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FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH**



**MASTER in
“DIDACTIC OF FOREIGN LANGUAGES”**

**The Effectiveness of Task-Based Approach in Enhancing the
Writing Skill of E.F.L learners
Case of Study Fourth Year Middle School Pupils, in “Ammour
Mohamed “and “Boulaas Mekhlouf” schools in Kheir Eddinne
Mostaganem**

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Dedication

This work is dedicated to my parent.

To my husband, my family and my friends.

To those who have supported me .I dedicates this simple work.

Acknowledgments

All the acknowledgment goes to my supervisor Mrs.Ouali Farida.Special thanks are addressed to the members of the boards for evaluating my theses Ms.kharoubi Mounira and Mr.Mouley Hocene, all my teachers of English Department at University of Abdelhamid Ben Badis in Mostaganem .

I am grateful too to all pupils and teachers of English in both ‘Boulaase meklouf’ and ‘Ammour Mohamed’ schools in kheir Eddine ,Mostaganem for their help and cooperation.

Abstract

The present study aims to evaluate the influence of task –based Approach strategies in enhancing writing skill of the fourth year pupils at middle school.

This study illustrates that Task-Based Language Teaching (TBLT) can improve writing competence. In this research two different research tools were used: teachers and learners ‘questionnaires besides classroom observation in both of “Ammour Mohamed” and “Boulaars Mekhelouf” schools in Kheir Eddine Mostaganem. Concerning learners analysis there are three methods of data collection: including observation, questionnaire and writing paragraph in order to improve their writing abilities. Through writing, we communicate our ideas to readers. Therefore, writing skill is important for pupils because through writing they can write and reflect their level in exams. Consequently, the results affirme that the use of TBLT in teaching is a very useful and effective approach in enhancing writing skills to the most of the fourth year pupils depending on their ability to learn and acquiring the appropriate ways to produce a meaningful paragraph.

Key Words

TBLT: Task-Based Language Teaching.

“ Ammour Mohamed” and “Boulaars Mekhelouf” schools: both are middle schools in Kheir Eddine, Mostaganem.

List of acronyms

BC: before Christ

EFL: English foreign language.

4 M.S: fourth year middle school.

L1: First language

L2: Second language.

L3: Third language.

SLT: Second language teaching

TBLT: Task-Based Language Teaching.

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General

Introduction

General Introduction

Writing skill is an interesting activity that can be done through writing form, where we can communicate with others by sharing idea and knowledge. Writing suggests an interaction process between the writer and the readers through a text. Wolff (2000, p.111) indicated that “writing is not only a means of communicating but also a tool for learning a language”. Task-Based Language Teaching (TBLT) is an approach which offers students materials which they have to actively engage in the processing of in order to achieve a goal or complete a task. TBLT was developed in the 1980's under the influence of communicative language teaching.

This study aims to provide a practical and helpful way to improve the fourth year middle school pupils writing' abilities by using Task-based approach. In order to highlight this issue, there are several main questions:

- * In what extent does Task-Based Approach can effect writing improvement?
- * What are the main reasons behind learner's poor writing?
- * Does the learner's level impact the achievement of TBLT?

There are a number of hypotheses to answer these questions:

- **Lack of reading.*
- **The influence of the L1*
- * *Lack of motivation*
- **Ignoring and neglecting (TBLT) Practicing in writing*
- **Weakness learner's ability to achieve his/her writing improvement*

This research focuses on middle school study since the majority of English students in universities will teach either in Middle or Secondary schools. Speaking on nowadays existence' statistics the number of teachers working in the Middle school in Mostaganem is 3054 teachers among of them 315 teaching English, this means 10% of English teachers working in the Middle school.

This dissertation deals with the effectiveness of Task-Based Approach in enhancing writing skill of E.F.L learning contains three chapters. Chapter one denoting to a broader definition that distinguish different types of Task, notably its characteristics and principles, and how task:”as a piece of work imposed, exacted, or undertaken as a duty or the like, or a portion of study imposed by a teacher”, (the compilers of study of the 1989 edition of the Oxford English Dictionary) could elaborate learner’s competence to produce a meaningful piece of writing.

The second chapter is the practical part, whereby the analysis and discussion of data collection of ‘questionnaires’ that takes place with various types of participants through a group of questionnaires. It aims to prove either TBLT could fulfill the improvement of writing skill for 4 M.S pupils or not with the contribution of teachers’ suggestions according to their answering that could realize a useful and successful practicing of ‘TBLT’ purposes. The participation of the fourth year middle school pupils and their teachers in Khier Eddinne Mostaganem allows getting a general look at their ideas and opinions through their answers to the research ‘questions. This chapter also looks at some dimensions of writing dealing with the fourth year middle school curriculum where ‘Situation of Integration’ shows how Tasks can contribute to L2 or L3 development as a tool of reflection and a way of a good writer's issue.

The last chapter points out the main result according to questionnaires ‘answers. It is also a discussion of the findings of collects and Analyses data through the tools based before. Also, this chapter characterized of a certain advices and suggestions related to the research hypotheses dealing with the main reasons behind the learner’s poor writing, either the influence of the mother language L1as the first language, lack of reading or the lack of the teachers’ motivations.

Chapter one

Literature

Review

1-Introduction

There is no doubt that writing is the most difficult skill for L2 to master Richards & Renandya (2002, p.303). There has been an attempt to explore effective approaches to language teaching. Task-based teaching can make language learning in classrooms " closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated ". Wang (2006). "Learning and teaching writing process have a group of techniques to improve it". We will highlight some fractures to producing an evaluable writing.

I-Background to writing

In the history of how systems of representation of language through graphic means have evolved in different human civilization, more complete writing systems were preceded by « proto-writing», systems of ideographic or early mnemonic symbols. True writing in which the content of a linguistic utterance is encoded so that another reader can reconstruct, with a fair degree of accuracy, the exact utterance is written down, is a later development. It is distinguished from proto-writing, which typically avoid encoding grammatical words and affixes, making it more difficult or impossible to reconstruct the exact meaning intended by the writer unless a great deal of context is already known in advance. One of the earliest forms of written expression is cuneiform in Sumer. It was an ancient civilization of southern Mesopotamia, is believed to be the place where written language was first invented 3100BC; there was many changing on the whole writing systems more slowly than their spoken counterparts and often preserve features and expressions that it provides the tool by which society can record information consistently and in greater detail, writing allows societies to transmit information and to share knowledge.

1-1- Background to English writing

Old English consisted of a diverse group of dialects, reflecting the varied origins of the Anglo Saxon kingdoms established in different parts of Britain. The late West Saxon dialect eventually became dominant; however, a greater input to Middle English came from the Anglian dialects. Global variation among different English dialect and accents remains significant today.

Most native English speakers today find Old English unintelligible, even though about half of the most commonly used words in Modern English roots. The grammar of Old English was much more inflected than modern English, combined with freer word order, and was grammatically quite similar in some respects to modern German. The Old English period is considered to have evolved into the Middle English period sometime after the Norman Conquest of 1066 when the language came to be influenced significantly by the new ruling class's language, Old Norman. Old about 100 or 150 Norse words, mainly connected with government and administration, are found in Old English writing. The borrowing of words of type was stimulated by Scandinavian rule in the West Saxon standard that developed outside the Danelaw. In all, English borrow about 2000 words from Old Norse several hundred surviving in Modern English.

English underwent extensive sound changes during the 15th century, while its spelling conventions remained largely constant. Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. The language was further transformed by the spread of a standardized London –based dialect in government and administration and by the standardizing effect of printing.

1-2-Definition of writing

Writing is the act or art of forming letters and characters on paper, wood, stone or other material, for the purpose of recording the ideas which characters and words express or of communicating them to others by visible signs.” Writing as one of the four skills of listening, speaking, reading and writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a ‘backup’ for teaching to a major syllabus strand in its own right”. Jeremy Harmer (2004, p. 31).

According to Akkaya & Kirmiz (2013) “writing skill is an important part of communication”. “Writing is the expression of feelings, thoughts, desires, and plans in black and white. Writing is probably the linguistic skill that is least used by most people in their native language even in the most ‘advanced’ societies a significant percentage of the adult population writes with difficulty. Good writing skills usually develop from extensive reading, some specific training, and a good deal of practice”. Paul Davies & Eric Pears (2000, p.96). ”Writing is a complex skill progressing from the level of copying familiar words and phrases to developing an awareness of text structures, genres, the processes of drafting and editing, and writing for an audience”. As Annamaria Pinter denoted (2006, p.74). According to Omaggio Hadley (1993), “writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description or to transform information into new texts, as in expository or argumentative writing. Therefore, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one hand to the more complex act of composing on the other hand”.

