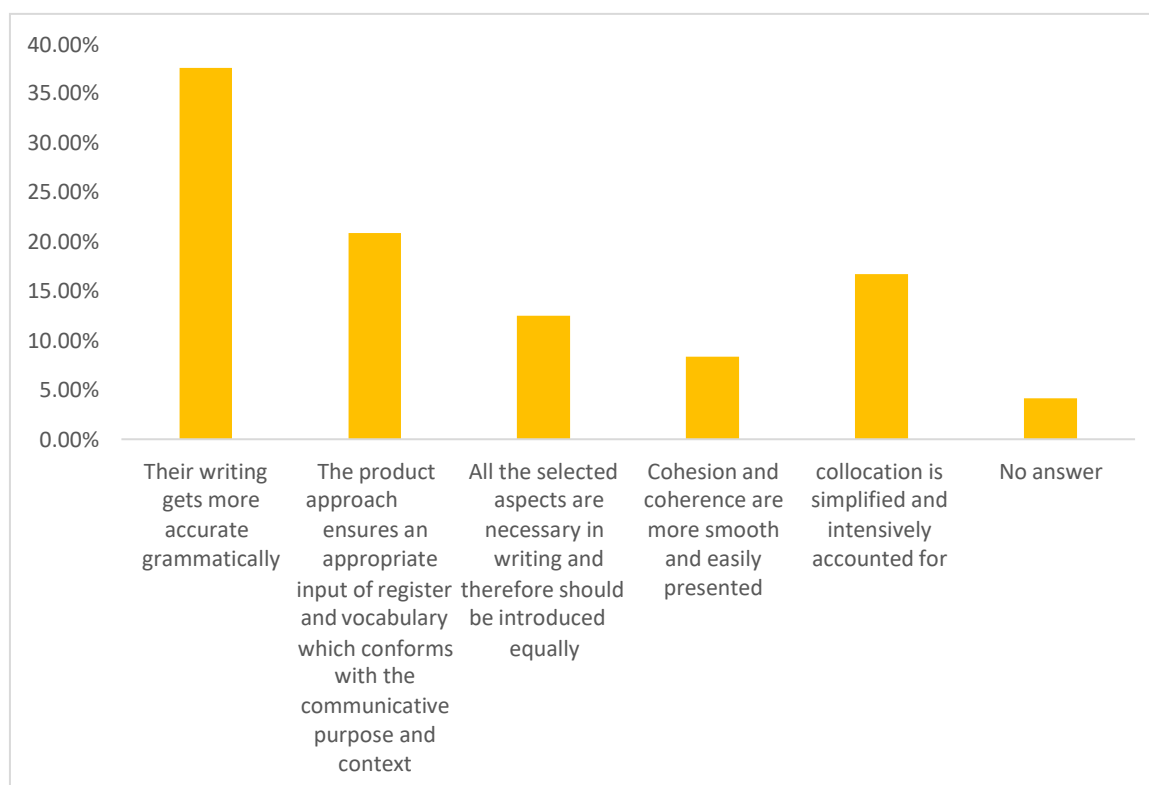


Figure 22: . Students' Clarifications about the Benefits of the product-Based WDA Approach

Considering the majority of positive perspectives, approximately 38.46% of the participants who favored the equal and explicit teaching of all the selected aspects noted that their writing became grammatically more accurate. This provides evidence that explicit and equal teaching of the selected aspects can be greatly beneficial to students. Additionally, 19.23% of the participants believed that explicit teaching equips them with a robust linguistic toolkit, which takes into account register, audience, and the context of their writing. Other participants (11.54%) regarded all the selected aspects as essential in writing, and thus, they should be taught equally. Finally, 26.93% of the participants argued that being exposed to all the aspects equally helped them attain mastery over cohesion, coherence, and grammar.

Section Five: Further Suggestions**Q.28- Please, feel free to add any suggestion(s) you see relevant to the implementation of the Product-Based Written Discourse analysis Approach to FL writing instruction and its effects on the writing performance.**

Out of 30 experimental group respondents, 14 provided the subsequent suggestions as grouped below:

- The WDA Approach is contributive to the betterment of writing.
- The use of academic texts to analyse created a great pleasant atmosphere that triggered the students' motivation to perform better.
- WDA reinforce the students' written cognitive knowledge.
- The Product-Based Written Discourse analysis Approach (WDA) develops the students' grammar, expands their vocabulary, and improves their skills of collocation.
- The use of the WDA hinders the students' stress and anxiety and provides access to original, authentic, and representative language as used by native speakers.

As mentioned in the previous section, the feedback provided by the experimental group respondents aligned with the researcher's predictions and proved to be valuable for the objectives of the current study. In essence, the students' suggestions corroborated that the integration of Written Discourse Analysis (WDA) into the teaching of foreign language (FL) writing resulted in improved accuracy in their writing compared to before.

6.1.2. Discussion of the Results

The student questionnaire is designed to assess the views the experimental group members regarding the role of the product-oriented written discourse analysis in their advancement in written composition. It endeavours to determine if the subjects in question have benefited from the researcher's guidance during the experimental intervention. It is of considerable importance to highlight that the student questionnaire is composed of five parts.

The first section of the questionnaire comprises seven questions, which are aimed at determining the students' attitudes towards writing after being instructed using the WDA method. The outcomes of section one point out to the fact that most of students find writing to be a challenging skill in comparison to other skills. This aligns with previous research, which has shown that writing is a demanding and difficult task for FL learners (Jafarpour, Hashemian, & Alipour, 2013; Celce-Murcia & Olshtain, 2000). The data collected also revealed that the most prevalent sources of difficulty for students when engaged in writing activities are a lack of lexico-grammatical and discourse competences, as well as ineffective FL instruction. Common difficulties faced by students include poor grammar, limited vocabulary, inadequate cohesion and coherence, and these findings are consistent with multiple studies (Paker & Özcan, 2017; Balunda, 2009; Hill, 2000; Le, 2010; Liu & Jiang, 2009; Mounya, 2010). These results highlight the importance of adopting a teaching philosophy that acknowledges these difficulties and implements new

approaches, methods, and activities to teach FL writing, incorporating a contemporary understanding of writing as a process into classroom practices.

The second aimed at eliciting the students' opinions and attitudes towards the effectiveness and importance of the product approach and WDA in enhancing their writing skills. The findings from questions eight and nine showed that most of the respondents are supportive of the use of discourse analysis in FL writing instruction. The participants acknowledge that the product approach has a significant impact on their writing abilities. These findings align with those of a study conducted by Cunningham (2000), who reported that his students held positive attitudes towards the implementation of the product paradigm in their writing instruction. Cunningham (2000) attributes this positive effect to the increased motivation to write, revise, and share ideas with classmates that resulted from the combination of the product approach and written discourse analysis, equipping students with essential tips and strategies to complete writing tasks.

In questions 10 and 11, the students were inquired about their utilization of WDA in their writing assignments prior to and following the experimental treatment. The overwhelming majority of respondents indicated that they had not utilized WDA prior to the experiment. They stated that they were not previously aware of the significance of such an approach and tended to overlook its potential benefits. It was only after the experiment that a majority of them became familiar with the utility of incorporating WDA into their writing processes. However, some students reported that they only occasionally employed WDA in their writing tasks, which might be attributed to the complex nature of the approach and its scarcity in FL contexts, as well as the need for specialised teacher guidance.

In questions 12, 13, and 14, the students were queried about their opinions regarding the frequency and necessity of using WDA in various language courses and

modules. Despite the demonstrated utility that WDA can bring to the teaching and learning of English as a foreign language, the results indicate that this approach is not commonly utilized in the teaching of various English language modules. This may be due to a lack of awareness among teachers regarding the benefits that this instructional practice can offer in the classroom setting.

This viewpoint has led educators to embrace discourse-based learning as a means of promoting inductive and discovery-oriented learning opportunities, where students engage in active and autonomous learning by conducting their own analysis (Chambers, 2010; Boulton, 2009, 2010; Braun, 2007). As such, students are able to understand the crucial role that WDA plays in resolving difficulties and challenges related to the learning process.

The third segment of the survey comprises of ten inquiries that pertain to the impact of incorporating the product-based approach with Written Discourse Analysis (WDA) on the enhancement of the students' linguistic and discourse proficiency in writing. It aims to assess the participants' grasp of the researcher's directives during the instructional phase and their stance towards the practicability, efficacy, and the efficiency of WDA in refining their grammatical, vocabulary, cohesion, and coherence abilities. Question 15 seeks to determine the students' opinion on the use of product-oriented WDA as a method of writing instruction. The results reveal that 60% of the respondents expressed their agreement with the utilisation of such a framework. This concurrence is rooted in their personal experience in dealing with the writing process.

Additionally, question 16 highlights that the majority of the participants view the integration of WDA in their composition courses as valuable and advantageous. This advantage originates from the elevated language consciousness and improved mastery of

lexico-grammatical principles and discourse patterns. These advantages have fuelled the students' intrinsic drive and motivation to excel in their writing tasks.

The subsequent six questions (17 to 22) aimed to explore the students' perceptions of the choice to use the product-oriented WDA as a means of instruction in the writing class. The findings revealed that the majority of the participants favoured this approach due to its representativeness and validity. Additionally, the students acknowledged the efficacy of the product-oriented WDA in enhancing their grammatical proficiency and improving the accuracy and correctness of their written outputs. This method assisted in the development of grammatical competence, enriched vocabulary, elevated discourse proficiency, and sparked motivation. Moreover, the product-oriented WDA was deemed effective in promoting cohesion and coherence in written discourse, as it provided students with an in-depth understanding and access to authentic and representative data derived from discourse analysis.

The final inquiries 23 and 24 within the third section were specifically designed to determine the prevalence of challenges experienced by students when utilizing the product-focused WDA. The vast majority of participants primarily attributed their difficulties to comprehending and effectively applying the analysed texts, feeling overwhelmed by the substantial amount of information presented, and facing time limitations. These conclusions align with the findings of Liu and Jiang (2009). These difficulties may be mitigated through proper training in the use of discourse analysis, and a deductive application of the WDA would effectively eliminate these difficulties (Liu & Jiang, 2009).

In regards to the fourth section, the students were queried regarding their perspectives on the perceived difficulties in writing before and after being introduced to the various lexico-grammatical and discourse elements through the implementation of

WDA. The outcomes reveal that a significant proportion of the respondents believed that they have acquired the ability to effectively utilise grammar, vocabulary, register, punctuation, cohesion, and coherence in their writing. The students opine that the integration of WDA in their writing education facilitated their mastery of these elements, making the writing process more manageable and enabling them to produce high-quality compositions. Liu (2011) highlights that the participants in his study acquired a nuanced understanding of lexico-grammatical features, an appreciation for the context-specific utilization of language, and a grasp of the subtleties of lexico-grammatical usage.

Furthermore, the majority of the students concurred with the notion that equal time and attention should be allocated to the explicit teaching of grammar, vocabulary, cohesion, coherence, and collocation in writing classrooms. Upon exposure to the product-oriented WDA, the students gained a comprehensive understanding of these elements, emphasising the importance of integrating them and presenting them through authentic and representative instruction, a hallmark of product-based WDA. The students assert that their writing became more grammatically accurate and that the appropriate selection of register and vocabulary, in accordance with the communicative purpose and context, was facilitated through the use of product-based WDA. The simplicity of latter in made cohesion and coherence smoother and more easily achieved.

The final section of the student questionnaire aimed to provide a space for the students to express any additional suggestions regarding the implementation of product-based WDA in FL writing instruction and its impact on their writing performance. In general, the students expressed their satisfaction with the incorporation of this approach in their writing classes, attributing this satisfaction to the creation of a pleasant learning environment that motivated them and reduced stress and anxiety. Additionally, the product-based WDA provided access to original, authentic, and representative language,

which in turn led to the development of their grammar, lexical repertoire, and discourse skills.

6.1.3. Summary of the Students' Questionnaire Main Findings

Based on the findings of the questionnaire, the key conclusions can be summarized as follows:

The cause of difficulty in EFL writing is the lack of exposure to authentic and representative data in teaching materials.

The primary focus of the students' writing is grammar and vocabulary.

The implementation of product-oriented Written Discourse Analysis (WDA) has improved students' skills in coherence, cohesion, and collocation.

The use of product-oriented WDA has provided students with accurate register that considers formality, reference, audience, and context in vocabulary usage in writing.

The implementation of WDA has created a positive learning environment that motivates students and reduces stress.

Most of the participants confirmed the benefits of the experiment and reported improved writing organization.

Many participants reported positive changes in their writing quality and habits as a result of the experiment.

WDA is not widely used in other language courses.

The majority of participants support the generalization of product-oriented WDA to other language courses.

6.2. Teacher Questionnaire

6.2.1. Analysis and Discussion of the Results

Section One: General Information

Q.1-Degree held

Table 47: Teachers' Degree Held

Options	Subjects	Percentage%
PhD holder	06	25.00%
Magister class	08	33.33%
Adjunct teacher	10	41.67%
Total	24	100.00%

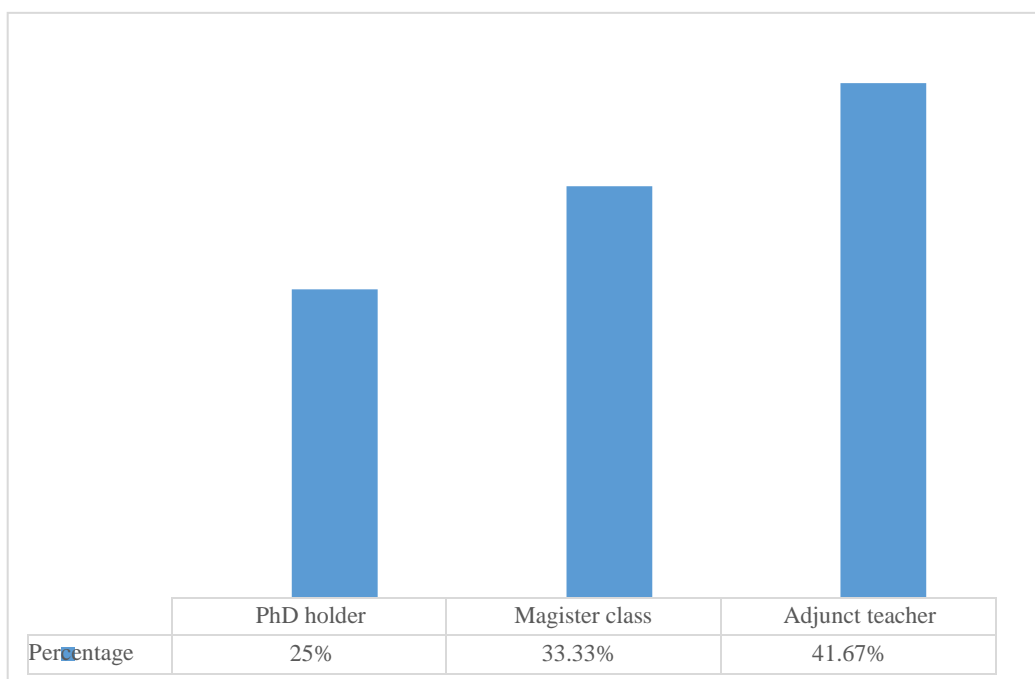


Figure 23: Teachers' Degree Held

The initial segment looks to express the situation with educators as an essential distinguishing proof. The outcomes uncovered that among the 24 educators addressed, a large number of them are "Assistant instructors"; 10 they address (41.67 %). Most of them are engaged with Doctorate propositions, others are fledglings in educating at the English

Division, College of Batna 2; yet, every one of them were dispensed in showing various modules for no less than six hours per week.

With respect to "Magister" classification, it addresses a level of 33.33 %; their commitment in showing composing is of an extraordinary significance due to the fact that they are knowledgeable about the field of composing. Concerning the "PhD Holders" classification, it addresses 25%, instructors who have a place with this classification can be recognized effectively in light of the fact that some of them added to showing composing as well as a few different modules for a long time.

Q.2- How long have you been teaching written expression?