II-Task-Based Approach Definition

A task is an activity or piece of work which you have to do, usually as part of a large project (Dictionary definition). A task is defined by David Nunan (1989) as "an activity (or technique) where the student is urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal". Nunan (1989,p.10) added that:"A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. According to Lee (2000) task’s definition:" a classroom activity or an exercise that has an objective obtainable only by the interaction among participants mechanism for structuring and sequencing interaction, and a focus on meaning exchange; a language learning Endeavour that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans".(Klapper, 2003; McDonough, 1995; Szymanski, 2002) the defined task as: “Techniques, principles, and processor product-based applications of Task-based language teaching”.

TBLT and their Contribution to foreign language learning and acquisition have been among the most debated topics in the field of foreign language teaching since the early 1990s.

1-2-1- Types of task

According to Willis in her book “A framework for Task-Based Learning” (1996) task have six components contained are;

- 1- Role and objectives.
- 2- Input.
- 3- Activities.
- 4- The teacher’s role.
- 5- The learner’s role.
- 6- Setting.

Willis (1996, p.26) classifies tasks into six types in relation to learners:

- 1- Listing: list of facts related to the title.
- 2 – Ordering, sorting and classifying: ordering the input material.
- 3 – Matching and comparing: look for the similarities and differences of the input material.
- 4- Problem-solving: the capacity for solving some real-life obstacles dealing with communication and cooperation.
- 5 – Sharing personal experience: create such relationship and share their own experience together.
- 6 – Project work and creative tasks: the use of information from different sources.

The classification of task according to Ellis (2003).It has three main types:

- 1- Real –world tasks: these tasks are performed everywhere in everyday life.
- 2- Pedagogic Task: these kinds of tasks have a psycholinguistic basis in SLA theory and research but not necessarily reflect real-world task.
- 3- Focused task: is either a consciousness-raising activity that focuses on examining samples of language to explore particular features.

1-2-2- The characteristics and principles of TBLT

According to Nunan (1991), there are five characteristics that should be concluding in TBLT:

- 1- It lays stress on acquiring communicative competence through Lerner’s interactive activities.
- 2 - It requires introducing the real social activities into language teaching in a classroom.

3- Relevant learning materials and more opportunities for the use of target language that should be provided to a student.

4 – It puts emphasis on the combination of personal learning experience with communication and views this kind of integration as an important component of the classroom learning.

5- It attempts us to link the classroom language learning with language use outside the classroom.

Furthermore, Willis and Skehan (1998) list five characteristics that a task must have. These are following:

1- A task is an activity that engages learner’s interest.

2- There is a primary focus in the meaning.

3 – The activity relates to real-world activities.

4- Completion of the task is the priority.

5- The success of the activity is judged in terms of outcome.

1-2-3-Task-Based Language learning phases

Consists of three phases according to Jane Willis (1996), there are three stages for TBLT as shown in the table below:

Pre - task	Introduction and language input
While-task	Planning, fulfilling and reporting
Post-task	Analysis and practice

Table1: TBLT stages. to Jane Willis (1996)

For pre-task, the teacher introduces the tasks and provides comprehensible language input to students. For while-task, students try to plan and fulfill the tasks as well as report or display their learning outcomes. For post-task, teachers need to guide students to compare and analyze all the materials and do some practice to consolidate what they have learned.

1-Pre-Task

In this stage, the teacher acts as a facilitator or the instructor where he/she gives suitable instructions to the learners on what to do during the task.

2- During Task

The teacher then monitors the task in pairs or groups and helps them to improve the language used by motivating them and correcting their mistakes.

3- Post-Task

This stage can encourage reflection on the task was performed. To encourage attention to form in particular to those forms that proved problematic to the learners when they performed the task.

III- The Relationship between Reading and Writing

Anne Raimes (1983, p.51) pointed out that “When our students read, they engage actively with the new language and culture. If they are studying English where they have little opportunity to speak it or hear it, spoken then reading is the only activity that gives them access to unlimited amounts of the language. The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language”.

“There is the belief that good readers are good writers” (Stocky, 1983). In fact, the most convincing reason for teaching reading and writing in English is that many pupils show both interests because reading and writing can help to reinforce what they are learning orally. Being able to read or write something meaningful in the second language, here pupils give a real sense of achievement. Annamaria Pinter(2006,p.67) argued “that the solid language knowledge helps children to make intelligent guesses when attempting to read, by simple drawing on what would make sense. This is a great advantage in ‘top-down ‘processing»Ann Raimes (1983, p.3) indicated that «the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. Writers struggle with what to put down next or how to put it down on paper.

1-3- The Relationship between Reading and Writing

1-3-1- Lack of Reading

Pupils get used to reading and write in class, these two skills can also open up new opportunities for record keeping. They will also help link pupil's school learning with their use of English outside class through written homework or writing and read using the Internet. Reading reinforces learner's background in writing by giving examples and using a high level in expressing their ideas.

1-3-2- The Influence of L1

“In foreign language contexts, the general consensus is that children should learn to read in their mother tongue first and when they are reasonably competent they can learn to read in a foreign language. It would be controversial to introduce reading and writing in a second language to children who are not yet literate in their first language ”Annamaria Pinter(2006,p.65).in another part, Friedlander (1997,p.109) reported: "writer do any of their work in their first language”.

1-3-3-Lack of motivation

“Student writers often find themselves ‘lost for words’, especially in creative writing tasks. This is the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be “. Jeremy Harmer denoted. (2004, p.41).Paul David & Eric Pearse (2000, p.13) claimed that «most teachers consider motivation essential for successful language learning. However, motivation is difficult to define and measure. Are all learners motivated by worthwhile goals and clear objectives? Our assumption has been that they are. But we recognize that motivation is a complex phenomenon, and not all learners respond to teaching in the same way”.

Therefore, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end. Jeremy Harmer suggested four main elements to the writing process:

IV-Writing process elements

1-4-Elements of the writing process

A-Planning: before starting to write the writers plan what they are going to write. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing. Secondly, thinking about the audience they are writing for. Thirdly, writers have to sequence the content structure of the piece that is how best to sequence the facts, ideas, or argument which they decided to include.

B-Drafting: by taking the first version as a draft on the assumption that it will be amended later. A number of drafts may be produced on the way to the final version.

C-Editing: more skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

Anne Raimes(1983, P.149)Believed that” students have to know not only how to edit their own writing but when is the right time to do it”

E-Final version: it may look considerably different from both the original plan and the first draft because things have changed in the editing process and the text now ready to send to its intended audience.

Others added other elements of the writing process as:

1-4-1-Brainstorming: Anne Raimes (1983, P.79) defined that:” is producing words, phrases, ideas as rapidly as possible, just as they occur to us, without concern for appropriateness order or accuracy. Brainstorming can be done out loud in class or group or individually on paper.”

1-4-2-Writing process

According to Omaggio Hadley (1993), writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description or to transform information into new texts, as in expository or argumentative writing.

Jeremy Harmer (2004, P.5) classified writing process stages to:

Writing process = planning \Longrightarrow editing \Longrightarrow final \Longrightarrow draft

Figure 1-1-Writing process stages
Jeremy Harmer
“How to Teach Writing”

According to Annamaria Pinter (2006,p.105) the” plan- do – review” reflective cycle can be extended to thinking ahead before doing an activity or thinking while doing the activity, not just thinking about how it went and why. This three-step process is often referred to as the ‘metacognitive’ cycle.

Annamaria Pinter (2006, p.105)

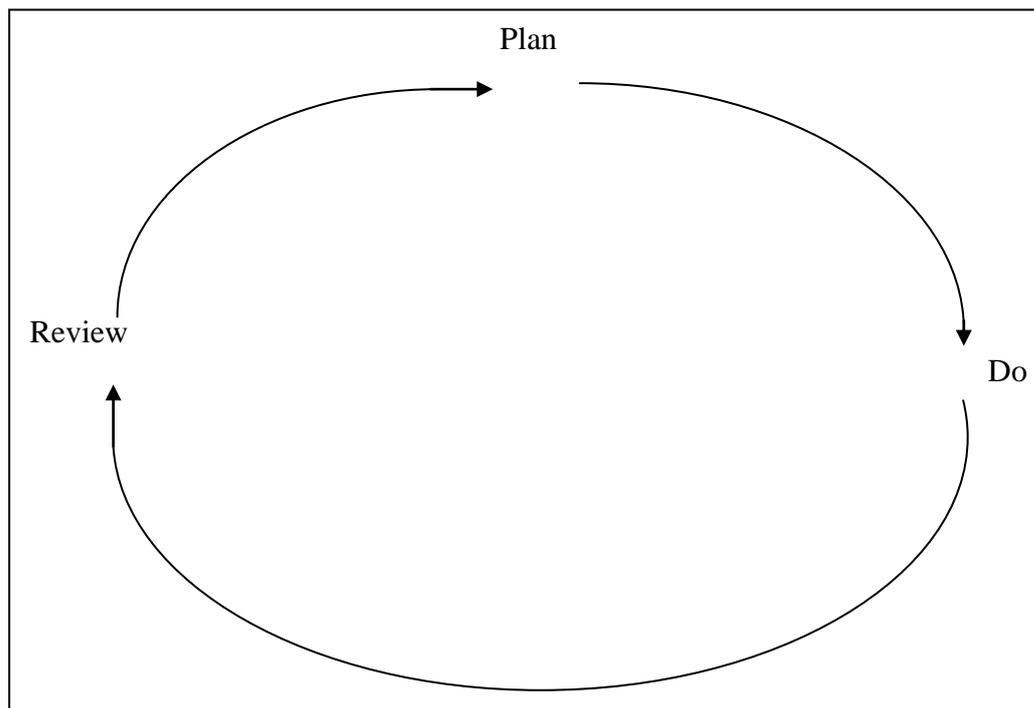


Figure1-2-:” plan- do – review” cycle
AnnamariaPinter (2006, p.105)
Teaching young language learners

To apply these features we need to produce a paragraph.

V- Paragraph Definition

Is a group of related sentences that discuss one (and usually only one) main idea. The paragraph can be as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. The paragraph may also be one part of a longer piece of writing such as an essay or a book. A paragraph is a section of a piece of writing. A paragraph always begins on a new line and contains at least one sentence.

1-5- Paragraph Types

There are three types: descriptive, narrative and argumentative.

1-Descriptive paragraph: describing someone or something by writing indicates on attitude’s manner is like.

2- The narrative paragraph is a story or an account of the description of a series of events.

Chapter 01

Literature Review

3-Argumentative paragraph: an argument is a statement that the writer uses in order to try to convince people that his/her opinion is correct.

1-5- Paragraph Writing Features

1- Topic sentence: a paragraph has a topic sentence that states the main idea.

2- Only one topic: all of the sentences in the paragraph are about one topic.

3- Indented line: the first line of a paragraph is indented.

4-Concluding sentences: The last sentence, or concluding sentences, brings the paragraph to a logical conclusion.

1-5-2-Paragraph composing

Paragraph composed of a letter that becomes a word, a word becomes a sentence, a sentence becomes a paragraph. ‘Handouts of Paragraph in an Essay: Putting it All Together (2013, p.198).

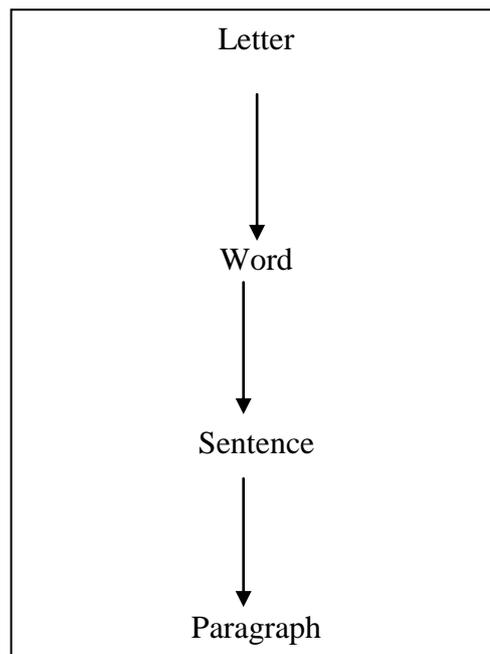


Figure1-3: How a letter forms a paragraph
Handouts of: paragraphs in an Essay: Putting It All together (2013)

1-5-3- Paragraph Parts

All paragraphs have a topic sentence and supporting sentence, and some paragraphs also have a concluding sentence.

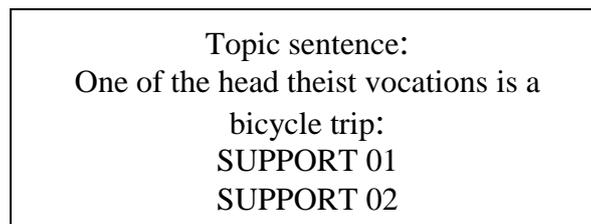
1-The topic sentence states the main idea of the paragraph. It not only named the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph of the topic sentence that announces the specific area is discussed is called: the controlling idea.

2- Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

3-The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

1-5-4--Paragraph's model

According to Anne Raimes (1983, p.127), most of the writers followed a model of structure can be presented in a diagram, too, either for a paragraph as:



Or for a longer composition as in

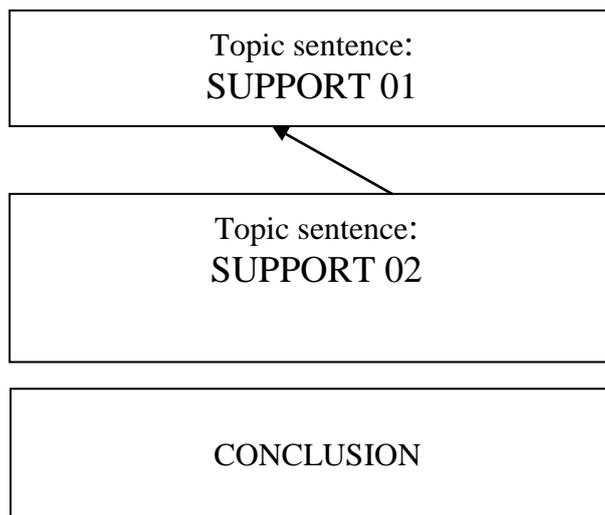


Figure1-4: Models used to produce a kind of guided writing
“TECHNIQUES IN TEACHING WRITING”

1-5-5- Paragraph Building

The main elements that build a paragraph are:

- 1- Unity: it means that a paragraph discusses one and only one main idea from beginning to end. It includes two parts

A-It is possible to discuss more than one aspect of the same idea in one paragraph.

B- Every supporting sentence must directly explain or prove the main idea.

2-Coherence:

Another element of a good paragraph is coherence. The Latin verb 'cohere' means 'hold together'. For coherence in writing, the sentences must hold together; that is the movement from one sentence to the next to be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

3-Coherent

Is frequently achieved by the way in which a writer sequences information, if a paragraph is coherent, it is well planned, so that it is clear and all parts go well with each other.

4 – Register

Is a word used to denote the actual language that we use to denote the actual language that we use in a particular situation when communicating or writing? Register involves the choice of topic vocabulary to suit the subject matter of the piece. It is also about the tone of a piece –how formal or informal it is.

We mark a paragraph by indenting the first word about a half inch, (Five spaces on a typewriter or computer) from the left margin.

VI- Producing a piece of writing

Anne Raimes (1983, p.7) suggested a diagram shows what writers have to deal with as they produce a piece of writing.

The writer should follow these logical items to get producing a piece of writing. According to Anne Raimés:

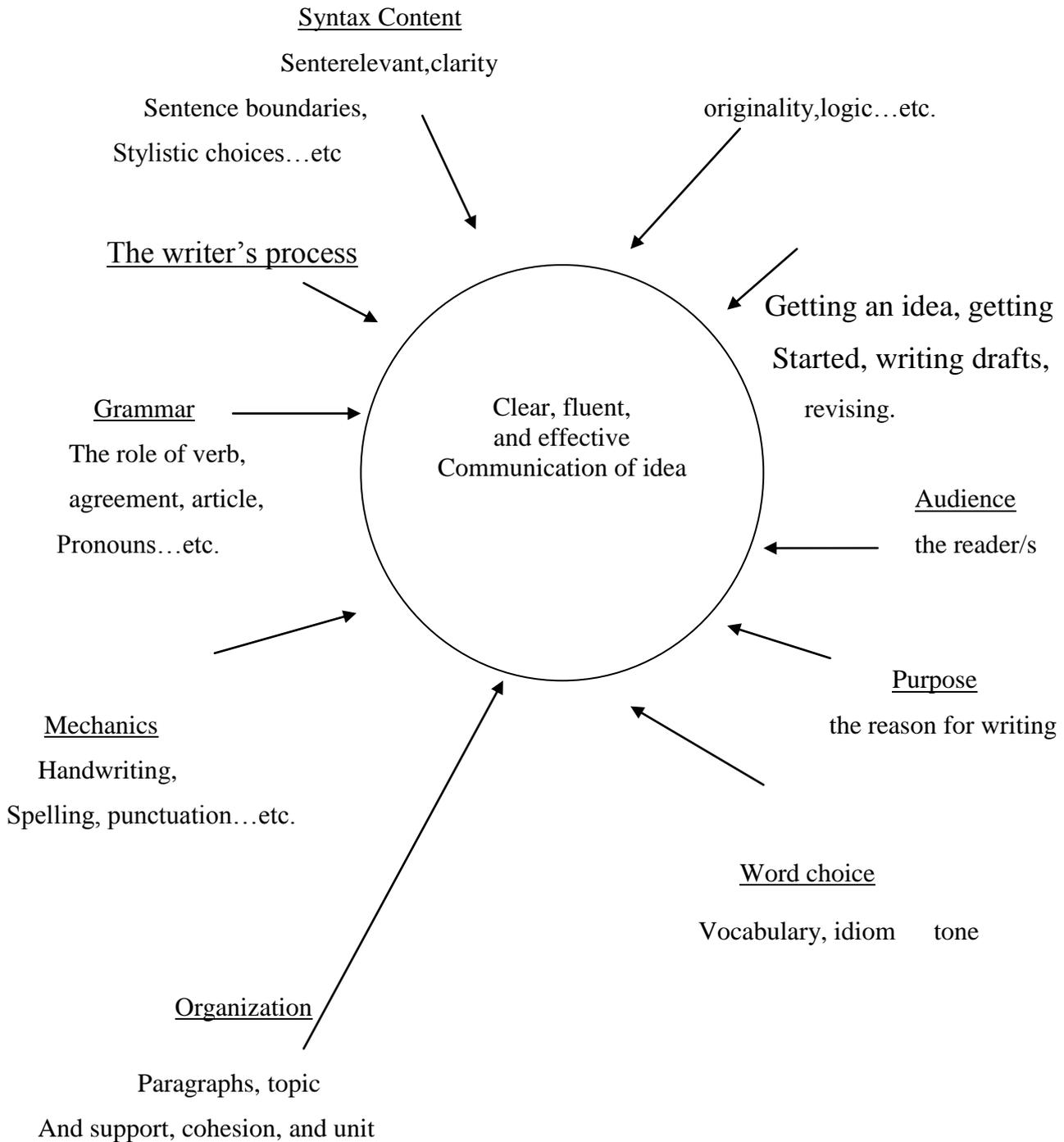


Figure1-5: Producing a piece of writing
By: Anne Raimés
TECHNIQUES IN TEACHING WRITING

1-6-The main elements of producing a piece of writing

What Grammar and word choice means:

1- Grammar: or syntax is a set of rules about the order in which words should be used in sentences. These rules are learned through the experience of language. A particular Grammar is a particular theory that is intended to explain the rules of a language.

2- Word choice

A-Vocabulary: is the store of words a person has. The vocabulary of a language is all the words in it.

B-Idiom: an idiom is a group of words which have a different meaning when used together with the one they would have if you took the meaning of each word separately.

C-Tone: the tone of a speech or a piece of writing is its style and the opinions or ideas expressed in it.

1-6-1-Writing as a cognitive skill

Paul Davies & Eric Pearce (2000, p.96) pointed out that at higher levels, writing involves cognitive skills such as:

- a- Gathering information and ideas relevant to the topic, and discarding what is not relevant.
- b- Organizing the information and ideas into a logical sequence.
- c- Structuring the sequence into sections and paragraphs.
- d- Expressing the information and ideas in a written draft.
- e- Editing the draft and writing out a final text.

1-6-2-Activities followed by writers

Anne Raimes (1983, p.21) suggested that "activities that a lot of writers say they do, though not necessarily all of these, and certainly not in these order because these procedures do not, of course, occur in a step-by-step linear fashion. Order of these steps is:

- a- They identify why they are writing.
- b- They identify whom they are writing for;
- c- They gather material through observing, brainstorming, making notes or lists, talking to others and reading;
- d- They plan how to go about the task and how to organize the material;

- e- They write draft;
- e- They read the draft critically;
- f- They revise;
- g- They prepare more drafts and then a final version;
- h- They proofread for errors.

The paragraph is a combination of a group of sentences.

VII- Sentences Definition

A sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses express a complete thought.

1-7-Kinds of Sentences

The four basic kinds of sentences in English are simple, compound, complex and compound-complex. The kind of sentences is determined by the kind of clauses used to form it.

A- Simple sentence; is one independent clause.

B-Compound sentence: is two or more independent clause joined together. There are three ways to join the clauses, with a coordinator, with a conjunctive adverb, and with a semicolon.

C-Compound sentences with coordinators: a compound sentence can be formed as independent clause+ coordinator + independent clause.

There are seven coordinators, which are also called coordinating conjunctions or as it knows 'FANBOYS 'are (For, And, Nor, But, Or, Yet, So).

D- Complex sentence: contain one independent clause and one (or more) dependent clause. In a complex sentence, one idea is generally more important than the other. We place the more important idea in the independent clause and the less important idea in the dependent clause.

1-8-Conclusion

The task-based approach provided a lot of benefits for the learners to practice their writing competency. This finding was supported by Cao (2012) in her study about (TBLT) that was in EFL writing classroom. The result showed that

The task-based approach was considered to be really feasible for college EFL learners to improve their writing competence.

Chapter two
Data Collection
and Analysis

2-1-Introduction

The most important means in learning and analyzing data that guides researchers to collect data and information's seems to be the questionnaire, yet it is important to note that no result analysis can be perfect without the collaboration of the participants. Questionnaires data analysis selected according to participants criteria who deal with our study case. The collecting method that was used in this research based on observation, notes interview and questionnaire. The observation was used to observe the classroom situation. The note was an activity in writing a paragraph on what 4MSpupils learned in the fourth-year curriculum. The interview was done among both of teachers and learners to know the effectiveness of task writing on 4MS pupils, and a questionnaire was done to teachers and learners to evaluate and analysis some notes concerning the effectiveness of the Task-based approach in enhancing the fourth year middle school writing's level.

2-2-Methodology

This research was employed a case study Task-based approach in achieving the aim of the research which is the ability to enhance the fourth year middle school writing skill of E.F.L learning. The study focused on two kinds of the approach based on quantitative and qualitative, dealing with both closed and open-ended questions in order to obtain relevant answers to confirm or abolish thesis hypothesis through different ideas, points view and suggestions of our participants.

I-Participants

It is obvious that every research is administrative to a particular participant that can help in collecting data, this research used two different tools, teachers and learners questionnaire with regard to classroom observation to analyses learner and teachers teaching situation. The participants of the study were pupils of the fourth year of two middle schools. The first one is "Amour Mohamed" school who was registered at school year 1985/1986 year. Whereas the second one which called "Boulaaress Mekhlouf" school was established in school year 2014/2015yea both schools situated in Kheir Eddinne Mostaganem. The subjects of the study were eight teachers and eighty pupils. The last one is divided among eighty pupils into writing paragraphs, among them, twenty pupils were asked to answer the study questionnaire.

2-2-1-Teachers

This study dealt with a group of teachers among" eight « teachers who belong to two Middle schools in Khier Eddinne in Mostaganem “Ammour Mohamed” and “Boulaas Mekhelouf” Schools. The main characteristic is that all of them are women.

2-2-2-Learners

Pupils of fourth-year middle school. The subject of this study were eighty pupils, among them were forty-four female and twenty-six male teenage learners study in “Amour Mohamed and “Boulaares Mekhlouf Schools, both situated in kheirEddinne in Mostaganem.

2-2-3-Classroom Observation

This study focuses on four classrooms on eight sessions dealing with” 4 MS” pupils, since the classroom behavior have a great influence on both teachers and learners result and motivation.

2-3-Data Collection

In order to manipulate and solve the concept’s ambiguity of our study dealing with the poorness writing of fourth-year middle school. The study aims to prove in which extant TBLT could help pupils to improve their writing. The researcher used different tools in order to solve the thesis’s issue, as questionnaires and writing paragraphs. In this case, since learners were pupils of 4 M.S the questionnaire should fit their levels and their ages. With regard to paragraph writing where learners asked to produce a simple paragraph in different ways individual and a group work dealing with a free topic and writing a letter. Paragraphs seem to be compatible with their school year curriculum. As a result, the researcher collects and selects data towards participants' answers in order to pick the appropriate issue of the research.

2-4-Data Analysis

This step seems to get a great important to supply and support our hypothesis through analyzing the global information’s that the researcher obtained from result’ tools analysis and transmit it into graphs and percentage that allows proving thesis hypothesis.