Table 48 Amount of Time Spent in Teaching Written Expression

Options	Subjects	Percentage %
01 -05years	10	41.67%
05 -10years	04	16.67%
10 -15years	03	12.50%
15 -20years	06	25.00%
More than 20years	01	04.16%
Total	24	100.00%

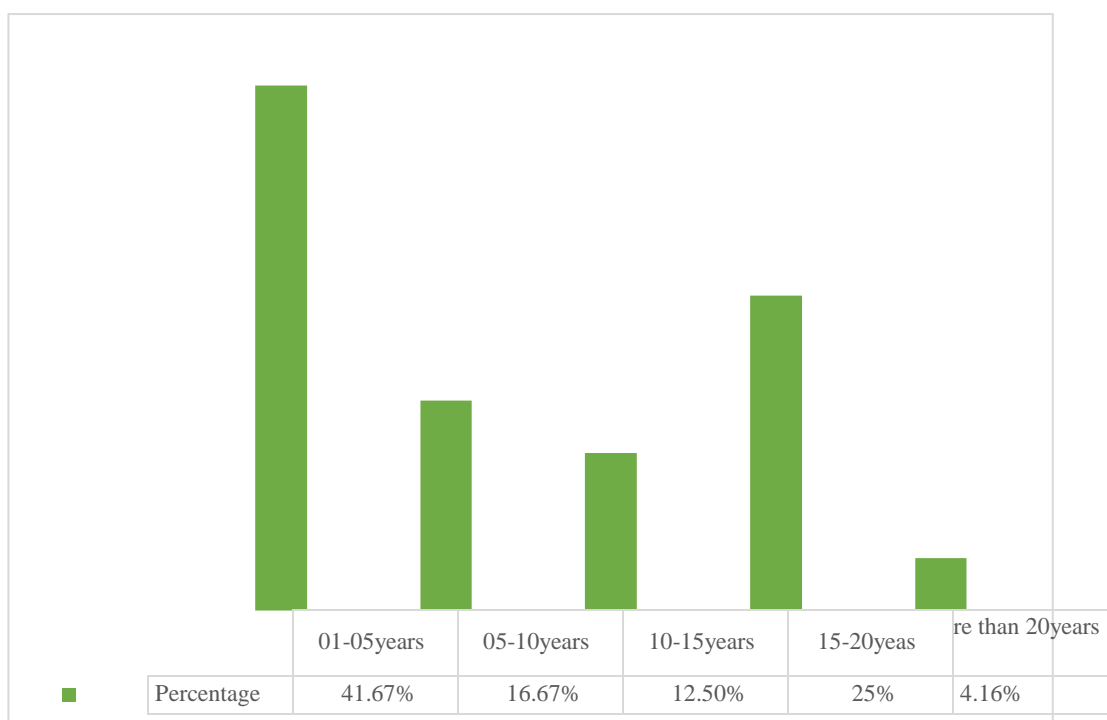


Figure 24: Amount of Time Spent in Teaching Written Expression

This study examines the teaching experience of educators in the domain of written expression. Analysis of the data, as presented in both tabular and graphical formats, reveals that out of the surveyed educators, 10 individuals, comprising 41.67% of the sample, have instructed this subject for a duration ranging from one to five years. Additionally, four instructors, representing 16.67% of the cohort, have taught written expression for a span between five to 10 years. Further scrutiny of the tabulated results indicates that a minority of three educators, constituting 12.50% of the total, have engaged in teaching the written expression module for a duration spanning 10 to 15 years. Moreover, six instructors, accounting for 25% of the population, have dedicated their teaching endeavors to this subject for a period ranging from 15 to 20 years. Remarkably, only one instructor, amounting to 4.16% of the sample, possesses teaching experience exceeding 20 years in the same module.

Q.3- Which level(s) have you been mainly teaching?

Table 49: Levels' Taught in Written Expression

Options	Subjects	Percentage %
1 st Year	01	04.16%
2 nd Year	05	20.83%
3 rd Year	03	12.50%
1 st +2 nd	07	29.17%
2 nd +3 rd	04	16.67%
1 st +2 nd +3 rd	04	16.67%
Total	24	100.00%

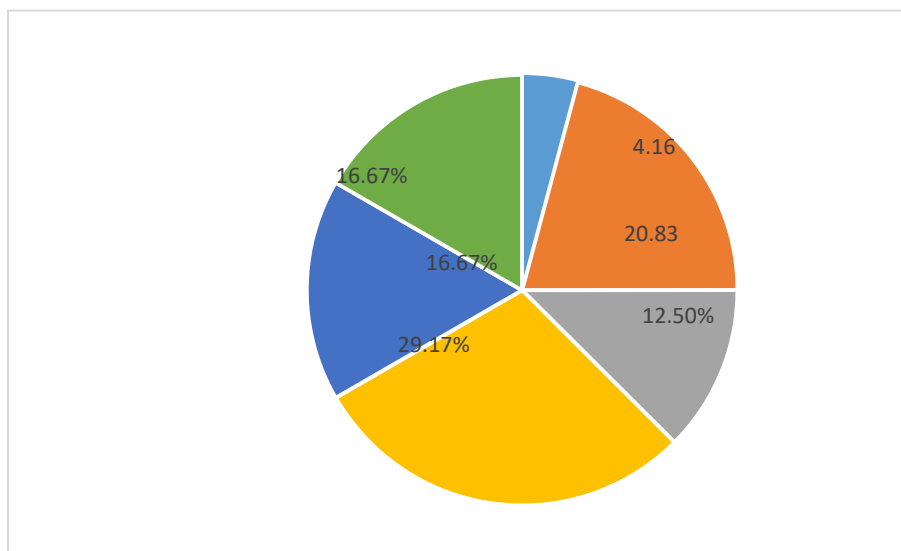


Figure 25: Levels' Taught in Written Expression

The table and the chart show that only one instructor showed first year, while five showed second year and three of them showed third year. Different educators have shown this module to more than one level: seven of them showed first and second levels, while four instructed second and third, and four excess instructors showed the three levels (first, second, third).

Section Two: Teaching Writing Organisation

As of late, educators have been griping about the understudies' writing in every one of the disciplines and at every instructive level. Teaching composing is definitely not a simple assignment since it is principally worried about assessing various stages in the creative cycle. The second segment of this survey targets deciding the instructors' perspectives towards their understudies' composed exhibitions. Another point is to distinguish the understudies' shortcomings recorded as a hard copy and to group them arranged by significance so educators can figure out the proper methods to assist understudies with creating great organizations.

Q.4-How do you evaluate your students writing?

Table 50: Students' Level in Writing

Options	Subj ects	Percentage %
Good	/	/
Average	08	33.33%
Poor	16	66.67%
Total	24	100.00%

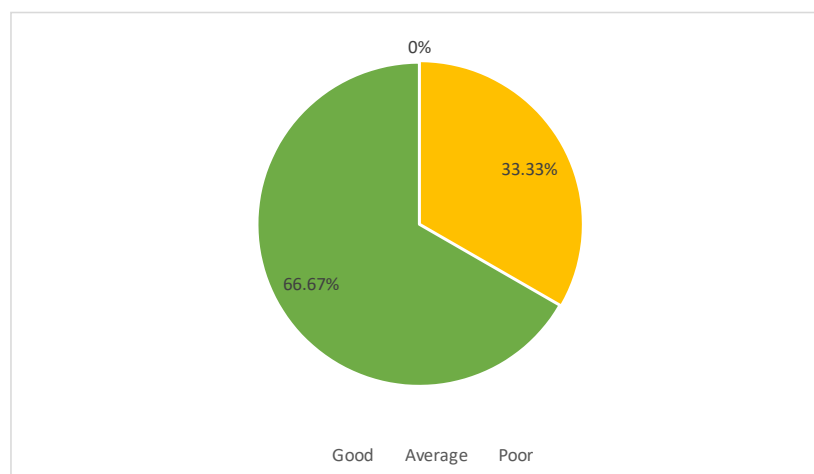




Figure 26: Students' Level in Writing

The preeminent point of item 5 was to figure out the educators' perspectives about their understudies' level recorded as a hard copy. The outcomes show that 16 (66.67 %) respondents consider their understudies as unfortunate journalists, eight making up (33.33 %) see their understudies' composing level as 'Normal', and none of the educators selected 'Great'. The prompt remark on the discoveries expressed above is that a greater part of educators consider the level of their understudies recorded as a hard copy powerless and poor in view of many reasons that would be referenced in the responses of the accompanying inquiry..

Q.5- When assigned a writing task, your student are

Table 51: Students' Interest about Writing an Assignment

Options	Subjects	Percentage %
A-Highly interested	/	/
B-Interested	09	37.50%
C-No tinterested	15	62.50%
Options	Subjects	Percentage%

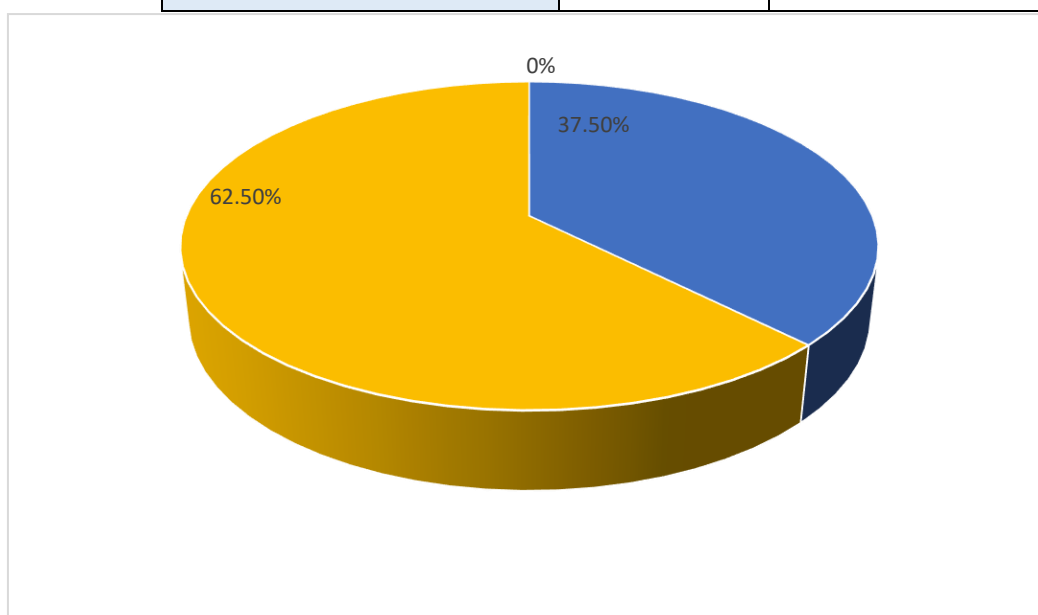


Figure 27: Students' Interest about Writing an Assignment

The outcomes demonstrate that 15 (62.5%) of educators announced that their understudies are not keen on achieving the composing undertakings. Nine educators making up (37,5%) accept that their understudies feel intrigued when requested to compose. While none of the members accept that their understudies are exceptionally intrigued with regards to creation. The outcomes shed light on the way that second year LMD understudies really do view composing as a prickly undertaking. Such a reality may be established in the different troubles that understudies might face at whatever point engaged with the demonstration of structure. One accessible method for handling the underlined intricacy of composing is to ask educators and specialists to dive into the elements of the creative cycle as an endeavor to emerge with information that would yield reasonable arrangements that would additionally be embraced in the study hall.

Q.6- In your opinion, what weakness is most elaborated in your students' writing performances Table?

Table 52: Classification of the Students' Weaknesses in Writing

Options	Subjects	Percentage %
Grammar	06	25.00 %
Vocabulary	04	16.67 %
Punctuation	02	08.33 %
Spelling	03	12.50 %
Cohesion	05	20.84 %
Collocation	02	08.33 %
All the options	02	08.33 %
Total	24	100.00 %

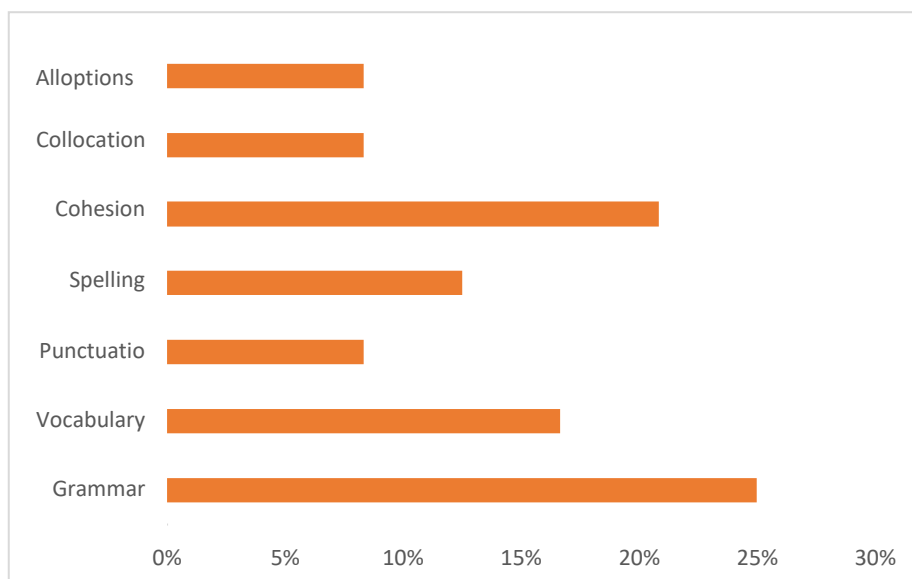


Figure 28: Classification of the Students' Weaknesses in Writing

The outcomes demonstrate 45.84 % of the members selected unfortunate syntax and attachment. While 37.5 % of the members announced that the absence of jargon, spelling abilities and accentuation are the most widely recognized understudies' shortcomings. What's more, 08.33% of the members picked the ignorance of the collocation components to be the principal trouble related with the creative cycle. To wrap things up, 08.33 % of the members have selected every one of the given troubles.

Having as a top priority that composing is a complicated interaction under the protection of which different skills ought to be at first represented and afterward dominated. Thusly, the scientist maintains the view that every one of the previously mentioned complexities are entwined in which one trouble prompts the rise of another at whatever point associated with excellent creations. Supporting the educators' minority that revealed the presence of this multitude of challenges in their understudies' writing is then genuine. Language, jargon, union, intelligibility, collocation, spelling, etc should be joined inside the range of capable composition. The arising issue, hence, enlightens the

requirement for an instructing reasoning that perceives these troubles; then, goes further in taking on new methodologies, techniques, and exercises in the educating of FL composing alongside adjusting the study hall practice with the cutting edge comprehension of composing as a cycle.

Q.7- what is (are) the cause(s) of EFL writing difficulties for 2nd Year Students?

Table 53: Teachers' Opinions about the Sources of Difficulties in Writing

Options	Subjects	Percentage%
A- Insufficient English language proficiency	10	41.67%
B- Lack of interest and motivation	08	33.33%
C- Time constraint	04	16.67%
D- Lack of reading and practice	02	08.33%
Total	24	100.00%

The outcomes demonstrate 45.84 % of the members selected unfortunate language structure and attachment. While 37.5 % of the members announced that the absence of jargon, spelling abilities and accentuation are the most widely recognized understudies' shortcomings. Also, 08.33% of the members picked the ignorance of the collocation systems to be the principal trouble related with the creative cycle. To wrap things up, 08.33 % of the members have decided on every one of the given hardships.

The discoveries indicate that 10 making up (41.66%) of the respondents answered "absence of English capability", eight making up (33.33%) selected "indifference and inspiration". While four making up (16.66%) of instructors revealed "unfortunate direction", just two making up (8.33%) members have settled on "time requirements". The outcomes suggest that the indifference and inspiration and unfortunate capability are the most well-known reasons for the understudies' unfortunate

composing execution. It is vital that the extraordinary minority of educators dismissed the element of "wasteful guidance" to be possibly contributive in making a space for understudies' failure to compose. By wasteful guidance, the scientist implies the educational practice embraced in the homeroom through the different methodologies, strategies, and exercises to showing FL composing. Contending that W.E is real. instructors could have ignored specific elements related with a sufficient execution of the different FL educating approaches.

The way that instructors don't represent the expected presence of a hole between their guidance and their understudies' necessities and objectives, cause the scientist to notice underscore this predicament. This speculative movement is at the current core of the exploration

Q.8- Please, label the following competences in order of importance while teaching writing (From the most important to the least important).