II- Questionnaire

The questionnaire is one of the most known means of analyzing, illustrating and giving statistic results, researcher use questionnaire to collect data from different sources in order to get a final concept on issues. As points out by Brown (2001, p.6) "Questionnaire are any written instruments that present respondents with series of questions or statements which they are to react either by writing out their answers or selecting from among existing answers». Anderson (1990, p.207) supported Brown's view when he stated that "Allow the gathering of reliable and valid data, relatively, in a short time". Questionnaire permits the researcher to; first of all, to collect enough pieces of information in order to analyze and discuss it step by step to identify the study aims by using different tools. This study was contributed by both teachers and learners at two schools in Kheir Eddinne Mostaganem. The questionnaire seems to be as factors to analyze reasons of poor writing of 4 M.S pupils in one part, and highlighted analyses, suggestion and advice through their answers in another part to elaborate pupils to enhance their writing by using TBLT approach.

2-5- Learner's Questionnaire

Learner's questionnaire was divided into different types of questions as closed questions where learners' answers limited on two probabilities either Yes /No, depending on agreement/ disagreement or achievement/non-achievement of the statement asked on, and open questions where learners answers interpret their opinions and ideas. This research consists of eighteen questions (Appendix page: XIII) asking twenty-fourth-year pupils at Boulaase Mekhelouf middle school in Khier Eddinne Mostaganem. Questions style was at the level and the learning capacities of 4 M.S pupils. Questions seem to be a general analysis of learner's attitudes and ideas towards writing skill to shed light on the main reasons caused the poorness writing of fourth-year middle school.

Concerning pupils' questionnaire:

(a) Learner's age

1 – Age

In question N01 dealing with pupils' age: between (14, 15 and 17), as the below diagram shows:

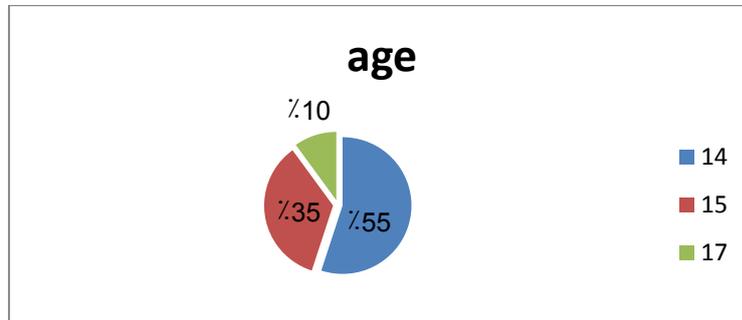


Figure 2-1 learner's age

The first question for learners starts with their age since the age could reflect their level's learning, pupils age splits into three age' categories, most of them eleven pupils have fourteen, seven is fifteen and the last two have seventeen.

(b) Learner's gender

2 – Gender male female

This question indicates the sex of learners, most of them are female :(60%), whereas male percentage :(40%), as the table below shows:

Gender	Male	Female
Number	08	12

Table 2-1: Learner's gender

(c) English language view

3 – Do you like English language?

Yes No

The closed-ended question concerning either like/dislike the English language

The answer was: among twenty pupils eighteen (90%) said that they like the English language and just tow (10%) who claimed that they don't like English. This question aims to shed light on the degree of accepting English language teaching as a foreign language for the fourth year of middle school.

(d) Mastering English reasons

4 – Do you think that you should master English because?

- * English is an international language
- * English is a language of technology
- * You should be open minded concerning the other languages

This question aims to know to which extent do 4 MS pupils aware of the importance of learning and mastering the English language. Most of them tick more than one answer (50%) declared that they should master English because it is an international language and (08.82%) chose the second suggestion dealing with technical language and (41.17%) look at English studied behavior as an open-minded stream.

The pupil's answers were separated between the three probabilities, as the below diagram seen:

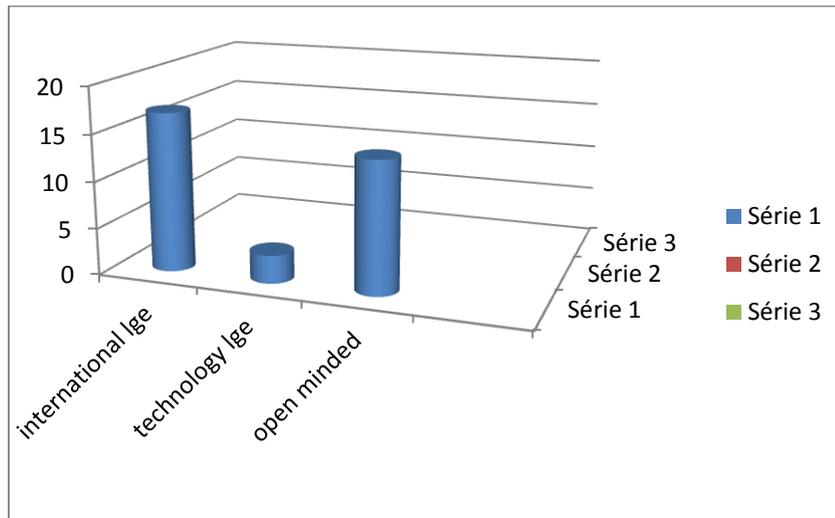


Figure2-2: Mastering English reasons

(e) English writing skill' evaluation

5 – How can you evaluate your level in English Writing skill?

Good average excellent weak

This question focuses on how pupils judge their writing skill according to several items; any pupils try to assess his writing level in order to enhance it more and more. Their answers were (60%) indicated that their level is good in English writing, and (35%) seems that level is average. However, no one chose the third selection (00%) for excellent level, and one (01%) declares that he has a weak writing level.

The answers were in the table below:

Pupil's level	Good	Average	Excellent	Weak
Numbers	12	07	00	01

Table2-2: English writing skill' evaluation

(g) Home's writing

6 – Do you try to write alone at home to develop your level in English writing?

Yes No

The main purposes of this question are to highlighted the pupil's ability in developing their level by practicing writing alone at home and tried to improve their writing' competence. The result was (55%) all of them were female except one declared that they make efforts to write alone at home, whereas (45%) they answered that they never try to do.

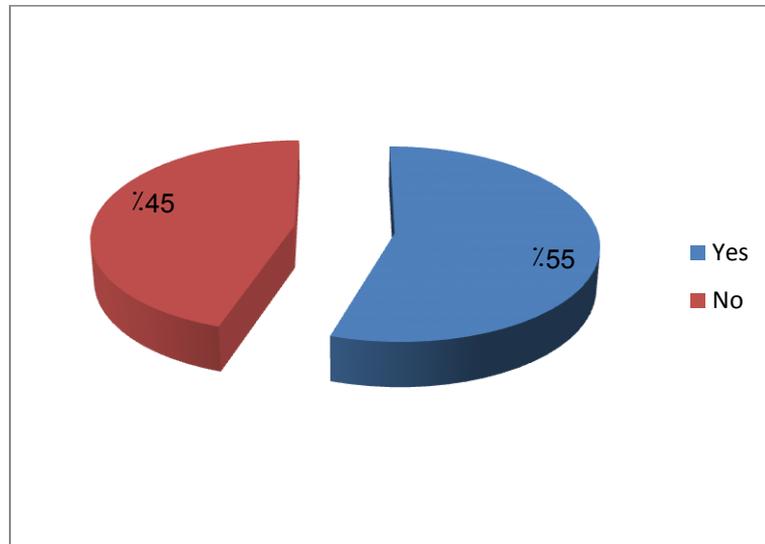


Figure2-3: Home' writing

(h) Writing' Difficulties

7 – Do you find any difficulties in learning and writing in English?

Yes

No

In the seven questions, the aims are to know either learner find difficulties while writing or not. Among twenty pupils(60%) answered that they found difficulties when they practicing writing, adding that the difficulties pointed on how to start the paragraph, they mean the initial part of producing a piece of writing, because they lose words when they try to start writing. While (40%) stated that they do not find difficulties in writing since they have already either a group of cues to follow it, or they saw a similar model as the given task 'writing. So, they try to follow what they have already seen in a classroom.

(i)Reasons for Writing' Difficulties

8– Where do you have difficulties when you write?

* Grammar

* Vocabulary

*Spelling word

The previous answers noticed that the majority of learners found difficulties while writing, in this question the researcher wants to highlight the main obstacles' area in learners writing. They have to select between three choices, they could tick more than one

answer. Their answers were summarized on(26.19%) mentioned that they have difficulties in Grammar rules, and (33.33%) declared that Vocabulary seems as an obstacle when writing because they ignore words meaning while (40.47%) found difficulties in ordering letters with regard to spelling difficulties.

The answers were as the shape below shows:

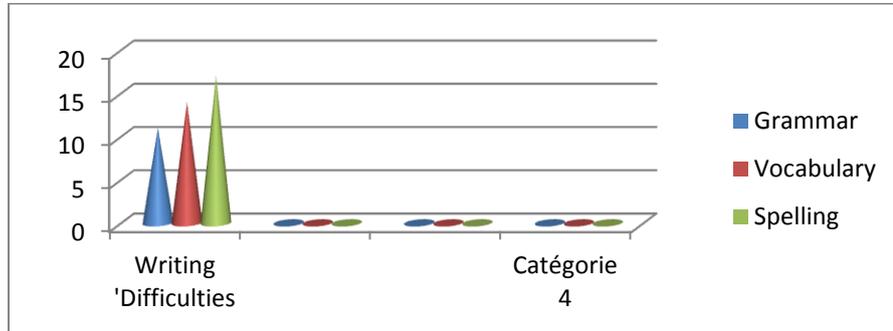


Figure 2-4: Reasons for Writing' Difficulties

(j) Exam writing marks

9 – Do you edit your own paragraph many times before you copy your final draft?

Yes

No

After identifying the obstacles that occur in pupils while writing, this question involves the best conditions that could ameliorate pupils 'writing marks. According to them (45.94%) suggested that they need more time to fulfill a good marks in writing because they need to think, organize, select information's and after that to write it in a good way, whereas (32.43%) think that the subject given did not attractive them, they need a reliable events to discuss about it .and another category (21.62%) claimed that they acquire more examples and cues to follow it because their English vocabulary was limited.

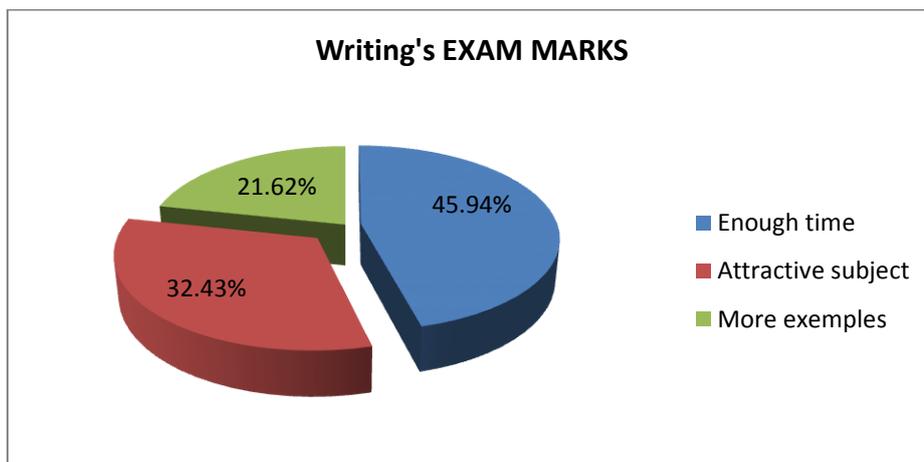


Figure2-5 Exam writing marks

(k) Paragraph editing

10– Do you think that your marks in exam writing will be better if you have?

*Enough time

*More attractive subject

* More examples to follow

The aim of this question was to know pupils 'writing awareness when they produced a piece of writing if they try to revise their work by editing their writing many times in order to avoid mistakes or not. All pupils (100%) answered that they edit their paragraph many times before they copy their final draft.

(l) Paragraph 'organization

11 – Do you follow the organization of the paragraph as the introduction, body and the Conclusion?

Yes

No

This question dealt with the following order of the paragraph's parties to see if learners respect the general form of paragraph writing or not. The learners' answers indicate a global agreement that (100%) respect the paragraph shape as introduction, body and finally a conclusion.

(m) Mistakes 'correction

12 – Do you try to correct your own mistakes in writing after the exam to avoid repeat it again?

Yes

No

This question focuses on the awareness and seriousness of 4 MS pupils to learn from their correction' mistakes. Pupils split into the two parties (55%) of them said that they try to correct their writing's mistakes after the exam to not repeat it again, and (45%) of them said no, they do not care about correction mistakes.

(n) Writing 'poor context reasons

13 – In your opinion what makes your writing poor in context?

* You ignoring writing rules

* You don't like writing

*The effects of your environment since English is our L3

* Your teacher does not motivate you enough

Pupils answers were as the below diagram shows:

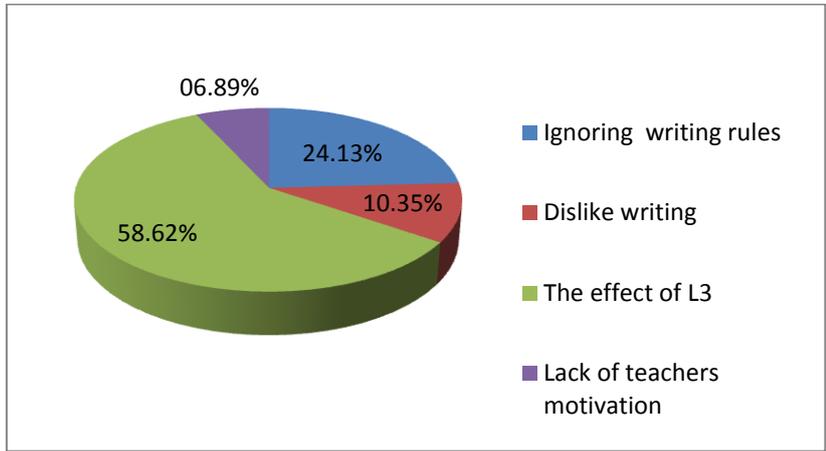


Figure 2-6 writing poor context reasons

This question was addressed to the main reasons towards the poor ‘writing context for fourth-year middle school in order to check the weak points that caused this result .there were four elements to chose, and to tick either one or more possibilities.

The learner's answers were (24.13%) indicate that they ignoring writing rules, and (10.35%) claimed that they don't like the English language, while the most pupils choose the third probability because they think that the environment has a great effect in their writing context since they don't use English outside, whereas (06.89%) said that their teachers do not motivate them enough because they don't give them enough writing tasks to do.

(o) The influence of L1

14 –When you write in English, did your L1 influence your writing?

Yes No

Concerning the influence of L1 on learners' writing, the researcher use closed question to answer either with Yes/No. There was a global agreement (100%) that the first language effect on pupils ‘writing.

(p) Developing ‘English writing

15 – Do you try to develop your English Writing?

Yes No

How.....

The purpose of this question is to see either 4MS pupils make efforts to improve their writing ‘level or not. (80%) declared that they try to develop their English writing. By writing and reading books, look for new information’s, go to the library, look for a new data on the internet, read and use dictionaries. Whereas (20%) they don't try and don't care about their English writing level.

(Q) Punctuation rules

16 – Do you respect the rules of the punctuation?
Yes No

Punctuation is the use of such symbols in its appropriate place to identify and illustrate the sense of the sentences. The aims towards asking this question are to stated if the learners were aware of respecting the punctuation rules or not. Most of them (70%) indicated that they do so, and the rest (30%) declared that they do not achieve these points.

(r) Individual and a group work

17 – Do you prefer an individual or a group work in writing activities?
* An individual work * A group work

This question focuses on the learners’ preferable way of writing; learners were required to choose if they like the individual or a group work in writing their task. The answers were divided into (30%) prefer to work alone, and the rest (70%) need to work in the group.

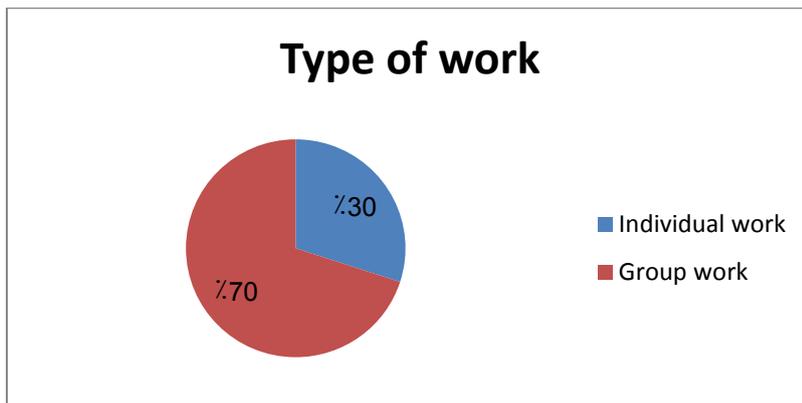


Figure 2-7 Individual and a group work

(s) Teachers’ strategies according to learners

18 – In your opinion what are the strategies that your teachers should follow to be successful pupils in Writing?