Table 54: Teachers' Label of the Composition Competences in Order of Importance

Options	1 st position		2 nd position		3 rd position		4 th position		5 th position	
	N	%	N	%	N	%	N	%	N	%
Grammar	13	54.16%	06	25.00%	03	12.50%	02	08.33%	/	/
Vocabulary	08	33.33%	09	37.50%	04	16.67%	03	12.50%	/	/
Cohesion	06	25.00%	11	41.67%	03	12.50%	02	08.33%	02	08.33%
Coherence	05	20.83%	05	20.83%	10	45.83%	02	08.33%	01	04.16%
Collocation	03	12.50%	02	08.33%	03	12.50%	14	58.33%	02	08.33%

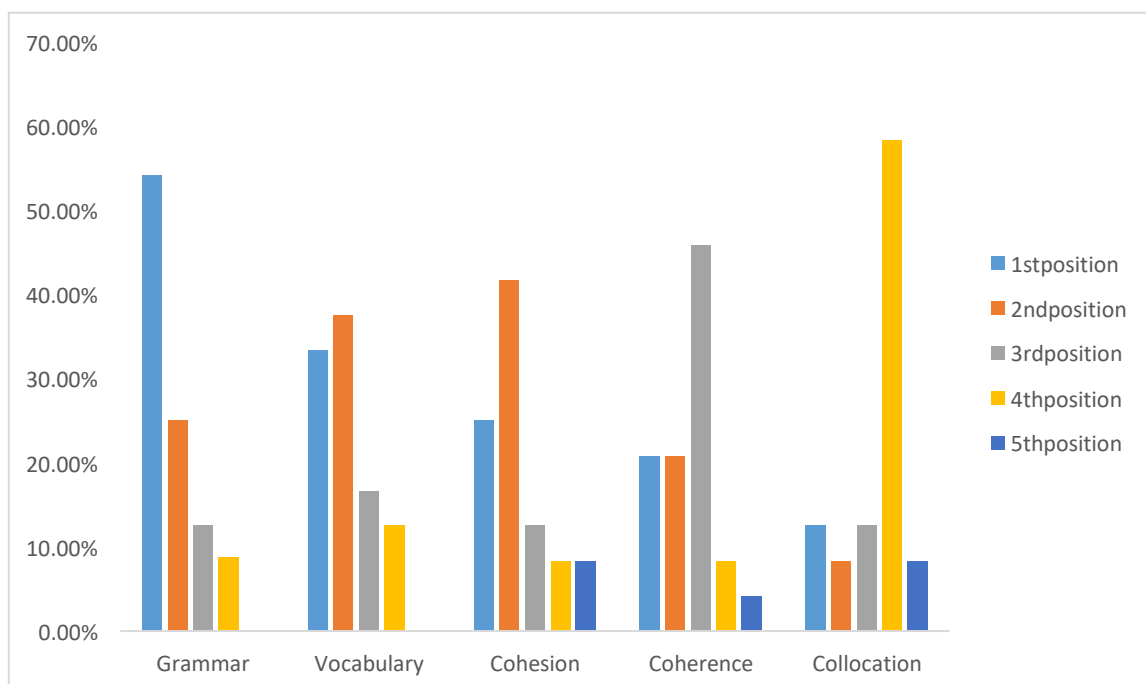


Figure 29: Teachers' Classification of the Writing Aspects in Order of Importance

. Upon examination of Table 6.33, it becomes evident that grammar and cohesion emerge as the paramount facets of writing, as indicated by the teachers. This aspect garnered the highest frequency of selection as the primary concern among respondents, with coherence and collocation following closely behind. The researcher anticipated such prioritization by educators given that second-year students are anticipated to develop foundational lexico-grammatical competencies at this academic level.

Q.9- Among the preceding aspects, grammar tends to pose the greatest challenge to students when writing.?

Table 55: Teachers' Perception of the Difficulty of Aspects of Writing for Student

Options	Subjects	Percentage %
Grammar	12	50.00%
Cohesion	06	25.00%
Vocabulary	03	12.50%
Coherence	03	12.50%
Collocation	/	/
Total	24	100.00%

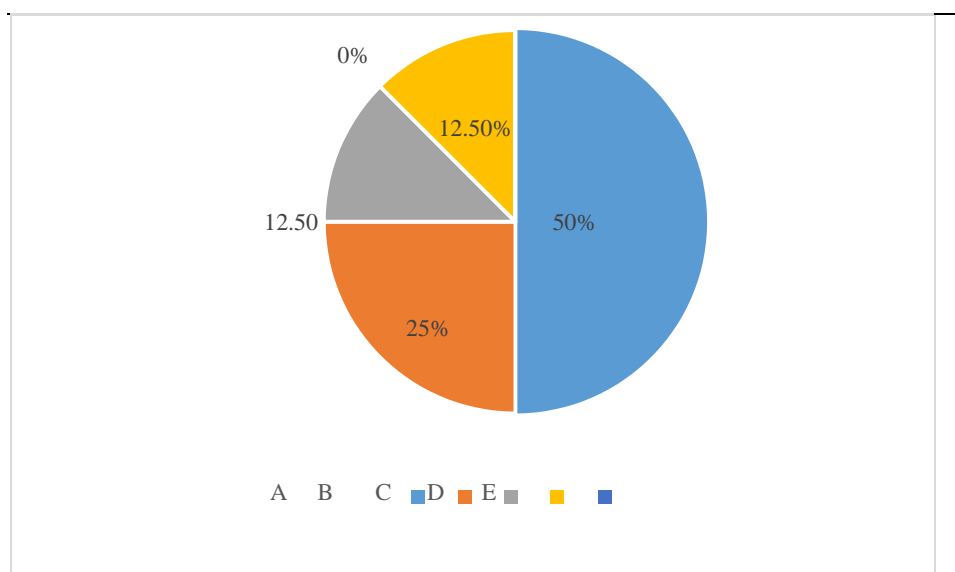


Figure 30: Teachers' Perception of the Difficulty of Aspects of Writing for Students

Analysis of Table 6.34 reveals that grammar emerges as the primary challenge for students, exhibiting a prevalence of 50%. Following closely behind is cohesion, with a frequency of 25%. Vocabulary, along with coherence, occupies the lowest position, each accounting for 12.5% of reported difficulties among students.

10- In terms of grammar, how would you characterize your students' essays?

Table 56: Teachers' Classification of the Students' Essays Organisation

Options	Subjects	Percentage %
Poor	02	08.33%
Average	10	41.67%
Fair	12	50.00%
Good	/	/
Excellent	/	/
Total	24	100.00%

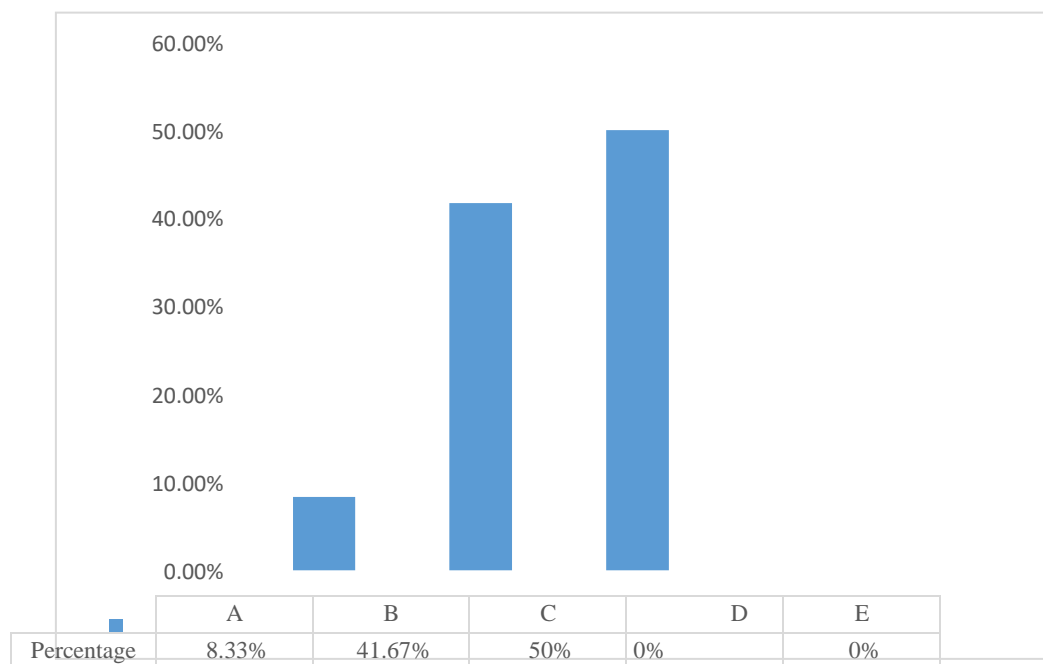


Figure 31: Teachers' Classification of the Students' Essays Organisation

The tabular and graphical representations illustrate the teachers' assessment of students' grammatical proficiency, ranging predominantly from "average," encompassing 41.67%, to "fair," comprising 50%. This distribution signifies a prevalent challenge concerning grammar within students' written works.

Q.11- How much emphasis do you place on the aforementioned aspects to check the students' progress in writing organised essays?

Table 57; The Degree of Emphasis Teachers Account for when Writing Essays

Options	Major emphasis		Moderate emphasis		Minor emphasis		No emphasis	
	N	%	N	%	N	%	N	%
Grammar	15	62.50%	07	29.17%	02	8.33%	/	/
Vocabulary	10	41.67%	08	33.33%	05	20.83%	01	4.17%
Cohesive items	12	50.00%	07	29.17%	05	20.83%	/	/
Coherence relations	08	33.33%	10	41.67%	06	25.00%	/	/

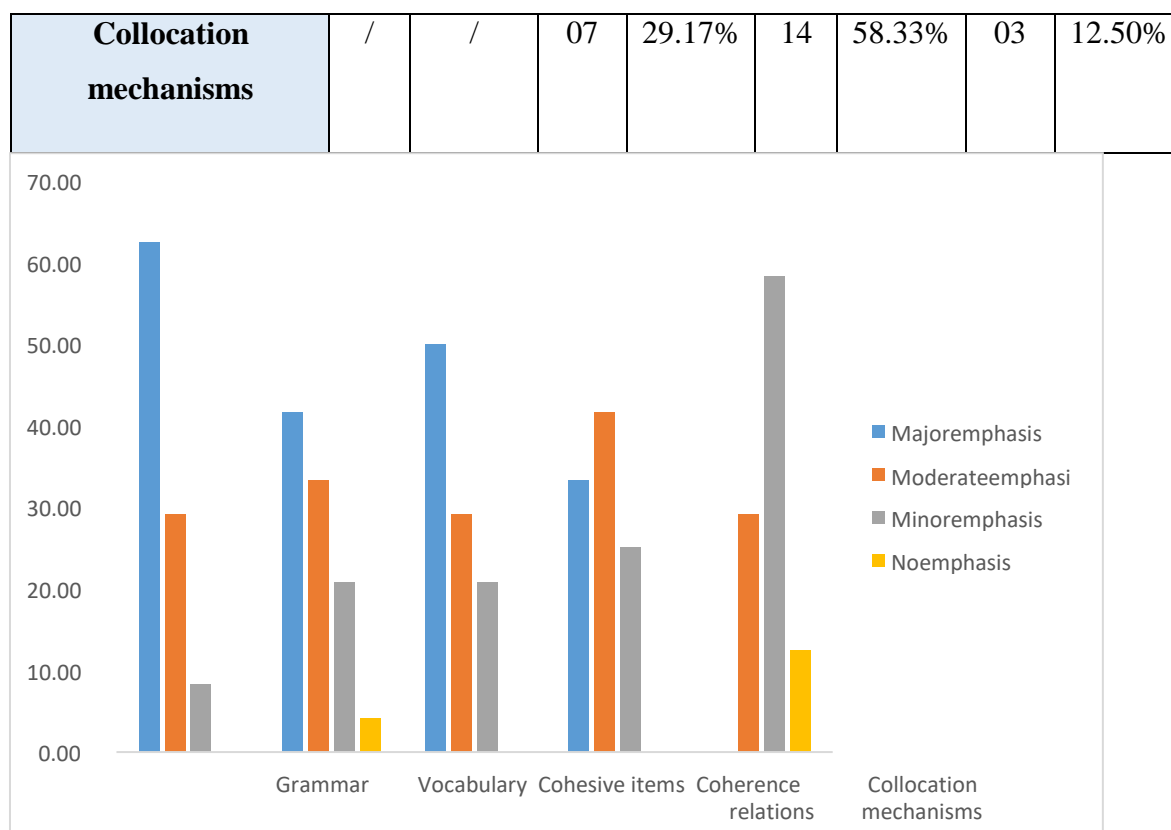


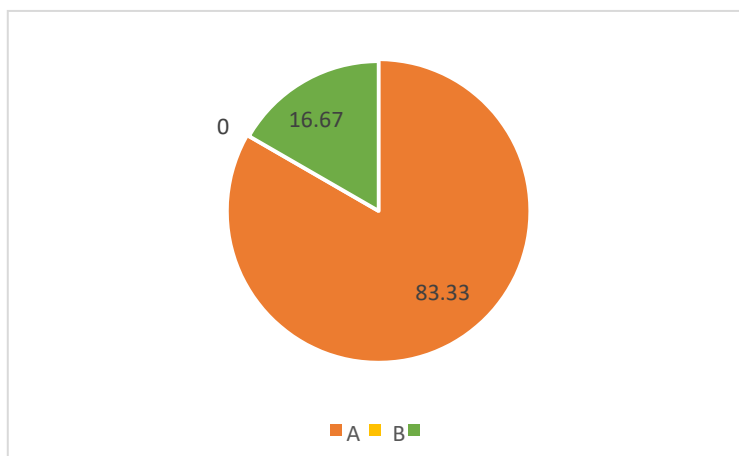
Figure 32: The Degree of Emphasis Teachers Account for when Writing Essays

Item 11 was controlled to measure the educators' viewpoints about the angles they represent in the assessment of their understudies' advancement recorded as a hard copy. To the our surprise, the extraordinary larger part of the respondents chose language structure and strong items to be the most remarkable perspectives that show the students' dominance of top notch sytheses. These outcomes are not pair with the methodology they guarantee to embrace (the Cycle Approach) attributable to the way that the last option is never intended to foster sentence structure and union. The Process Approach is executed for fostering the understudies' mental cycles went through at whatever point engaged with the demonstration of composing. It is in this way an error to consolidate a methodology which progresses familiarity over exactness, and consequently assess, stress, and underline precision with regards to the assessment of the understudies' composed items.

Q.12- In your opinion, could teaching all the above aspects equally and explicitly be helpful to second year students to write more organized essays?

Table 58: Teachers' Opinions about Teaching all the Selected Aspects of Discourse Structure Equally and Explicitly

Options	Subjects	Percentage%
A-Yes	20	83.33%
B-No	/	/
-I do not know	04	16.67%
Total	24	100.00%

**Figure 33: Teachers' Opinions about Teaching all the Selected Aspects of Discourse Structure Equally and Explicitly**

The table and graph illustrate a prevailing inclination among the respondents towards the notion that imparting equal and explicit instruction on all selected facets of writing could prove beneficial for second-year students. Notably, the majority align with this perspective. However, it is noteworthy that four teachers expressed uncertainty regarding this approach. This observation underscores the significance of investigating the collective stance of educators regarding the efficacy of explicit instruction in these areas through Writing Development Approach (WDA), as it holds potential relevance for the conclusive findings of this research endeavor

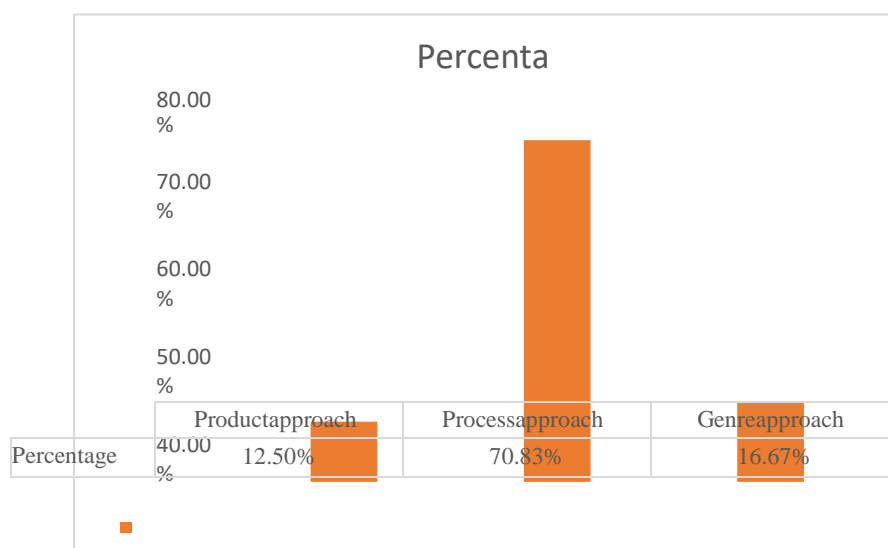
Section Three: Teachers' Opinions about the Product-Oriented Written Discourse

Analysis Approach in the Composition Course

Q.14- Among the following, which approach of teaching writing do you use in your instructional practice?

Table 59: The Approach Teachers Use when Teaching Writing

Options	Subjects	Percentage%
Product Approach	03	12.50%
Process Approach	17	70.83%
Genre Approach	04	16.67%
Total	24	100.00%



The findings reveal that a significant majority of teachers, comprising 70.83%, espouse the Process Approach philosophy in their teaching of Foreign Language (FL) writing. In contrast, a smaller proportion, constituting 12.5% of participants, favor the Product Approach, while 16.67% reported employing the Genre Approach.

The prevalence of the Process Approach underscores its distinctiveness compared to other pedagogical trends. To effectively realize its intended outcomes, teachers must possess comprehensive understanding of the approach's nature, characteristics, advantages, drawbacks, and the appropriate methods for its implementation tailored to students' needs. One of the primary objectives of this questionnaire is to assess whether teachers possess the requisite conditions and resources for effectively implementing such an approach. Subsequent inquiries aim to delve into this objective further.

Q.15- Would you please explain, why?

Among those who exclusively adhere to the Product Approach, their rationale is rooted in the belief that exposing students to model essays provides them with a clear understanding of the expectations and empowers them with creative freedom:

"Students appreciate studying model essays before commencing their own writing tasks as it provides them with a visual representation of the required standards."

"Encouraging learners to exercise autonomy in their writing fosters increased productivity."