.....
.....

The last question for learners was dealt with their hopes towards teacher’s strategies to get the useful stages in improving learners writing levels. The question aims are to have a look at learners view, ideas, and suggestion about teaching process.

If teachers explanations benefited and suffusion for them or not. Pupils set a group of suggestions concerning teachers ‘strategies as Teachers should give them more examples in writing paragraphs, teachers should give them the models of writing.

Teachers should give them more writing works at home, teachers should give them enough time in writing, teachers should always make a revision of writing’s rules and finally teachers should help them with vocabulary and grammar rules by giving examples.

2-6- Teacher’s Questionnaire

The questionnaire was directed to eight teachers belonged to two middle schools the first one was “Amour Mohamed school”, and the second was “Boulaarase Meklouf school” both of them situated in Kheir Eddinne - Mostaganem. This research divided into seventeen questions (appendix page: VIII), which made up of closed and opened questions, split between ticking the appropriate answers and adding their ideas and opinions when needed according to their practical contact with learners and through their experience.

Concerning teachers’ questionnaire:

(a) Teachers ‘experience age

1 - How long have you been teaching English?

.....

This question aim is to identify each one experience to see later of the effect on their experience on the given answers. The teacher's answer was: two teachers taught for one year, seven years and for “16” years. The others were one teacher taught for: one year, three years and for four years. As the below diagrams mentioned:

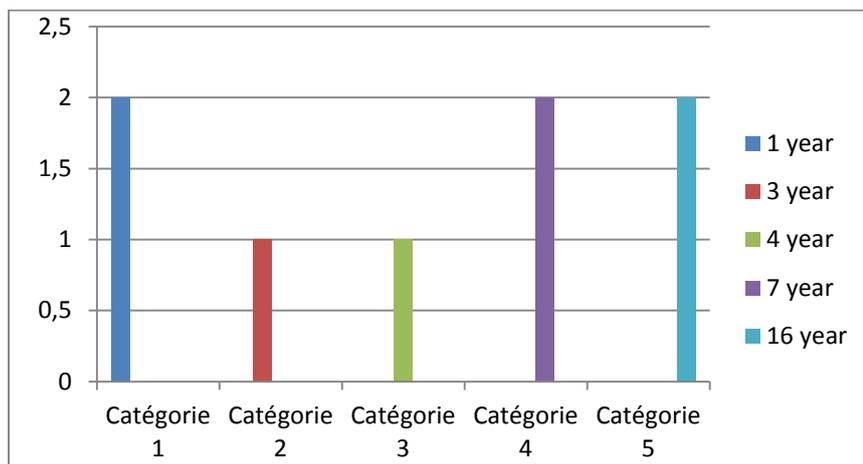


Figure 2-8: Teachers’ experience age

(b) Learners’ writing difficulties

2- Do you think that your learners find any difficulties in writing in English?

Yes

No

The second question was a closed question about the existence of learners' writing difficulties. The aims were to indicate whether pupils find difficulties in writing or not. According to their teachers, the answer was all teachers (100%) declared that their learners' writing seems difficult to them, except one who ticked both probabilities and, she mentioned that writing's difficulties have a relation with the level of pupils because the excellent pupils could write without any difficulties as she said.

(c) The meaning of Task-based approach

3 – Do you know what task based approach in writing mean?

Yes No

The third question was as a test of the teacher's background and their knowledge on the research's theme. The answers were: (75%) teachers said that they have an idea about (TBLT), and the rest among (25%) declared that they have no idea about the term.

(d) Task' using

4 – Do you use task based approach while teaching writings?

Yes No

The previous question stated that most of the teachers know what (TBLT) means. So, what about it used while teaching writing.

The teachers' answer saved the same percentage (75%) who declared that they know (TBLT), they indicate that they use it in writing session. Whereas (25%) of teachers who said that they ignore (TBLT) automatically they could not use it since they don't know what this approach means.

(e) Learners 'feeling towards writing

5- Do your learners like writing?

Yes No

This question aims is to indicate whether learners like or dislike writing, according to their teachers (75%) pointed that their pupils like writing, while (37.5%) said the opposite, By mentioning that one teacher ticks both answers and she justified her answers by depending to the pupil's ability to learn.

(f) The most attractive writing topic

6 – What are the most attractive topics in writing for your learners?

.....
.....

The purpose of this question to know what the 4 MS pupils prefer to write on. The teacher's answers were about: Pollution, environment, summer, Holiday, and to write about their favorite stars as footballs or singers. Also, pupils like to write about their childhood adventure, their family, shopping and writing free topics.

(g) Writing teaching obstacles

7 – In your opinion what kind of obstacles do you find when teaching writing?

- *poor background of pupils
- *limited imagination
- *limited time
- *Negative attitude toward writing

Since the previous answers teachers mentioned that their learners found difficulties and obstacles in their writing, the aims of this question are to define obstacles' kinds. Teachers here tick more than one answer, (38.88%) think that learners' poor background caused this obstacle, others (27.77%) said that their learners have a limited imagination for this their writing is limited and poor,(22.22%) claimed that learners need more time, they have a limited time and the last probability (11.11%) indicated that learners have a negative attitude toward writing, as a result, they found obstacles in their writing .

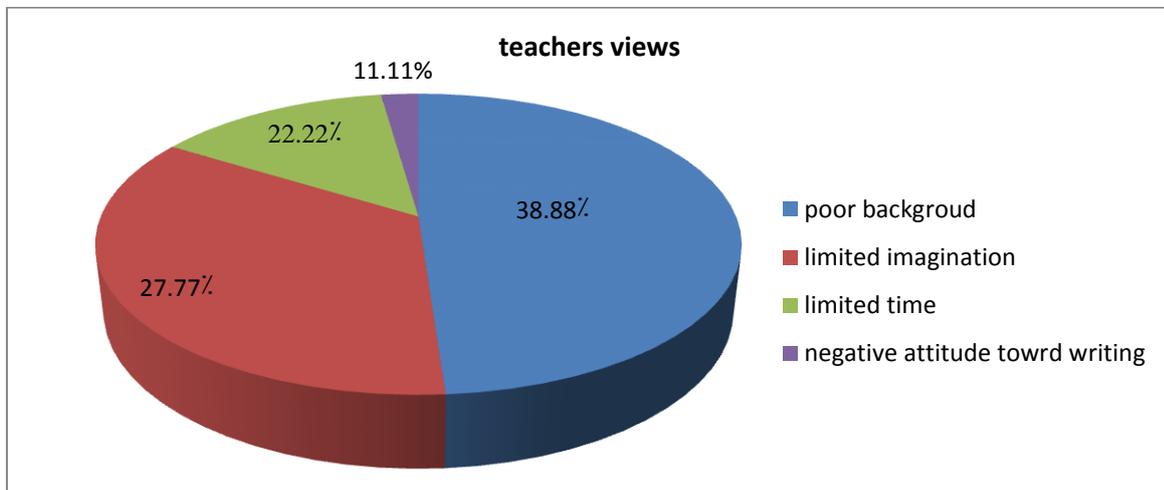


Figure2-9: Writing teaching obstacles

(h) Reasons behind paragraph’s poor in vocabulary and context

8 – In your opinion what makes the fourth year pupils’ paragraph poor in vocabulary and Context?

.....
.....

This question aim is to mention the main reasons that caused pupils ‘paragraphs poor in vocabulary and context to have the opportunity to correct this reasons. Dealing with

teachers view: teachers defined some causes of pupils paragraph’s poorness as because pupils don’t revise their writing lessons, this poorness related to pupils attitudes towards the English language because they have a negative perception that (English is difficult to learn), others said because of the shortest time is given to teachers in writing session, others add because the pupil's poor background. Also, a lack of dealing with the English language outside the classroom and a lack of reading, they do not read books, they don't use dictionaries, they don't like writing, they don't search .another teacher claimed that some learners have the idea that they don't know English. Some other justified their' no answer' by ignoring the fourth year level since they never thought them before.

(i) The effectiveness of L1

9 – Do you think that our L1 affect the learners’ writing?

Yes

No

This question asked of both learners and their teachers in order to prove it more. The answers characterized by the agreement of all teachers that our L1 effect learner’s writing, adding that most of the pupils when they used dictionaries, they checked their missing words in Arabic-English dictionaries, this effect their English learning.

(j) Duration of producing a good piece of writing

10 –Do you think that four years of learning English for our pupils is enough to produce a good piece of writing?