Conversely, proponents of the Process Approach justify their preference based on the belief that writing is a multi-step endeavor:

"It is imperative for students to comprehend the sequential nature of the writing process, from its inception to its completion."

"The initial stages of writing are best addressed through the Process Approach as it acquaints students with the workings of English composition."

"Utilizing the Process Approach enables students to navigate through various writing stages, facilitating a deeper understanding of the task at hand."

"I strive to incorporate the Process Approach whenever possible to provide comprehensive feedback to students at each stage of the writing process, particularly during the drafting phase."

"Emphasizing step-by-step problem-solving in writing tasks encourages critical thinking over simply assessing the final product."

"Writing is an iterative process, and guiding students through its stages, from brainstorming to editing, ensures the development of a refined final product."

"While acknowledging the merits of the Product Approach, I view the Process Approach as indispensable, as each complements the other within our instructional context."

"The Process Approach serves as a valuable scaffold for students, guiding them towards the creation of coherent and cohesive written compositions."

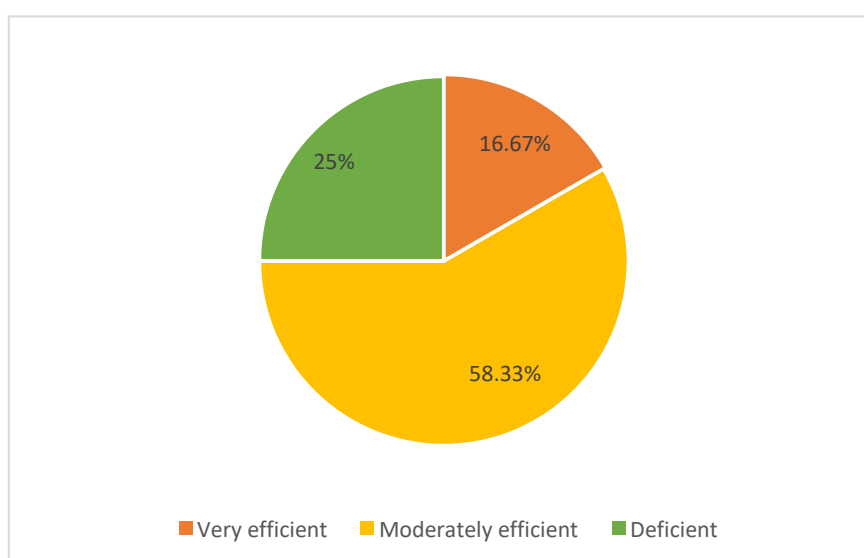
"Teaching students the structured approach to writing is paramount in cultivating their ability to produce successful essays."

"The Process Approach provides students with a roadmap from topic selection to the crafting of a unified and cohesive final draft."

Q.16 To what extent do you think the approach being adopted, in your instruction, is inefficient in dispelling the difficulties associated with writing referred to earlier?

Table 60: Efficiency of the Approaches Adopted when Teaching Writing

Options	Subjects	Percentage %
Veryefficient	04	16.67%
Moderatelyefficient	14	58.33%
Deficient	06	25.00%
Total	24	100.00%

**Figure 34: Efficiency of the Approaches Adopted when Teaching Writing**

The primary objective of this inquiry is to assess the effectiveness of the instructional approaches implemented within writing classrooms. Approximately 60% of teachers utilizing the Process Approach expressed discontent with its outcomes, indicating that it only moderately fulfills the needs of their students. Similarly, all participants exclusively employing the Product Approach reported its inefficiency in adequately addressing students' needs. These findings suggest that educators recognize the challenges associated with implementing the Process Approach, as well as the limitations of relying solely on the product and genre paradigms.

Q.17- If your answer is the Process Approach, to what, then, do you attribute the deficiency in developing the students' composition?

This question was intentionally crafted as an open-ended inquiry to elicit insights into the myriad challenges encountered by learners in the production of high-quality compositions. The complexities inherent in implementing such an approach were underscored by participants who highlighted various shortcomings. These included the need for extensive teacher training, the time-intensive nature of the process, the difficulty in evaluating each cognitive process associated with the approach, challenges in ensuring a seamless transition between cognitive processes during composition, and notably, the approach's perceived inefficacy in fostering the development of students' grammatical skills, particularly within the context of foreign language instruction

Q.18- Do you account for the recently predominating field of Applied Linguistics, known as Written Discourse Analysis, in your writing instruction?

Table 61: Teachers' Incorporation of Written Discourse Analysis in their Writing Instruction

Options	Subjects	Percentage%
Yes	14	58.33%
No	10	41.67%
Total	24	100.00%

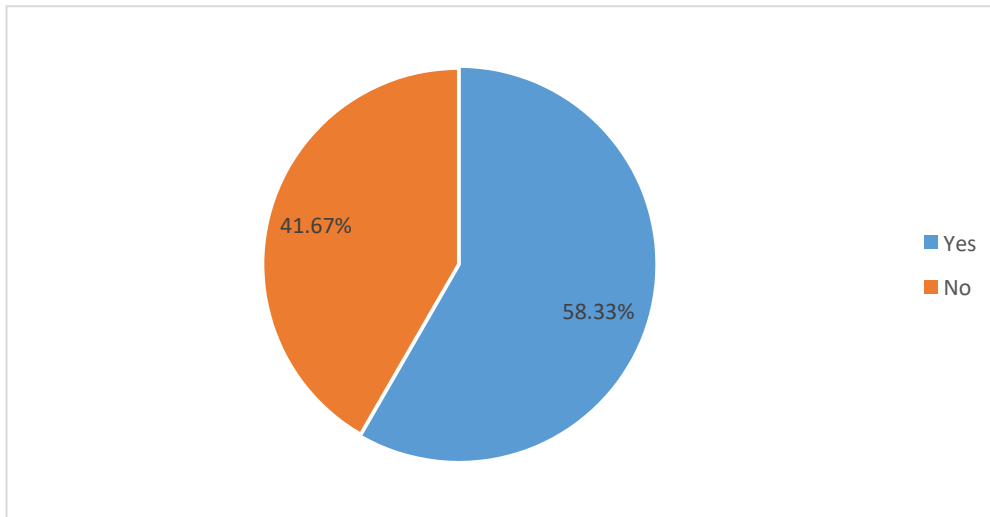


Figure 35: Teachers' Incorporation of WDA in their Writing Instruction

19.If“yes”,towhatextent?

Table 62: The Extent of WDA Use in the Writing Instruction

Options	Subjects	Percentage %
Slightly	10	71.43%
Moderately	04	28.57%
Greatly	/	/
Total	14	100.00%

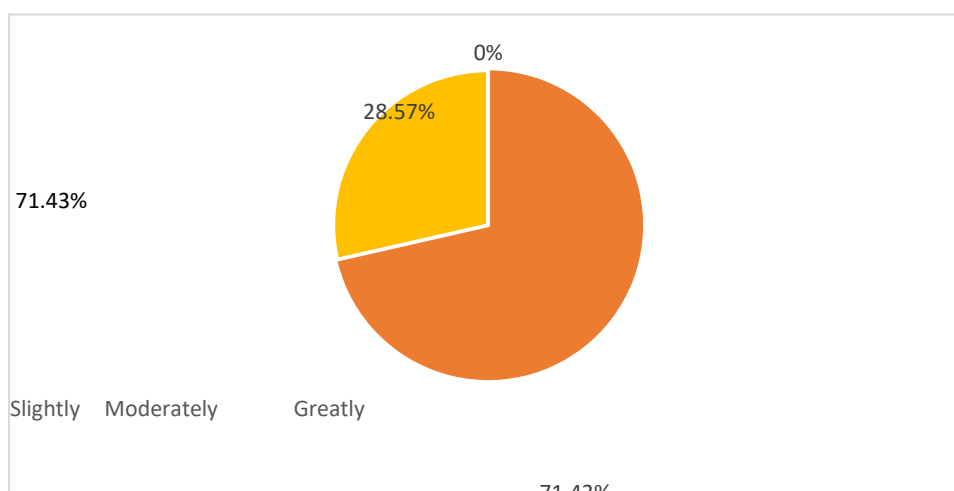


Figure 36: The Extent of WDA Use in the Writing Instruction

Questions 18 and 19 were administered to identify the teachers' standpoints about the recently emerging field of inquiry known as written discourse analysis. Half of the participants 58.33% reported that they account for such a trend, while 41.67% of the respondents note that they do not take WDA into consideration in the writing classroom. When asked about the frequency of their reference to such a trend, 71.43% of the 14 participants pointed out to their "Slight" implementation of such a realm of inquiry in their instructions.

It is noteworthy that teachers, here, document a superficial reference to Written Discourse Analysis. One which may take place in the writing classroom by simply asking their students to use computers, check online dictionaries, look for the frequency of = check out collocation, without digging insightfully into the dynamics of WDA by making it the source of their instruction. This is why they reported their slight adherence to such a field which is far away from being enough, fruitful, and structured.

Q.20-Do you think it is possible to bring a discourse dimension to the product approach in the teaching of FL writing?

Table 63: Teachers' Opinions about Combining the Product Approach with WDA

Options	Subjects	Percentage %
NO	04	16.67%
Yes	20	83.33%
Total	24	100.00%

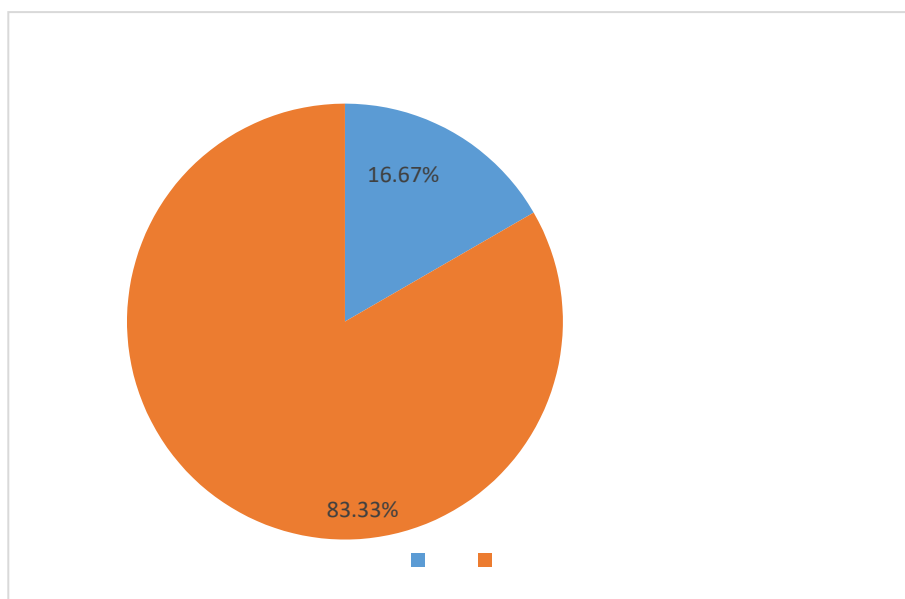


Figure 37: Teachers' Opinions about Combining the Product Approach with WDA

Q.21-If yes, please say why?

The reason behind including questions 20 and 21 is to determine whether or not the participants believe it would be possible to bring a discourse dimension to the product approach in their FL writing. The results indicate that the vast majority 83.33% of the participants find such a combination possible. While only 16.67% reported “No”. Teacher use written discourse analysis to explain first language interference, language transfer, compare the grammar of the target language with the native one. Once again, this use of WDA is casual and informal; it takes place as a mere teaching strategy to solve some difficulties encountered in the classroom, but not a holistic and homogenous method that govern the instructional practice.

Q.22- Based on your long experience and previous feedback, to what extent do you think that written discourse analysis is contributive in the betterment of the writing skill?

Table 64: The Benefit of Teaching Written Expression through discourse analysis

Options	Subjects	Percentage %
Slightly	/	/
Moderately	06	25.00%
Greatly	18	75.00%
Total	24	100.00%

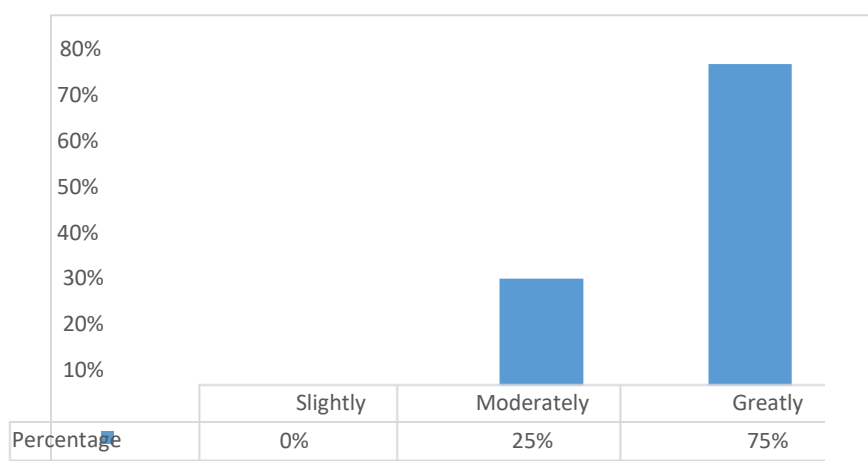


Figure 38: The Benefit of Teaching Written Expression through WDA

Unsurprisingly, the vast majority of teachers 75% reported that discourse elements are greatly contributive to develop high quality writing. One possible interpretation that arises here is that EFL teachers are highly aware of the role WDA plays in the contemporary educational enterprises. The respondents are also aware of the magnificent, authentic, and representative feedback such a paradigm may provide for learners. This realisation shaped the participants' certainty that these elements, if implemented wisely, might revolutionise the teaching of FL writing.

Q.23- To what extent do you believe that the Discourse-Based Product is contributive to the betterment of the writing skill?

Table 65: The Benefit of Teaching Written Expression through the discourse-Based product Approach

Options	Subjects	Percentage%
A-Highly contributive	15	62.50%

B-Moderately contributive	06	25.00%
C-Not contributive	03	12.50%
Total	24	100.00%

After identifying the participants' opinions expediency of using Written discourse analysis in the writing classroom, this question went further and more specific to shed light on combining such a trend with the product approach in their instructional practice. The results show that more than half of the respondents 62.5% reported that the use of such an approach is highly efficient. while 25%, 12.5% respectively ticked "moderately and not contributive".

Q.24- If your answer is "highly contributive", what difficulties would such an approach be helpful in overcoming? (you may choose more than one answer)

Out of the 15 teachers who noted that WDA is highly contributive to the betterment of the students writing skills, only 10 answered this question. What is fascinating, though, is that 66.67 % of them ticked all the choices. This means that they believe that this approach is helpful in dispelling the difficulties of grammar, vocabulary, spelling, cohesion, and coherence. The remaining 33.33 % limited their answers to grammar and vocabulary to be the most salient developed areas in the corpus-based instructional practice. Indeed, these results are in tandem with the test results in which the post-test proved the experimental group's superiority over the control group in dealing with the aforementioned aspects whenever involved in the process of writing. This superiority took place through exposing exclusively the experimental group to WDA-based product approach during the treatment.

Section Four: Further Suggestions

Q.25- Please, add any suggestion(s) you see relevant to the implementation of the Corpus-Based Approach to teaching FL writing.

Among the 24 respondents, 15 of them provided some comments which are grouped as:

- . Six participants believed that Discourse-Based product Approach is an important field of inquiry in SLA context and that its implementation might be a good start.
- . Four teachers were dissatisfied with the currently adopted approaches to teaching FL writing.
- . Three teachers pointed out the discourse analysis in hindering the students stress and anxiety while raising their motivation and interest.
- . Two teachers were supportive to the notion of teaching explicitly grammar, vocabulary, cohesion and collocation in writing

6.2.2. Discussion of the Results

The conduct of the teachers' questionnaire is aimed at eliciting the perspectives and opinions of the educators regarding the written proficiency of their students, the challenges that may transpire in the course of imparting writing instruction, and the implementation of product-based written discourse analysis as a pedagogical approach. It is imperative to mention that the questionnaire is divided into four distinct segments, each of which is intended to provide relevant data that is germane to the objectives of the research.

The initial segment comprises three inquiries, the purpose of which is to ascertain the professional background of the participants, the duration of their experience in teaching writing, and the level at which they have imparted instruction. The findings of the study reveal that 60% of the participants are permanently employed educators, possessing either a PhD or Magister degree. They have been engaged in teaching writing for a period ranging from 10 to 30 years. This information imparts a level of validity and reliability to the data gathered as it reflects the extensive experience of the educators in imparting instruction at the targeted level of the sample population, which was second-year LMD students.

The second segment of the questionnaire is comprised of ten questions, the objective of which is to elicit the opinions of the educators regarding their students' written proficiency, their interest in writing as a skill, and the difficulties that may arise during the process of teaching and learning writing. The participants were also requested to provide recommendations to address the prevalent issues in the writing classroom.

The results from questions four, five, and six reveal a significant level of dissatisfaction among the teachers regarding their students' written performance, with a majority of the teachers perceiving their learners as poor writers. Moreover, the findings indicate that writing is not a preferred skill among students, and poor grammar, vocabulary, punctuation, spelling, cohesion, and coherence are the most prominent difficulties that students face while writing. These findings are consistent with the studies conducted by Byrne (1988) and El-Khairi (2013), who report similar challenges faced by EFL students while writing.

Questions seven and eight suggest that poor interest, motivation, and proficiency are the leading causes of poor writing performance among students, and the majority of the teachers did not attribute these difficulties to inefficiencies in their own instruction. This perspective is in contrast to the findings of Chou (2011), who argues that the ambiguity and inefficiency of FL writing instruction from educators may contribute to writing difficulties.

The researcher underscores the critical observation that teachers' failure to acknowledge the potential disparity between their instructional methods and their students' needs and objectives reveals a notable deficiency in current teaching practices. This oversight could have detrimental effects on students' written achievements. Consequently, this issue occupies a central position within the research focus, warranting significant attention and exploration within the questionnaire

With regard to questions nine and ten, the aspect which presents the greatest challenge to students when engaging in written composition was identified as grammar by teachers, with a prevalence rate of 50%. This indicates that grammar is deemed as the paramount component without which students are unable to generate high-quality written works. Bastone (1994) posits that linguistic expression bereft of grammar is inherently chaotic. To corroborate this stance, Azar (2007) conducted a study of university students in the United States, with the results revealing that those who exhibited insufficient grammatical knowledge and proficiency encountered difficulties in their academic writing.

In questions 11, 12, and 13, the teachers were asked to indicate the factors they consider when evaluating their students' progress in writing. The participants stated that they place significant emphasis on grammar and cohesive elements in both the instruction and assessment of writing. According to the teachers, these aspects are the most crucial indicators of students' mastery of high-quality written compositions, a stance that aligns with the views expressed by Radford (2004), who emphasised the significance of incorporating grammar into the writing process. Crystal (1998) also stresses that grammar not only plays a crucial role in the writing process but also imparts meaning and coherence to language. Additionally, the teachers concurred that imparting grammar, vocabulary, cohesive elements, coherence relations, and collocation mechanisms equally and explicitly could be beneficial for second-year English as a Foreign Language (EFL) students.

The third section of the questionnaire, comprising 11 questions, aimed to ascertain the teachers' attitudes towards the prevailing philosophies of teaching FL writing. In questions 14 and 15, the teachers were asked to indicate the approach they

utilised and preferred in their writing instruction. The results revealed that the vast majority of teachers, 70%, employed the Process Approach as the basis of their teaching.

The intricacies inherent in implementing the Process Approach within foreign language (FL) writing instruction have been extensively discussed in scholarly literature. However, it is imperative for educators to possess a comprehensive understanding of this approach, including its nature, characteristics, strengths, and limitations, as well as appropriate methods for its implementation to effectively address learners' needs. In response to inquiries regarding the attainment of instructional objectives through the Process Approach, a significant majority (66%) of participants expressed dissatisfaction with its efficacy and outcomes. Reasons cited for this dissatisfaction include inadequate teacher training, insufficient development of learner accuracy and grammatical proficiency, excessive time consumption, challenges in evaluating each cognitive process involved in writing, and difficulties in facilitating a seamless transition between cognitive processes among learners during composition.

With regards to the emerging field of Product-oriented Written Discourse Analysis (WDA), the majority (71.43%) of participants reported that they account for this trend in their instruction, albeit with slight implementation. A substantial proportion (85%) of the participants have never used WDA as a homogenous and holistic teaching method, but rather as a casual and informal strategy to address difficulties encountered in the classroom. Upon enquiry about the role of WDA in the development of student writing skills, the majority of teachers reported that this approach is greatly contributive to enhancing the writing abilities of their students. This highlights the recognition of EFL teachers regarding the significance of discourse analysis in contemporary educational practices, a view supported by several studies demonstrating the benefits of such elements

in improving student compositions (Bernardini 2004; Chambers 2005; Gaskell & Cobb, 2004; Gray, 2005).

In the survey, the participants were asked about their opinions on WDA, and then the focus shifted to a specific type of instructional method that combines WDA with the product approach in teaching foreign language writing. The results indicated that over half of the respondents believe that this approach is crucial in improving students' writing. The teachers reported that grammar, vocabulary, coherence, and word choice are the key areas that can benefit from the product-oriented discourse philosophy. According to previous research, WDA can enhance language learning in grammar and other aspects of language. The use of written texts, which displays real examples of language, helps English as a foreign language learners understand different meanings, uses, and word combinations. This has led educators to adopt WDA as a means to provide discovery-oriented learning opportunities where teachers guide students in analysing texts and engaging in active, self-directed learning.

In the final section of the teacher questionnaire, they were given the opportunity to offer additional suggestions. Generally, the teachers expressed their dissatisfaction with current instructional practices and called for a closer examination of the difficulties in teaching writing skills. They believe that the suggested approach may offer new perspectives and techniques for teachers to help their students overcome these challenges.

6.2.3. Summary of the Teachers' Questionnaire Main

- The Process Approach is implemented to enhance students' cognitive processes while writing.
- The mismatch between prioritising fluency and evaluating accuracy in writing assessment.

- The superficial use of written discourse analysis in the classroom, limited to translation and grammar comparison.
- The benefits of using the Product-based written discourse analysis in improving coherence, cohesion, and collocation skills and creating a more motivating learning environment.
- The effectiveness of WDA in addressing difficulties with grammar, vocabulary, spelling, and collocation.
- The majority support for the use of Product-based written discourse analysis in teaching FL writing.
- The superficial use of written discourse analysis in the classroom, limited to translation and grammar comparison.

Conclusion

In this chapter, the findings from the student and teacher questionnaires were presented and analysed. The results confirmed the second hypothesis that both students and teachers have positive attitudes towards incorporating the Product-Oriented Written Discourse Analysis into writing education, particularly for the purpose of teaching discourse macrostructure and microstructure. Although this approach is not widely used at Batna 2 University, both students and teachers found it to be helpful.

According to the students, the Discourse-Oriented Product Approach provides input that enhances learning, creates a positive learning environment, improves critical thinking and attention, and inspires them. Furthermore, they reported that such a paradigm helped them gain a better understanding of discourse organisation. Some students felt confident in their ability to analyse discourse structure levels in any text. The teachers, on the other hand, believe that the aforementioned instructional practice should be

integrated into writing education, although this is not frequently done in their writing classes

Chapter Seven

Overall Discussion

and Pedagogical

Implications

7. Chapter Seven Overall Discussion and Pedagogical Implications.

7.1 Pedagogical Implications

7.1.1. Implications for Teaching

Drawing upon the synthesis of scholarly discourse and the empirical findings delineated throughout preceding chapters, the present study advocates for specific pedagogical interventions applicable within comparable educational environments.

7.1.1.1. Discourse Analysis in the Field of EFL Writing

The utilisation of Written Discourse Analysis as a pedagogical tool within the realm of language instruction and acquisition can yield substantial and far-reaching understandings. Specifically, it is propounded that integrating the principles of Discourse Analysis into the curricula for second-year students pursuing English as a Foreign Language (EFL) writing will prove to be a productive endeavour. This recommendation is predicated upon the idea that, at this juncture in their academic journey, these students are commencing the acquisition of fundamental writing proficiency, and exposure to Discourse Analysis will further enhance their versatility in the realm of writing. By virtue of its incorporation, students will have the opportunity to encounter a broad spectrum of written genres and discourse types, affording them a multitude of rhetorical options and patterns for creating cohesive and coherent written works which they can then apply to their own writing.

7.1.1.2. Combining the Product Approach with Written Discourse

Analysis

The integration of Written Discourse Analysis (WDA) with the product approach in teaching writing is an innovative pedagogical strategy that has significant implications for second language acquisition. This combination of methodologies creates

a unique learning experience for students and enhances their writing skills in a second language. In this passage, we will delve into the pedagogical implications of this approach and highlight its benefits.

The product approach is a common method in SL writing instruction, where the focus is on the finished product or outcome of the writing process. This method emphasises the importance of clear and well-structured writing, and it typically involves a step-by-step approach to writing, where students are taught the various stages involved in the process, such as planning, drafting, and revising. WDA, on the other hand, is a discourse analysis approach that focuses on the structure and organisation of written language and the strategies used by writers to achieve their communicative goals.

By combining these two approaches, teachers can create a more comprehensive learning experience for students, one that focuses not only on the end product but also on the process of writing. This combination of methodologies enhances students' ability to understand and analyse written discourse and to apply this knowledge to their own writing. Additionally, it provides students with a more nuanced understanding of written language and the strategies used by successful writers.

Furthermore, the integration of WDA and the product approach in writing instruction can help students develop critical thinking skills. This is achieved by analysing written discourse and exploring the various elements that contribute to the effectiveness of a piece of writing, such as grammar, vocabulary, organisation, coherence, and style. Students are encouraged to reflect on their own writing and to evaluate their writing in light of these elements.

In a nutshell, the combination of WDA with the product approach in teaching writing is a highly effective pedagogical strategy that has numerous implications for second language acquisition. By fostering a comprehensive understanding of written

language and the strategies used by successful writers, students are better equipped to develop their writing skills and to communicate effectively in a second language. Additionally, the integration of these two approaches enhances students' critical thinking skills, allowing them to analyze written discourse and to evaluate their own writing.

7.1.1.3. Written Discourse Macrostructure

Despite its peripheral alignment with the principal aim of this inquiry, an intriguing finding emerged, wherein students in the experimental cohort demonstrated enhanced structural coherence compared to their counterparts in the control group. This discernible proficiency within the experimental group is ascribed to their heightened cognizance of macrostructural processing within written discourse. Such an observation bears significant practical implications, particularly concerning the instruction of writing organization. It is suggested that educators, when imparting writing skills, underscore the concept of macrostructural processing as a pivotal facet of cognitive engagement for language learners, notably those in their second year of study. This approach aims to augment their awareness regarding the strategic placement, selection, and arrangement of pertinent information and ideas within the primary sections of their compositions. Moreover, the adoption of a macrostructural framework is anticipated to foster a reader-oriented perspective among students, thereby guiding them towards omitting extraneous details that may impede the overall coherence of their writing.

Another pedagogical inference gleaned from this investigation underscores the importance of introducing multiple sophisticated textual structures to second-year students. Instructors of Written Expression for this cohort often voice apprehensions regarding the incorporation of diverse organizational frameworks, citing potential student confusion, comprehension challenges, or time constraints. However, the present study reveals that students did not encounter significant hurdles in grasping the prescribed

structures, and temporal constraints did not emerge as a prohibitive factor. In fact, certain students endeavored to apply these structures at the paragraph level. Consequently, it is advised that educators furnish students with a comprehensive repertoire of discourse organizational paradigms, as these may prove advantageous across varied contexts, even if not universally applicable.

7.1.1.4. Discourse Microstructure

Cohesion and coherence represent fundamental elements of textual composition, functioning as foundational constructs for structuring written discourse. Additionally, grammar and vocabulary wield considerable influence at the micro level of discourse. Drawing upon extant scholarship, it has been established that thematic structure patterns, cohesive devices, and coherence relations operating at the micro level exert notable influence on the hierarchical organization of textual components within students' written compositions. Consequently, these microstructural facets of discourse warrant significant emphasis in the planning and implementation of Written Expression curricula tailored for second-year students, aiming to foster their comprehension and adept integration into their personal writing endeavors.

EFL teachers should exercise caution when presenting these concepts, avoiding the use of theoretical handouts as the sole mode of instruction, as students may struggle to comprehend abstract notions without direct observation or experience. Incorporating Written Discourse Analysis into the lessons can provide students with a more hands-on understanding of the ways in which texts cohere discursively and grammatically. This approach can help students grasp the complexities of cohesion and coherence and the role of grammar and vocabulary in the formation of coherent and cohesive text.

7.1.1.5. Balancing Written Discourse Microstructure and Macrostructure

The equitable introduction of both macrostructure and microstructure components is imperative, as an imbalance in emphasis between the two can detrimentally affect students' writing proficiency. Study findings suggest that while students may demonstrate proficiency in articulating main ideas, they may encounter difficulties in establishing coherent connections between various sections of their compositions. By prioritizing the exploration of both macrostructure and microstructure, educators can mitigate the conventional inclination towards prioritizing macrostructure alone, recognizing that a comprehensive understanding of written discourse necessitates attention to both levels.

Initially, students may grapple with effectively managing aspects of both macrostructure and microstructure; however, as they progressively refine their capacity to analyze their writing from a discursive standpoint, they will gradually cultivate the ability to seamlessly integrate elements from both levels. This study underscores the importance of educators acknowledging the significance of encompassing both macrostructure and microstructure considerations in their instructional approaches and evaluation of student writing.

7.1.1.6. Written Discourse Analysis for Writing Approach

It is unfortunate that the educational significance of Written Discourse Analysis has been disregarded within the departments of English. Thus, it is imperative that English as a Foreign Language instructors and instructional designers re-evaluate the implementation of WDA as a fundamental aspect of the writing curriculum, given its widely acknowledged significance in enhancing the efficacy of writing sessions. The present research endeavours to highlight the significance of this issue by offering the following implications

Several studies emphasise the necessity of providing ample resources related to Written Discourse Analysis (WDA) to English as a Second/Foreign Language (ESL/EFL) learners. These studies posit that WDA can enhance the students' understanding of the utilisation of the English language in written productions. However, merely providing the materials is not enough to guarantee the development of writing competency. Given the nature of the students in question, incorporating WDA in the module on Written Expression would be an optimal approach as the instruction involved would take the form of brief texts aimed at comprehending and demonstrating specific features of the foreign language's syntactic, semantic, or discourse system. It is also widely acknowledged that students may not have an appreciation for the extensive nature of WDA. Therefore, instructors must approach WDA programs with consideration for the amount and timing of the Text Analysis assignments within the compositions lectures, as well as the students' individual needs. Guidelines pertinent to this endeavor include:

- The instructor should take charge of selecting the texts for analysis, ensuring their relevance and suitability for the instructional objectives.
- All students ought to engage in concurrent analysis of the designated text, participating in exercises and assessments devised by the instructor, either during class sessions or as part of out-of-class assignments.
- The instructor must guide students' focus towards particular linguistic attributes and thematic dimensions inherent within the text, integrating targeted reading strategies through whole-class instruction and interactive activities.
- Preference should be given to utilizing complete texts rather than excerpts to facilitate a holistic analysis, thereby affording students ample opportunities to discern and comprehend the overarching discourse structure and microstructural intricacies embedded within the text.

2/ The utilisation of models as a means of input has apparently assisted the student participants in formulating a comprehensive understanding of the intricacies of written discourse organisation. The contemporary emphasis within Second Language Acquisition theory on the fundamental significance of input may even be considered as a reinforcement of this observation. Consequently, conquering the various difficulties associated with writing necessitates the availability of input that is compatible with the students' proficiency level and serves as a reliable support for fulfilling their compositional requirements.

3/ The integration of Written Discourse Analysis (WDA) into the curriculum has the potential to yield noteworthy outcomes as it facilitates the students in cultivating the practice of examining discourse from a multifaceted perspective. Given the findings of this study, a number of students reported that they were able to effectively scrutinise certain discourse characteristics of texts as they were previously instructed in the classroom. Textual analysis activities can therefore prove to be beneficial for the students, as they direct their attention towards specific linguistic features. Furthermore, these activities enable students to independently uncover particular aspects of writing and apply the knowledge acquired to their own written productions. Finally, textual analysis may serve as a fascinating and implicit method of instructing writing and fostering a sense of inquisitive learning.

4/ Peer sharing can also serve as a useful educational tool in writing classes for WDA. Teachers can encourage this form of interaction at the conclusion of a class, as part of a feedback session, to enhance student participation and encourage critical thinking. This type of activity requires minimal effort from the teacher and only a few minutes of class time, but has the potential to greatly benefit the students. By allowing students to become active participants in the writing process, peer sharing not only

provides educational benefits but also adds a social aspect, fostering meaningful discussions and debates between students regarding different aspects of writing.

Implications for Further Research

The current study has successfully addressed the initial questions posed and, as a result, has revealed new areas that warrant additional research from various perspectives. These avenues for future studies include:

It is crucial to acknowledge that at the outset of this inquiry, the researcher's primary aim was to investigate the cognitive processes involved in navigating complex textual materials. Fundamentally, the objective was to augment students' text comprehension by integrating Written Discourse Analysis (WDA) and the product approach, guiding them in the application of macro-rules to construct coherent mental representations of textual scenarios, alongside employing specific microstructure strategies to establish local connections within the text. Regrettably, due to the absence of a formal program within the department, achieving this objective proved unfeasible. Consequently, the researcher's focus shifted towards examining students' written outputs rather than their discourse comprehension. Hence, further research endeavors may be warranted to ascertain the efficacy of written discourse macrostructure and microstructure processing in augmenting students' comprehension abilities.

The principal emphasis of the present research was to enhance grammatical and discourse structural aspects in students' writing, with a specific focus on grammar, vocabulary, cohesion, and coherence. Notably, discourse analysis emerges as a pivotal tool in the realm of teaching English as a Foreign Language (EFL) writing, inviting future investigations to explore additional dimensions within this domain. For instance, subsequent studies could delve into the nexus between discourse and ideology in students'

written expressions, scrutinizing language choices to unveil social identities and group affiliations.

Moreover, this study underscores the significance of integrating product-oriented Written Discourse Analysis into teaching various facets of writing. It elucidates the efficacy of WDA as an educational instrument for enhancing students' comprehension of discourse structure and subsequent written production. Subsequent researchers may corroborate these findings across diverse writing domains, directing attention towards lexical or stylistic challenges prevalent in students' writing.

In summation, further research is indispensable to fully elucidate the interplay between written discourse analysis and writing pedagogy. While this study adopted a WDA-for-writing approach, future inquiries could explore the impact of a writing-for-WDA approach in ameliorating the written production of EFL students. Such investigations hold promise in furnishing valuable insights into the role of WDA in enhancing writing proficiency.

Conclusion

The significant improvement in writing accuracy and organisation demonstrated by the students at the conclusion of the experiment suggests that when the product approach is seamlessly combined with written discourse analysis, it can lead to a more effective writing instructional program. This combination can break away from the traditional approach of solely focusing on grammatical and syntactic elements and provide new perspectives for EFL writing teachers. It can assist them in identifying the reasons for students' writing difficulties and guide them towards selecting the most appropriate underpinning

General Conclusion

The aim of this research was to explore a methodology for teaching English as a foreign language (EFL) writing that helps students write in an academic style. It was determined that students who were trained in the use of written discourse analysis macrostructure and microstructure analysis showed improved text organisation, appropriate vocabulary, and grammatical accuracy. The study also aimed to foster positive attitudes among both teachers and students towards the integration of written discourse analysis with the product approach in teaching writing and discourse structure.

The initial section of the thesis establishes a theoretical framework underpinning the study, delineating key concepts such as the product approach, written discourse analysis, and the skill of writing. This theoretical grounding serves to furnish background insights essential for comprehending the experimental phase of the research. The experimental component encompasses three distinct data collection methodologies: a writing assessment, a student questionnaire, and a questionnaire targeted at teachers. These methods are designed to elicit empirical data pertinent to the investigation, facilitating the examination of various aspects related to writing proficiency and pedagogical approaches.

The progression of this research endeavour underwent multiple phases. Initially, both the experimental and control groups underwent a preliminary examination concurrently. The ultimate objective was to demonstrate the impediments to the students' utilisation of written discourse analysis components in their writing. Subsequently, both groups were subjected to distinct pedagogical interventions: while the experimental group received targeted and equitable instruction on selected aspects of written discourse levels through the product approach, the control group's treatment focused on having students write multiple compositions in order to obtain feedback on either general writing

components or specific discourse structure elements. Post-treatment, a follow-up assessment, was administered to both groups under comparable circumstances

Furthermore, the experimental group students were given a survey to validate certain test outcomes and mainly to gather information regarding their perceptions towards the integration of product-oriented written discourse analysis in writing instruction. Finally, the instructors were also provided with a survey to gauge their attitudes on the same topic and to gather insights into their writing pedagogical practices regarding the selected aspects of this study.

The research objectives centered on determining an optimal methodology for instructing English as a Foreign Language (EFL) writing and elucidating the nexus between Written Discourse Analysis (WDA) and writing proficiency. To achieve these aims, the research comprised two distinct phases: theoretical foundations and experimental analysis. The theoretical foundations offered a comprehensive examination of the product approach, WDA, and the intricacies of writing skill development. Concurrently, the experimental analysis encompassed three data collection methodologies: administering a writing pre-test to both experimental and control groups, delivering distinct instructional interventions, conducting a post-test, and gathering feedback through questionnaires.

The experimental phase revealed that the experimental group, which received explicit and equitable training in discourse structure aspects via the proposed approach, demonstrated superior proficiency in grammar, vocabulary, cohesion, and coherence compared to the control group. Furthermore, insights gleaned from the students' and teachers' questionnaires affirmed positive attitudes towards integrating the WDA-informed product approach into writing instruction, particularly concerning discourse structure.

Subsequently, the research findings engendered several pedagogical implications and guidelines for writing instruction practices, alongside proposing avenues for future research endeavors. The teaching guidelines underscored the pivotal role of WDA in EFL writing instruction, advocating for a balanced integration of discourse microstructure and macrostructure within pedagogical paradigms. Moreover, the study accentuated the necessity of employing the suggested methodologies in writing instruction, elucidating their potential in fostering enhanced writing proficiency among students.

References

- Anderson, G. & Arsenault, N. (2004). *Fundamentals of education research*. (2nd ed.). London: Routledge Falmer.
- Austin, D. E. (1983). Reading to write: The effect of the analysis of essays on written skills in college composition classes. *Dissertation Abstract International*, 45771.
- Babin, E. & Harrison, K. (1999). *Contemporary composition studies: A guide to theorists and terms*. Westport, CT: Greenwood Press.
- Baker, M. (2011). *In other words: A course on translation*. (2nd ed.). Routledge: New York.
- Bandura, A., & Schunk, D. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586-598.
- Beare, S., & Bourdages, J. S. (2007). Skilled writers' generating strategies in L1 and L2: An exploratory study. In M. Torrance, L. V. Waes & D. Galbraith (Eds.), *Writing and cognition* (pp. 151-163). UK: Emerald Group.
- Bloom, R. L., Opler, L. K., De Santi, S., & Ehrlich, J. S. (eds). (2013). *Discourse analysis and applications: Studies in adult clinical populations*. New Jersey: Lawrence Erlbaum Associates.
- Bloor, M., & Bloor, T. (1992). Given and new information in the thematic organization of text: An application to the teaching of academic writing. *Occasional Papers in Systemic Linguistics*, 6(1), 33-43.
- Bluhdorn, H. (2008). Subordination and coordination in syntax, semantics, and discourse: Evidence from the study of connectives. In C. Fabricius-Hansen and W. Ramm, (Eds.), *Subordination' versus 'coordination' in sentence and text* (pp. 59-85). Amsterdam and Philadelphia: John Benjamins.

- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (2nd ed.). New York: Longman.
- Brown, J. D. (1988). *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.
- Brown, G. & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Bruffee, K. A. (1995). Peer tutoring and the conversation of mankind. In C. Murphy and J. Law, (Eds.), *Landmark essays on writing centers* (pp. 88-98). Davis, CA: Hermagoras Press.
- Byram, M., & Hu, A. (2013). *Routledge encyclopedia of language teaching and learning*. USA: Routledge.
- Cameron, D. (ed.). (2001). *Working with spoken discourse*. London: Sage.
- Carroll, R. T. (1990). *Students success guide: Writing skills*. Retrieved March 30 th, 2013 from [www.skepdic.com/refuge/writing skills.pdf](http://www.skepdic.com/refuge/writing%20skills.pdf).
- Christie, F., & Dreyfus, S. (2007). Letting the secret out: Successful writing in secondary English. *Australian Journal of Language and Literacy*, 30(3), 235-247.
- Collins, A., & Gentner D. (1980). A Framework for a cognitive theory of writing. In L.W Gregg and E.R. Steinberg (Eds.), *Cognitive process in writing* (pp. 51-52). Hillsdale, N.J: Erlbaum.
- Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing*. Cambridge: Cambridge University Press.

- Connor, U., & Farmer, M. (1990). The teaching of topical structure analysis as a revision strategy for ESL writers. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 126-139). Cambridge: Cambridge University Press.
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Coulthard, M. (1994). On analyzing and evaluating written text. In M. Coulthard. (Ed.), *Advances in written text analysis* (pp. 1-11). London: Routledge.
- Creswell, C. (2004). *Syntactic form and discourse function in natural language generation*.
Outstanding dissertations in linguistics. New York: Routledge.
- Crystal, D. (1987). *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.
- Crystal, D. (1992). *Introducing linguistics*. Harlow: Penguin.
- Crystal, D. (2003). *A dictionary of linguistics & phonetics*. (5th ed.). Malden, MA: Blackwell Pub.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 222-251.
- maiiinnu, P. M., Cunningham, J. W., Hall, D. P., & Moore, S. A. (2005). *Writing the four-blocks way: The four-blocks literacy model book series*. North Carolina: Carson Dellosa Publishing.
- Danes, E. (1974). Functional sentence perspective and the organization of the text. In F. Dnes, (Ed.), *Papers on functional sentence perspective* (pp. 106-128). Prague: Academia.
- Day, R. & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.

- Denzin, N. K. (2009). *Qualitative inquiry under fire: Toward a new paradigm dialogue*. Walnut Creek, CA: Left Coast Press.
- Dirven, R. & Verspoor, M. (2004). *Cognitive exploration of language and linguistics*. John Benjamins: Amsterdam.
- Downing, A. (1991). An alternative approach to theme: A systemic- functional perspective. *Word*, 42(2), 119-143.
- Drexler, W., Dawson, K., & Ferdig, R. E. (2007). Collaborative blogging as a means to develop elementary expository writing skills. *Electronic Journal for the Integration of Technology in Education*, 16, 140–160.
- Dumont, K. (2009). Research methods and statistics. In L. Nicholas (Ed.), *Introduction to Psychology* (2nd ed., pp. 9-49). Cape Town: UCT Press.
- Ebrahimi, S. F. & Khedri, M. (2012). The importance of thematic structure in students writing cohesion. *Language in India*, 12, 64-78.
- Eckhoff, B. (1983). How reading affects children's writing. *Language Arts*, 60, 607-612.
- Ellis, R. (2010). A framework for investigating oral and written corrective feedback. *Studies in Second Language Acquisition*, 32(2), 335-349.
- Ferris, D. R. (1994). Lexical and syntactic features of ESL writing by students at different levels of L2 proficiency. *TESOL Quarterly*, 28(2), 414-420.
- Ferris, D. (2010). Second language writing research and written corrective feedback in SLA. *Studies in Second Language Acquisition*, 32(2), 181-201.
- Ferris, D., & Hedgcock, J. (2004). *Teaching ESL composition: Purpose, process, and practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Ferris, D. R. & Hedgcock, J. (2014). *Teaching L2 composition: Purpose, process, and practice*. (3rd ed.) New York: Routledge.
- Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
- Flower, L., & Hayes, J. (1980). The cognition of discovery: Defining a rhetorical problem. *College Composition and Communication*, 31, 21-32.
- Fontaine, L. (2013). *Analyzing English grammar: A systemic-functional introduction*. UK: Cambridge University Press.
- Fries, P. (1981): On the status of Theme in English: Arguments from discourse. *Forum Linguisticum*, 6, 1-38.
- Frodesen, J. & Holten, C. (2003). Grammar and the ESL writing class. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 141-162). Cambridge: Cambridge University Press.
- Gardiner, S. (2005). *Building student literacy through sustained silent reading*. Alexandria: ASCD.
- Geis, M. L. (1995). *Speech acts and conversational interaction: Toward a theory of conversational competence*. Cambridge: Cambridge University Press.
- Glazer, J. I. (1973). *The effect of literature study on the ability of the 4th and 6th grade pupils to create writing stories*. National Institute of Education.
- Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology*, 82(3), 525-538.
- Grabe, W. (1985). Written discourse analysis. In R. B. Kaplan (Ed.), *Annual review*

of applied linguistics (Vol. 5, pp. 101–123). New York: Cambridge University.

Grabe, W. (2002). Narrative and expository macro-genres. In A. M. Johns (Ed.), *Genre in the classroom: Multiple perspectives* (pp. 249-267). New Jersey: Lawrence Erlbaum Associates.

Grabe, W. (2003). Reading and writing relations: Second language perspectives on research and practice. In B. Kroll. (Ed.), *Exploring the dynamics of second language writing* (pp. 242-263). Cambridge: Cambridge University Press.

Grabe, W., & Kaplan, R. B. (1989). *Writing in a second language: Contrastive rhetoric*. In D.

M. Johnson & D. H. Roen (Eds.), *Richness in writing: Empowering ESL students* (pp. 263- 283). New York: Longman.

Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing: An applied linguistic perspective*. New York: Longman.

Graesser, A. C., McNamara, D. S., & Louwrese, M. M. (2011). Methods of automated text analysis. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research* (Vol. 6, pp. 34–53). New York: Routledge.

Gravetter, F. J., & Forzano, L. A. B. (2011). *Research methods for the behavioral sciences*.

(4thed.). Belmont, CA: Wadsworth Cengage Learning.

Hafiz, F. M. & Tudor, I. (1989) *Extensive reading and the development of language skills*.

ELT Journal, 34(1), 5-13.

- Halliday, M. A. K. (1967). Notes on transitivity and theme in English. Part 2. *Journal of Linguistics*, 3(2), 199-244.
- Halliday, M. A. K. (1985). *Introduction to functional grammar*. (1st ed). London: Edward Arnold.
- Halliday, M. A. K. (1994). *An introduction to functional grammar*. (2nd ed.). London: Edward Arnold.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Harley, T. A. (2008). *The psychology of language: From data to theory*. (4th ed) Hove: Psychology Press.
- Harmer, J. (2004). *How to teach writing*. Harlow: Longman.
- Harris, D. P. (1969). *Testing English as a second language*. New York: Mc Graw Hill Book Company.
- Haslett, B. J. (2013). *Communication: Strategic action in context*. New York: Routledge.
- Hassan, R. (1984). Coherence and cohesive harmony. In J. Flood (Ed.), *Understanding reading comprehension* (pp. 181-219). Newark, DE: International Reading Association.
- Hedgcock, J. & Ferris, D. (2009). *Teaching Readers of English*. New York: Routledge.
- Heaton, J. B. (1975). *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. London: Longman.
- Heaton, J. B. (1989). *Writing English language test*. New York: Longman.
- Hilleson, M. (1996). I want to talk with them, but I don't want them to hear. In K. M. Bailey and D. Nunan (Eds.), *Voices from the language classroom* (pp. 248-277). Cambridge: Cambridge University Press.

- Hinkel, E. (2004). *Rhetorical features of text: Cohesion and coherence teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Hobbs, J. R. (1979). Coherence and coreference. *Cognitive Science*, 3, 67-90.
- Hoey, M. P. (1983). *On the surface of discourse*. London: Allen & Unwin.
- Hogan, G. B. (2013). *Building better paragraphs*. USA: Wadsworth Cengage Learning.
- Holland, R. & Johnson, A. (2000). Patterning in texts. In R. Holland & A. Lewis, (Eds.), *Written discourse* (pp.11-28). Birmingham: School of English Centre for English Language Studies.
- Hyland, K. & Hyland, F. (Eds.) (2006). *Feedback in second language writing: Contexts and issues*. Cambridge: Cambridge University Press.
- Jackson, S. L. (2011). *Research methods and statistics: A critical thinking approach* (4th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Jasinskaja, E., Mayer, J., & Schlangen, D. (2004). Discourse structure and information structure: Interfaces and prosodic realization. In S. Ishihara, M. Schmitz, and A. Schwarz, (Eds.), *Interdisciplinary studies on information structure 1* (pp. 151–206). Potsdam: Universitätsverlag Potsdam.
- Jiang, X. (2012). Effects of discourse structure graphic organizer on EFL reading comprehension. *Reading in a Foreign Language*, 24(1), 84-105.
- Jianghong, M; Hairong, W. & Xiangfeng, C. (2005). Implications and applications of theme- rheme theory to the teaching of EFL reading. *Celea Journal*, 28, 18-22.
- Johnson, D. P. (1992). Cohesion and coherence in compositions in Malay and English. *RELC Journal*, 23, 1–17.

- Johnson, R. K. (1990). Developing teachers' language resources. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education* (pp. 269-282). Cambridge: Cambridge University Press.
- Jones, B. & Johnson, R. (1990). *Making the grade: Thinking and writing*. Manchester: Manchester University Press.
- Kalat, J. W. (2011). *Introduction to psychology*. (9th ed.). Belmont, CA: Thomson. Wadsworth.
- Kehler, A. (2002). *Coherence, reference, and the theory of grammar*. Stanford, CA: CSLI Publications.
- Kim, J.Y. (2008). Development and validation of an ESL diagnostic reading- to-write test: an effect- driven approach. Unpublished doctoral dissertation, University of Illinois at Urbana: Champaign, Urbana, IL.
- King, A. (2007). Beyond literal comprehension: A strategy to promote deep understanding of text. In D. S. McNamara (Ed.), *Reading comprehension strategies: Theories, interventions and technologies* (pp. 267-290). New York: Lawrence Erlbaum Associates.
- Kintsch, W. (1988). The use of knowledge in discourse processing: A construction-integration model. *Psychological Review*, 95, 163-182.
- Kintsch, W. & Van Dijk, T. A. (1978). Toward a model of text comprehension and production. *Psychological Review*, 85(5), 363-394.
- Kobayashi, H., and Rinnert, C. (2008). Task responses and task construction across L1 and L2 writing. *Journal of Second Language Writing*, 17(1), 7-29.
- Krashen, S. D. (1980). The input hypothesis. In J. Alatis (Ed.), *Current Issues in Bilingual Education* (pp. 168-180). Washington, D.C.: Georgetown University Press.

- Krashen, S. D. (1984). *The input hypothesis: Issues and implications*. New York: Longman.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Hemel Hempstead: Prentice Hall.
- Krashen, S. D. (1991). The input hypothesis: an update. In J. Alatis (Ed.), *Georgetown university round table on languages and linguistics (GURT) 1991* (pp. 409-431). Washington, DC: Georgetown University Press.
- Krashen, S. D. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.
- Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Hayward, CA: Alemany Press.
- Kraska, M. (2010). Quantitative research. In N. Salkind (Ed.), *Encyclopedia of research design* (pp. 1167-1172). Thousand Oaks, CA: SAGE Publications, Inc.
- Lasnik, H. & Lohndal, T. (2013). Brief overview of the history of generative syntax. In D. Marcel den (Ed.), *Cambridge handbook of generative syntax* (pp. 26- 61). Cambridge: Cambridge University Press.
- Lascarides, A. & N. Asher (2008). Segmented discourse representation theory: Dynamic semantics with discourse structure. In H. Bunt & R. Muskens (Eds.), *Computing meaning* (Vol. 3, pp. 87- 124). Berlin: Springer.
- Lee, I. (2002a). Helping students develop coherence in writing. *English Teaching Forum*, 40(3), 32-39.
- Lee, I. (2002b). Teaching coherence to ESL students: A classroom inquiry. *Journal of Second Language Writing*, 11, 135-159.
- Lee, S., & Muncie, J. (2006). From receptive to productive: Improving ESL learners' use of vocabulary in a postreading composition task. *TESOL Quarterly*, 40(2), 295-320.

- Leki, I. (1993). Reciprocal Themes in ESL reading and writing. In J.G. Carson & I. Leki (Eds.), *Reading in the composition classroom: Second language perspectives* (pp.9- 32). Heinle and Heinle Publishers.
- Lenski, S. D. & Verbruggen, F. (2010). *Writing instruction and assessment for English language learners, K-8*. New York: Guilford Press.
- Li Waishing, J. (2000). A process approach to feedback on writing. *International Journal of Teaching and Learning in Higher Education*, 19(2), 47-64.
- Liu, M., & Braine G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*, 33, 623-636.
- Llach, M. P. A. (2011). *Lexical errors and accuracy in foreign language writing*. Bristol, England: Multilingual Matters.
- Logan, L. M. & Logan, V. G. (1967). *A Dynamic approach to language arts*. New York: McGraw-Hill Company of Canada Limited.
- Lojek, E. (2009). Imaging communication in the brain. In k. Bryan (Ed.), *Communication in healthcare* (pp. 1- 67). Switzerland: Peter Lang.
- Lopez, E. (2005). Current state of the teaching of process writing in EFL classes: An observational study in the last two years of secondary school. *Profile Issues in Teachers' Professional Development*, 6(1), 23-36.
- Lyons, J. (1968). *Introduction to theoretical linguistics*. Cambridge: Cambridge University Press.
- Lyons, J. (1977). *Semantics*. Cambridge: Cambridge University Press.
- Madhukar, R. K. (2005). *Business communication*. New Delhi: Vikas Publishing House.
- Mann, W. C., & Thompson, S. A. (1986). Relational propositions in discourse. *Discourse Processes*, 9, 57- 90.

- Mann, W. C., & Thompson, S. A. (1988) Rhetorical structure theory: Toward a functional theory of text organization. *Text*, 8(3), 243-81.
- Martin, J. R. (1992). *English text: System and structure*. Amsterdam, Philadelphia: John Benjamins.
- Martin, J. R. & Rose, D. (2007). *Working with discourse. meaning beyond the clause*. (2nd ed.). London: Continuum.
- Martin-Kniep, G. O. (2000). *Becoming a better teacher: Eight innovations that work*. Alexandria: Association for Supervision & Curriculum Development.
- Matthew, P. (2001). *A short history of structural linguistics*. Cambridge: Cambridge University Press.
- Mayo, L. (2000). Making the connection: Reading and writing together. *The English Journal*, 89(4), 74-77.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- McCormack, R. L., & Pasquarelli, S. L. (2010). *Teaching reading: Strategies and resources for grades K-6*. New York: The Guilford Publications.
- teachers. Washington, DC: National Institute for Literacy.
- Meyer, B. J. F. (1975). *The organization of prose and its effects on memory*. Amsterdam: North Holland.
- Miller, S. (1974). *Experimental design and statistics*. (1st ed.). New York: Routledge.
- Morrow, L. M., & Tracey, D. H. (2006). *Lenses on reading: An introduction to theories and models*. New York: The Guilford Press.
- Mosback, G. & Mosback, V. (1976). *Practical faster reading*. Cambridge: Cambridge University Press.

- Nunan, D. (1991) *Language teaching methodology*. Hemel Hempstead: Prentice Hall.
- Nunan, D. (1993). *Introducing discourse analysis*. London: Penguin.
- Nunan, D (1999). *Second language teaching and learning*. Boston: Heinle and Heinle.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Great Britain: Heineman.
- Nwogy, K., & Bloor, T. (1991). Thematic progression in professional and popular medical texts. In E. Ventola (Ed.), *Functional and systemic linguistics: Approaches and uses* (pp. 369-384). Berlin: Mouton de Gruyter.
- Ornstein, A. C. (2013). The text- driven curriculum. In A. C. Ornstein & L. S. Behar (Eds.), *Our evolving curriculum: Part I: A special issue of peabody journal of education* (pp. 70-86). Nashville: Peabody Journal of Education.
- Outsen, N., & Yulga, S. (2002). *Teaching comprehension strategies all readers need*. New York: Scholastic.
- Page, W. (1974). The author and the reader in writing and reading. *Research in the Teaching of English*, 8(2), 170-183.
- Paker, M. (2011). *The science of qualitative research*. Cambridge: Cambridge University Press.
- Paltridge, B. (2006). *Discourse analysis: An introduction*. London: Continuum.
- Patchell, G. (1996). Evaluation: Holistic scoring in the classroom. In C. B. Olson, (Ed.), *Practical ideas for teaching writing as a process* (185-199). California: California State Department of Education.
- Ping, A. L. (2004). *Theme and rheme: An alternative account*. Switzerland: Peter Lang AG.

- Polio, C. (2003). Research on second language writing: An overview of what we investigate and how. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 35-65). Cambridge: Cambridge University Press.
- Potter, J. (2004). Discourse analysis. In M. Hardy and A. Bryman (Eds.), *Handbook of data analysis* (pp. 607-624). London: Sage.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Raimes, A. (1998). Teaching writing. *Annual Review of Applied Linguistics*, 18, 142-167.
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61(2), 100-106.
- Raphael, T. E., & Kirschner, B. K. (1985). The effects of instruction in compare/contrast text structure on sixth- grade students' reading comprehension and writing products. IL, Chicago: Paper presented at the Annual Meeting of the American Educational Research Association (ERIC Document Reproduction Service No. ED264537).
- Renandya, W. A., & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it? In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 295-302). Cambridge: Cambridge University Press.
- Renkema, J. (2004). *Introduction to discourse studies*. Netherlands: John Benjamins.
- Richards, J. C., & Burns, A. (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge: Cambridge University Press.

- Richardson, J. S., Morgan, R. F., & Fleener, C. E. (2011). Reading to learn in the content areas. (8th ed.). Belmont, CA: Wadsworth Publishing.
- Rivers, W. (1968). Teaching foreign language skills. Chicago: The University of Chicago Press.
- Rog, L. J. (2011). Marvelous minilessons for teaching intermediate writing-grades 4-6. Newark, DE: International Reading Assotiation.
- Roy, P. J. R., & Gordon, S. M. (2012). Sharpen your business letter writing skills. New Jersey: Enslow Publisher.
- Rubin, A. & Hansen, J. (1984). Reading and writing: How are the first two "R's" related? (Center for the Study of Reading Education Report No. 51). Champaign, IL: University of Illinois.
- Sartre, J. (1964). The words (translated by B. Frechtman). New York: George Braziller, Inc. Schoonen, R., Gelderen, A. v., Glopper, K. d., Hulstijn, J., Simis, A., Snellings, P., &
- Stevenson, M. (2003). First language and second language writing: The role of linguistic knowledge, speed of processing, and metacognitive knowledge. *Language Learning*, 53(1), 165–202.
- Schütze, H. (1997). Ambiguity resolution in language learning: Computational and cognitive models. Cambridge: Cambridge University Press.
- Scott, M. (1996). *Wordsmith tools*. Oxford: Oxford University Press.
- Scott, M. (2001). Mapping key words to problem and solution. In Scott M & Thompson G (Eds.) *Patterns of text: in honour of Michael Hoey*. Amsterdam: Benjamins. (pp. 109–128).

- Silva, T. (1990). Second language composition instruction: Developments, issues and directions in ESL. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
- Simpson, R. C., Lee, D. Y. W. & Leicher, S. (2003). *MICASE Manual*. Ann Arbor, MI: English Language Institute, University of Michigan.
- Sinclair, J. (Ed.) (1987). *Looking up*. London: HarperCollins.
- Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford: Oxford University Press.
- Snow, C. E. (1972). Mothers' speech to children learning language. *Child Development*, 43, pp. 549-565.
- Soonpaa, N. (2007). Product vs. process approach to teaching legal writing. Conference on the Pedagogy of Legal Writing for Academics in Africa. Texas Tech University School of Law.
- Spack, R. (1984). Invention strategies and the ESL college composition student. *TESOL Quarterly*, 18, 4, pp.649-70.
- Spratt, M., Pulverness, A. & Williams, M. (2005). *The TKT course: Teaching knowledge test*. Cambridge: Cambridge University Press.
- Steel, V. (2004). Product and process writing: A comparison. *teaching English*.
<http://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>.
- Steyer, K. & Brunner, A. (2009). Das UWV analysemodell. Eine korpusgesteuerte Methode zur linguistischen Systematisierung von Wortverbindungen. (= OPAL - Online publizierte Arbeiten zur Linguistik 1/2009). Mannheim. Internet: <http://www.ids-mannheim.de/pub/laufend/opal/privat/opal09-1.html>.
- Stubbs, M. (2001). *Words and phrases: Corpus studies of lexical semantics*. Oxford: Blackwell.

- Suleiman, M. F. (2000). The process and product of writing: Implications for elementary school teachers. *ERIC Digest*. p. 155.
- Sun, C. (2000). Using on-line corpus to facilitate language learning. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, British Columbia, Canada.
- Sun, C. & Feng, G. (2009). Process approach to teaching writing applied in different teaching models. *English Language Teaching*, 2(1): pp.150-155.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: C.U.P.
- Swales, J., & Malczewski, B. (2001). Discourse management and new-episode flags in MICASE. In R. Simpson & J. Swales (Eds.), *Corpus linguistics in North America: Selections from the 1999 symposium* (pp. 145–164). Ann Arbor: University of Michigan Press.
- Sadoski, M. (2004). *Conceptual foundations of teaching reading*. New York: Guilford Press.
- Sanders, T. J. M., Spooren, W. P. M., & Noordman, L. G. M. (1992). Toward a taxonomy of coherence relations. *Discourse Processes*, 15, 1-35.
- Savage, J. F. (1998). *Teaching reading and writing: Combining skills, strategies, & literature*. Boston, MA: Mc Graw Hill.
- Schiffrin, D. (1994). *Approaches to discourse*. Oxford: Blackwell.
- Schiffrin, D., Tannen, D., & Hamilton, H. (eds.). (2001). *The handbook of discourse analysis*. Oxford: Blackwell.

- Schleppegrell, M. J. (2009). Grammar for generation 1.5.: A focus on meaning. In M. Roberage, M. Siegal, and L. Harklau (Eds.), *Generation 1.5 in college composition: Teaching academic writing to U.S.-educated learners of ESL* (pp. 221-234). New York: Routledge.
- Shanahan, T. (1988). The reading-writing relationship: Seven instructional principles. *The Reading Teacher*, 41, 636-647.
- Shanahan, T. (2006). Relations among oral language, reading and writing development. In A. C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 171-187). New York: The Guilford Press.
- Sharma, T. C. (2004). *Modern methods of language teaching*. New Delhi: SARUP and SONS.
- Shaw, S. D. & Weir, C. J. (2007). *Examining writing: Research and practice in assessing second language writing*. Cambridge: Cambridge University Press.
- Sheen, Y. (2010). The role of oral and written corrective feedback in SLA. *Studies in Second Language Acquisition*, 32(2), 169-179.
- Shermis, M. D., & Daniels, K. E. (2003). Norming and scaling for automated essay scoring. In M. D. Shermis & J. Burstein (Eds.), *Automated essay scoring: A cross disciplinary perspective* (pp. 147-169). New Jersey: Lawrence Erlbaum Associates.
- Smith, F. (1983). Reading like a writer. *Language Arts*, 60(5), 58-567.
- Sparks, J. (2011). Language/discourse comprehension and understanding. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (Vol. 19, pp.1713-1717). New York: Springer.

- Spaulding, C. L. (1992). The motivation to read and write. In J. W. Irwin & M. A. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 177-201). Newark, DE: International Reading Association.
- Taboada, M. T. (2004). *Building coherence and cohesion: Task-oriented dialogue in English and Spanish*. Amsterdam: John Benjamins.
- Taboada, M. (2009). Implicit and explicit coherence relations. In J. Renkema (Ed.), *Discourse, of Course* (pp. 127-140). Amsterdam and Philadelphia: John Benjamins.
- Tankersley, K. (2003). *The threads of reading: Strategies for literacy development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Taylor, D. (1981). *The relationship between reading and writing*. Unpublished EDSE: The University of Mississippi.
- Tierney, R. J. (1992). Ongoing research and new directions. In J. W. Irwin and M. A. Doyle (Eds.), *Reading/writing connections* (pp. 246-259). Newark, DE: International Reading Association.
- Tierney, R. J., & Pearson, P. D. (1983). Toward a composing model of reading. *Language Arts*, 60, 568-580.
- Todd, A. C. (2008). *English as a second language instructional approaches for college-level coursework and academic writing: A survey of program directors in institutions of higher education in the United States*. Doctoral dissertation, The George Washington University.
- Tompkins, G., Campbell, R. & Green, D. (2012). *Literacy for the 21st century: A balanced approach*. Frenchs Forest, NSW: Pearson Australia.
- Trimmer, J. F. (1995). *Writing with a purpose*. U.S.A: Houghton Mifflin.

- Ulatawska, H. K., Chapman, S. B., Johnson, J. & Branch, C. (1999). Macrostructure and inferential processing in discourse of aphasic patients. *Psychology of Language and Communication*, 3(2), 3-20.
- Ulatawska, H. k. & Chapman, S. B. (2013). Discourse macrostructure in aphasia. In R. L. Bloom, L. K. Obler, S. D. Santi, and J. S. Ehrlich (Eds.), *Discourse analysis and applications: Studies in adult clinical populations* (pp. 29-47). New Jersey: Lawrence Erlbaum Associates.
- Urquhart, S., & Weir, C. J. (1998). *Reading in a second language: Process, product, and practice*. New York: Longman.
- Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas*. Alexandria, Virginia: Association for Supervision and Curriculum.
- Van Dijk, T. A. (1980a). *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. Hillsdale, NJ: Lawrence Erlbaum.
- Van Dijk, T. A. (1980b). The semantics and pragmatics of functional coherence in discourse. In J. Boyd and A. Ferrara (Eds.), *Speech act theory: ten year later*. *Special Issues of Versus* 26- 27, Bompiani (49- 65).
- Van Dijk, T. A. (1984). *Prejudice in discourse. An analysis of ethnic prejudice in cognition and conversation*. Amsterdam: Benjamins.
- Van Dijk, T. A. (ed.). (1985). *Handbook of discourse analysis, Vol. 2: Dimensions of discourse*. London: Academic Press.
- Van Dijk, T. A., & Kintsch, W. (1983). *Strategies of discourse comprehension*. New York: Academic Press.
- Vande Kopple, W. J. (1991). Themes, thematic progressions, and some implications for understanding discourse. *Written Communication*, 8(3), 311-347.

- Vandrick, S. (2003). Literature in the teaching of second language composition. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 263-284). Cambridge: Cambridge University Press.
- Wallace, C. (1992). *Reading*. Oxford : Oxford University Press.
- Wang, L. (2007). Theme and rheme in the thematic organization of text: Implications for teaching academic writing. *Asian EFL Journal*, 9(1), 164-176.
- Weigle, S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Westwood, P. S. (2004). *Learning and learning difficulties: A handbook for teachers*. Camberwell, Victoria: Acer Press.
- Widdowson, H. (1978). *Teaching language as communication*. Oxford: Oxford University Press.
- niwwiwsii, H. G. (1987). Foreword. In U.Corner & R. B. Kaplan (Eds.) *Writing across languages: Analysis of L2 texts* (pp. III- IV). Reading, MA: Addison-Weseley Publishing Company.
- Widdowson, H. G. (2007). *Discourse analysis*. Oxford: Oxford University Press.
- Williams, R. (1983). Teaching the recognition of cohesive ties in reading a foreign language. *Reading in a Foreign Language*, 1(1), 35-52.
- Williams, D. (2002). *Writing skills in practice: A practical guide for health professionals*. London: Jessica Kingsley.
- Winter, E. (1994). Clause relations as information structure: Two basic text structures in English. In: M. Coulthard (Ed.), *Advances in written text analysis* (pp. 46- 68). London, New York: Routledge.

- Witte, S. & Faigley, L., (1981). Coherence, cohesion, and writing quality. *College Composition and Communication*, 32, 189–204.
- Witte, S. P. (1983). Topical structure and revision: An exploratory study. *College Composition and Communication*, 34(3), 313-341.
- Yang, J. C., Ko, H. W., & Chung, I. L. (2005). Web-based interactive writing environment: development and evaluation. *Educational Technology & Society*, 8(2), 214–229.
- Yeh, S. W., & Lo, J. J. (2009). Using online annotations to support error correction and corrective feedback. *Computers & Education*, 52(4), 882–892.
- Zhang, M., (2000). Cohesive features in exploratory writing of undergraduates in two Chinese universities. *RELC Journal*, 31, 61–93.
- Zhang, L. J. (2001). Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore. *RELC Journal*, 32(1), 73-91.
- Zikmund, W., & Babin, B. (2007). *Exploring marketing research*. (9th ed.). Mason: Thomson Higher Education.

APPENDICES

Appendix A: Pre-test/Post-test Assignment

-Appendix B: Student Questionnaire

-Appendix C: Teacher Questionnaire

-Appendix D: The Primary Trait Rubric for the Assessment of the Participants' Essays

-Appendix E: Observation Sheet of the Pilot Study

-Appendix F: Instruction

-Appendix G: Students' Detailed Scores

Appendix A: Pre-test/ Post-test Assignment

Write an essay with not less than 250 words about the following topic:

- The advantages and shortcomings of E-learning.

Appendix A Teacher's Questionnaire

Dear teachers,

We kindly ask you to complete this questionnaire to convey your perspectives regarding the integration of the Discourse-Oriented Written Discourse Analysis Approach for teaching writing to second-year L.M.D students. Your responses are crucial for ensuring the credibility of this research. Your participation is highly valued and greatly appreciated.

Thank you for the thought, time, and efforts you will devote.

Section One: General Information

- 1. Degree held
- a- PhD holder
- b- Magister class
- c- Adjunct teacher

2. How long have you been teaching written expression?

- 01 - 05 years
- 05 - 10 years
- 10 - 15 years
- 15 - 20 years
- More than 20 years

3. Which level(s) have you been mainly teaching?

.....

.....

.....

Section Two: Teaching Writing Organisation

4. How do you evaluate your students' level in writing?

- a - Good
- b - Average
- c - Poor

5. When you ask your students to write an assignment, they are:

- a- Highly interested
- b- Interested

c- Not interested

6. In your opinion, what weakness is most elaborated in your students' writing performances?

a- Grammar

b- Vocabulary

c- Punctuation

d- Spelling

e- Cohesion

f- Collocation

7. In your opinion, what is (are) the source(s) of EFL writing difficulties for 2nd year students?

a -Insufficient English language proficiency b -Lack of interest and motivation

b- Lack of motivation

c -Time constraint

d -lack of reading and practice

e-Others: Please specify

.....
.....

8. Classify the following aspects in order of importance while teaching writing (From the most important to the least important).

- a- Grammar
- b- Vocabulary
- c- Cohesion
- d- Coherence
- e- Collocation

9. Of the preceding aspects, which one engenders the greatest difficulty to students while writing?

.....
.....

10. In terms of grammar, how would you characterise your students' essays?

- a- Poor
- b- Fair
- c- Average
- d- Good
- e- Excellent

How much EMPHASIS do you place on the aforementioned aspects to check the students' progress in writing organized essays?

Aspects	Major	moderate	Little	No
---------	-------	----------	--------	----

	emphasis	emphasis	Emphasis	Emphasis
Grammar				
Vocabulary				
Cohesive items				
Coherence relations				
Collocation mechanisms				

12. In your opinion, could teaching all the above aspects equally and explicitly be helpful to second year students to write more organised essays?

- Yes
- No
- I do not know

13. If “No”, please say why.

.....

.....

.....

14. Among the following, which approach of teaching writing do you use in your instructional practice?

- Product Approach
 - Process Approach
 - Genre Approach- Others.....
-

15. Would you, please, explain why?

.....

.....

.....

.....

.....

.....

16. To what extent do you think the approach being adopted, in your instruction, is efficient in dispelling the difficulties associated with writing referred to earlier?

- Very efficient
- Moderately efficient
- Deficient

17. If your answer is the Process Approach, to what, then, do you attribute the deficiency in developing the students' composition?

.....

.....

.....

.....

18. Do you Believe it is Possible to Combine the Product Approach with Written

Discourse Analysis

- Yes

- No

19. If “yes”, to what extent?

Slightly

- Moderately

- Greatly

20. Have you ever used WDA in the teaching of FL writing?

- Yes

- No

21. If “yes”, Please Say How and Why

.....

.....

.....

.....

.....

22. Based on your long experience and previous feedback, to What Extent do you Believe Combining the Product Approach with Written Discourse Analysis (WDA) is Contributive in the Betterment of the Writing Skill?

- Slightly

- Moderately

- Greatly

23. If your answer is “highly contributive”, what difficulties would such an approach be helpful in overcoming? (you may choose more than one answer)

- Grammar
- Punctuation
- Spelling
- Vocabulary
- Organisation
- Cohesion
- Coherence
- Collocation

Section Four: Further Suggestions

24. Please, add any suggestion(s) you see relevant to the implementation of the Corpus- Based Approach to teaching FL writing.

.....

.....

.....

.....

Best Regards

Dear students,

You are kindly requested to fill in this questionnaire to express your opinions and attitudes about learning writing, and using the Discourse-Based Product Approach as a method of teaching FL writing.

Thank you very much for your cooperation.

Section One: Students' Attitudes toward Learning Writing

1. Is EFL writing more difficult to practice than the other language skills?

- a- Yes
- b- No

2. What are the sources of EFL writing difficulties?

- a- Insufficient English language proficiency
- b- Lack of Lexico-grammatical competence
- c- Inefficiency of FL instructions
- d- Lack of Discourse Skills
- e- Inefficiency of the teaching materials

3. Are you satisfied with your level of writing?

- a- Yes
- b- No
- c- I cannot decide

4. If “no”, please, say why.

.....

.....

.....

.....

5. Which aspect does always cause you the greatest difficulty while writing? (You may choose up more than one)

- A- Cohesion
- b- Coherence
- c- Grammar
- d- Vocabulary

6. Classify the above aspects according to the importance you give them in writing

(from the most important to the least important)

- Cohesion
- Coherence
- Grammar
- Vocabulary

7. Of the preceding aspects, which one do you feel you have improved most this year? (You may choose up more than one)

.....

.....

.....

.....

Section Two: Students' Attitudes toward the Significance of the Written

Discourse Analysis

8. Are you with Familiar written discourse analysis as a method for teaching writing in English as a foreign language?

- A- Yes
- b- No

9. Have you ever used written discourse analysis in your writing classroom? a. No b. Yes, but only briefly

- a- Yes

b- No

10. Before the instruction you have been exposed to, how often do you incorporate the WDA when involved in writing tasks?

a- Always

b- Sometimes

c- Rarely

d- Never

11. After the experiment, how often do you incorporate the WDA when involved in writing tasks?

a- Always

b- Sometimes

c- Rarely

d- Never

12. In the different language courses (grammar, linguistics, written expression...etc.), how often do teachers use WDA while teaching?

A- Always

B - Sometimes c- Rarely

d- Never

13. In your opinion, is the WDA necessary for these language courses?

a- Yes

b- No

d- I cannot decide

14. Whatever your answer is, please say why.

.....

.....
.....
.....

Section Three: The Significance of Discourse-Based Approach in Improving Lexico-grammatical and Discourse Competence in Writing

15. Bringing a discourse-oriented dimension to the teaching of FL writing seems to be a better instructional practice than that of the traditional process approach.

- a- Agree
- b- Disagree
- c- I do not know

16. What do you think of combining WDA with the product approach in the composition course?

- Beneficial
- Not beneficial
- I cannot decide

17. Did the Texts Taken from the British Academic Written Discourse Analysis (BAWDA) help you develop your grammatical skills?

- a – Yes
- b- No

18. If “yes”, how do you think it helped you?

- a- Develop your grammatical competence

- b- Expanded your vocabulary
- c- Improved your skills of cohesion and coherence
- d- Raised your motivation
- e- Others

.....

.....

.....

.....

.....

19. Did the Discourse-Oriented Product Approach help you develop your grammatical skills?

- a- Yes
- b- No

20. Did the Discourse-Oriented Product Approach help you overcome the cohesion difficulties?

- a- Yes
- b- No

21. Did Discourse-Oriented Product Approach help you overcome coherence difficulties?

- a- Yes
- b- No

22. If your answer is yes, what percentage does best reflect the difficulties you have overcome?

- a. 20%
- b. 50%
- c. 80%

23. Have you experienced any difficulties during the composition course while relying on Discourse-Oriented Product Approach?

- a- Yes
- b- No

24. If “Yes”, please, mention these difficulties.

- Difficulty of analysing texts
- Time constraints
- Lack of guidance while using
- Others

.....

Section Four: Students’ Opinions about Using Discourse-Oriented Product Approach

25. After being introduced to various lexico-grammatical features through the use of Discourse-Oriented Product the Approach, how difficult are the following aspects to you while writing an essay?

	Item	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
A	Produce accurate grammar and punctuation					
B	Use an appropriate register of words that fit the communicative context					
C	Linking the sentences with appropriate cohesive devices					
D	Using reference ties					
E	Using substitution and ellipsis					
F	Using conjunctions					

26. In your opinion, is it beneficial to learn all the above-mentioned aspects equally and explicitly?

a- Yes

b- No

27. Whatever your answer is, please say why.

.....

.....

.....

Appendix C

The Students' Pre- and Post-tests Scores

Students	Experimental Group	Control Group	X_1^2	X_2^2
	X_1	X_2		
1	08	09	64	81
2	09	09.5	81	90.25
3	09	08	81	64
4	07	05	49	25
5	05	07.5	25	56.25
6	11	11	121	121
7	09	09	81	81
8	07.5	08	56.25	64
9	11	07	121	49
10	07	05.5	49	30.25
11	05.5	11	30.25	121
12	10	07	100	49
13	07	07	49	49
14	07	08	49	64
15	08	12	64	144
16	11	08	121	64

17	12	06	144	36
18	08	10	64	100
19	06	13	36	169
20	10	05	100	25
21	07	06.5	49	42.25
22	13	11	169	121
23	12	14	144	196
24	10.5	07	110.25	49
25	05	11	25	121
26	06.5	11	42.25	121
27	11	12	121	144
28	14	13	196	169
29	05.5	11	30.25	121
30	13	05.5	169	30.25
$N_1=N_2=30$	$\Sigma X_1= 265.5$	$\Sigma X_2= 268.5$	$X_1^2= 2547.25$	$\Sigma X_2^2= 258.5$

Students	Experimental Group X_1	Control Group X_2	X_1^2	X_2^2
1	14	09	196	81
2	10	11	100	121
3	09.5	08	90.25	64
4	08	07	64	49
5	11.5	10	132.25	100
6	11	11	121	121
7	10.5	09	110.25	81
8	08.5	10.5	72.25	110.25
9	12.5	07	156.25	49
10	07	06.5	49	42.25
11	10	11.5	100	132.25
12	11	07	121	49
13	10	07	100	49
14	15	10	225	100
15	09	12	81	144
16	12	08.5	144	72.25

17	14	08	196	64
18	10	10	100	100
19	15	13	225	169
20	16	05	256	25
21	08	06.5	64	42.25
22	14.5	11	210.25	121
23	13.5	14	182.25	196
24	10.5	07	110.25	49
25	15	10	225	100
26	11	10.5	121	110.25
27	15.5	12	240.25	144
28	15	13	225	169
29	09.5	11	90.25	121
30	14	15.5	196	125.25
$N_1=N_2=30$	$\Sigma X_1=351$	$\Sigma X_2=287.5$	$\Sigma X_1^2=4276$	$\Sigma X_2^2=2771.5$

Summary

Writing is a substantial skill in the realm of foreign language learning. Achieving a high level in such a skill is a complex undertaking. This complexity stems from the high standardised and conventionalised nature of writing, which entails awareness and mastery of the cognitive, linguistic, and psychological factors associated with such a process. Therefore, the present study sets out to scrutinize the extent to which the incorporation of the discourse-informed product approach in the teaching of writing would enhance EFL students' writing proficiency at the University of Hadj Lakhdar, Batna2. Relying on such an approach, as the suitable and fruitful strategy teachers can use as a panacea for their learners writing lacunas and deficiencies, is the objective of this thesis. For this end, two questionnaires and a quasi-experimental design in terms of t- test for independent groups were opted for to the current investigation. The findings reveal that the adequate implementation of a discourse oriented paradigm in the teaching of writing serve the purpose of establishing common grounds between writing instruction and evaluation. It helps teachers keep their interest on accuracy by accounting for the students' lexico-grammatical as well as discourse competences and answer the communicative needs of writing by equipping them skills to develop adequate written products.

Key Words: Writing, Discourse-based product Approach, Lexico-grammatical Competence, Discourse Competence, Writing Proficiency, Hadj Lakhdar University.

Résumé

L'écriture est une compétence essentielle dans le domaine de l'apprentissage des langues étrangères. Atteindre un niveau élevé dans une telle compétence est une entreprise complexe. Cette complexité découle de la nature normalisée et conventionnelle de l'écriture, qui implique une prise de conscience et une maîtrise des facteurs cognitifs, linguistiques et psychologiques associés à ce processus. Par conséquent, la présente étude vise à examiner dans quelle mesure l'incorporation de l'approche axée sur le produit de la communication dans l'enseignement de l'écriture améliorerait la compétence en écriture des étudiants en FLE à l'Université Hadj Lakhdar, Batna2. S'appuyer sur une telle approche, en tant que stratégie appropriée et fructueuse que les enseignants peuvent utiliser comme panacée pour les lacunes et les déficiences d'écriture de leurs élèves, est l'objectif de cette thèse. À cette fin, deux questionnaires et une conception quasi-expérimentale en termes de test t pour des groupes indépendants ont été choisis pour la présente enquête. Les résultats révèlent que la mise en œuvre adéquate d'un paradigme axé sur la communication dans l'enseignement de l'écriture sert à établir un terrain d'entente entre l'enseignement et l'évaluation de l'écriture. Il aide les enseignants à maintenir leur intérêt pour la précision en prenant en compte les compétences linguistiques et discours de leurs étudiants et répond aux besoins de communication de l'écriture en leur fournissant les compétences nécessaires pour développer des produits écrits adéquats.

Mots clés: écriture, approche basée sur le produit, compétence lexicogrammaticale, compétence de discours maîtrise de l'écriture, université Hadj Lakhdar.

المخلص:

الكتابة مهارة أساسية في مجال تعلم اللغة الأجنبية. يعد تحقيق مستوى عالٍ في مثل هذه المهارة مهمة معقدة. ينبع هذا التعقيد من الطبيعة الطبيعية والتقليدية للكتابة ، والتي تنطوي على وعي وإتقان للعوامل المعرفية واللغوية والنفسية المرتبطة بهذه العملية. لذلك ، تهدف الدراسة الحالية إلى دراسة إلى أي مدى سيؤدي دمج نهج الاتصال الموجه نحو منتج في تدريس الكتابة إلى تحسين الكفاءة الكتابية لطلاب FLE في جامعة الحاج الأخضر ، باتنة 2. الهدف من هذه الأطروحة هو البناء على مثل هذا النهج ، كاستراتيجية مناسبة وناجحة يمكن للمدرسين استخدامها كعلاج شامل لأوجه القصور والقصور الكتابية لطلابهم. تحقيقاً لهذه الغاية ، تم اختيار استبيانين وتصميم شبه تجريبي من حيث اختبار t للمجموعات المستقلة للتحقيق الحالي. تكشف النتائج أن التنفيذ السليم لنموذج موجه نحو الاتصال في تدريس الكتابة يخدم في إنشاء أرضية وسط بين التدريس وتقييم الكتابة. يساعد المعلمين على الحفاظ على اهتمامهم بالدقة من خلال مراعاة مهارات اللغة والكلام لطلابهم ويلبي احتياجات الاتصال الكتابية من خلال تزويدهم بالمهارات اللازمة لتطوير منتجات مكتوبة مناسبة.