Yes

No

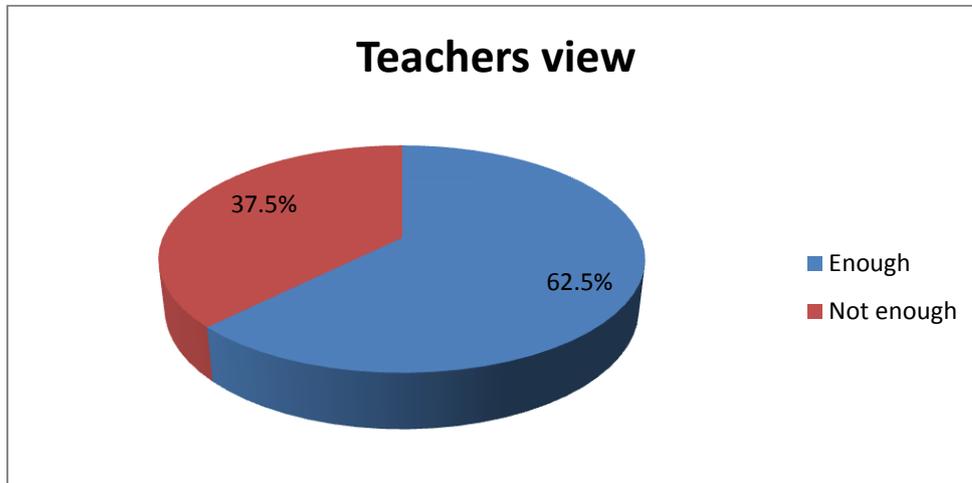


Figure2-10Teachers view towards learner’s producing a piece of writing

This research question focused on the ability of 4MS pupils in producing paragraphs in English since they already learned some pieces of information and vocabularies during the fourth year. Teachers answers were split on: (62.5%) teachers agree that fourth year is enough, and the others (37.5%) think that pupils need more time to achieve producing the good piece of writing.

(k) Reading influence

11 – Do you think that lack of reading influence your learners writing?

Yes

No

This question dealt with reading as one of the four skills, its relation to and influence on learners ‘level in writing. The answers were a complete agreement that the lack of reading influence pupils writing because reading gives the plus to the learner's background. The more the one read the more acquire new words and statement while writing.

(l) Learners writing evaluation

12– How do you evaluate your learners’ level in writing by?

*Observation

*Questionnaires

*Testing

*Interview

The aim from this question is to highlight on the types of writing evaluation

The answers are divided as the table shows:

Teachers views	Percentage(%)
Observation	23.07%
Questionnaires	00%
Testing	61.53%
Interview	15.38%

Table2-3: Learners writing an evaluation

Since paper writing is the most honest way to assess learner’s works, Most of teacher’s answers chose testing (61.53%), after that they indicate that observation (23.07%) also seems as a means of evaluation, after that we have interview (15.38%), and the last (00%) interview no one chose it

(m) Correcting mistakes together

13– Do you try to correct your learners’ mistakes together to avoid make it again?

Yes No

This question indicated the role of the teacher in correcting and analyzing learners' mistakes to avoid making it again. All teachers mentioned that they correct learner's mistakes together.

(n) Producing a meaningful paragraph

14– Do you think that fourth year pupils can produce meaningful and well organized paragraph?

Justify:

Yes Why

.....

No Why

.....

All teachers’ answers select the first probability, and they argue that that pupil cannot produce meaningful and well-organized paragraph because they haven't the rich background in English and they haven't a powerful base to write, other teachers argue that the curriculum itself is not based on writing skill.

Whereas just one teacher who said that pupils can realize this task, she justifies her point of view by saying that this depending on what they have seen during the whole year. Other teachers claimed that some of their learners don't care at all to improve their writing level; their behavior toward writing is very negative since they don't try to follow and to do their writing task at home.

(o) English educational pedagogy

15 – Do you think that our educational pedagogy in English curriculum in writing is suffusion and useful to improve our pupils writing? Justify:

Yes Why

.....
.....

No Why

.....
.....

This question aim is to know how our teachers have seen the Algerian educational pedagogy concerning English curriculum. The eight teachers chose the second suggestion; they justify their answer in the following elements:

There is a lack of writing' sessions. According to the time devoted to writing is not sufficient to fulfill the entire learner's needs in writing, we "teachers said" need to start with teaching the process of writing before asking learners to write. Also, English curriculum doesn't give much importance to writing since it is not based on writing. The educational system should change the topics of the curriculum and add extra sessions to have new books because we «teachers" suffer from checking each time about new texts having new information to learners

(p) The most attractive writing task according to teachers

16 – What are the most attractive writing tasks to your pupils according to your experience?

.....
.....

Since there are many writing tasks concerning the fourth year middle school pupils, the aim of this question is to have an idea about the attractive one for learners. Teachers argue concerning writing’s task pupils like for example:

TASK 01: what is the information that you need to write an application letter, tick the right answer; Address/Name /Surname /Father’s name.

TASK02: matching (words or sentences) for example:

Mach A and B to form correct sentences (we provide complex sentences)

TASK 03: Biography, teacher give a table, and ask pupils to write a small paragraph using the information's given in the table.

-Name: -Date of birth: -Place of birth:.....
--

TASK 04: Situation, write an e-mail to your friend telling him/her about

- Write a biography of a famous author.

TASK05: Editing, spot the mistakes and write the correct sentences (or passage).

TASK 06: supply the punctuation and capital letters where necessary.

TASK 07: Words sequencing: reorder the following words to get coherent sentences/question.

(q) Teachers pieces of advice

17 – What are your pieces of advice to motivate fourth year pupils to like and improve our pupils writing?

.....

In the last question dealing with teacher’s advice in order to motivate the 4MS pupils to like and improve their writing, there was a several advice and suggestions as:

First, teachers must teach learners how to write, how to organize ideas in such a way that makes their writing cohesive and coherent through providing pupils with vocabulary, linking words and the different types of paragraphs that exist. Teachers provide pupils with examples of the paragraph by comparing two things so that to sea first and then we can ask our pupils to write a paragraph about a topic .they have dealt with during their learning process. Also, they have to like English and read more books to have enough vocabulary which helps them in writing. By providing sufficient sessions for writing and motivate learners by providing interest topics. Finally, teachers suggest giving pupils more time to do a group work session, a peer correction, and presentations.

2-7-Conclusion

In the second chapter with the collection data through questions answers towards teachers and fourth year pupils in order to create a global view to writing level and the effectiveness of the Task-based approach in enhancing writing for the fourth year, middle school is an important skill to interpret their ideas and their background in the English language. Writing seems like a great challenge to improve their level of dealing with the Task-based approach. TBLT is effective and feasible in writing classes to a group

Chapter Three

Discussion of Findings

3-1-Introduction

Writing is the act or art of forming letters and characters on paper, wood, stone or other material for the purpose of recording the ideas which characters and words express or of communicating them to others by visible signs.

Unlike speaking, writing is the productive skill in the written mode. It does not involve just a graphic presentation of speech, but the development and presentation of thoughts in a structured way. The ultimate objective is to demonstrate the competencies to the learners according to set criteria as accuracy, fluency, and lexical command.

I-Profiles

3-1-1-Teachers profile

This research focuses on eight“08” teachers in both “Amour Mohamed “and “Boulaaress Mekhlouf” schools. Teachers are divided between "1-16" years of experience, eight of them through fourth-year middle school before and the others they have no idea about 4MS level.

3-1-2-Learners profile

Concerning the fourth year pupils among “82” pupils achieved writing task on free topic and writing an email in both individual and group work, the main observation that in "Amour Mohamed school” pupils used in their conversation with their teachers in class a mixture of Arabic and English, whereas in “Boulaaress Mekhlouf school " pupils try to use English either with each other as " please can you close the window». Most of the learners in both schools make efforts to write in the English language .Twenty pupils who to participate in questionnaires.

3-1-3-Classrooms bservation

During this study there are four classrooms dealing with the fourth year pupils in both schools, the main remark is that in “Boulaaress Mekhlouf School” the condition of teaching is better than “Amour Mohamed School” because the last one built on 80th years whereas the second school has just three years of establishing it. The way of seating arrangement was as the traditional rows.

II-Finding and Discussion

The result showed there was a preliminary observation towards the teaching-learning process of English subject, especially writing. This study focuses on questionnaire and paragraph writing for 4MS pupils and teachers questionnaire. The aim of those steps was to know how far pupils 'comprehensions paragraph producing.

According to the general analysis of both teachers and learners questionnaire, there was a common agreement that writing tasks is beneficial and important to improve pupils writing level by practicing and adaptation on writing skill.

However, most of the teachers seem pessimistic towards learners writing improvement, since the majority of pupils either the advice and the daily correction of learners writing mistakes, pupils still having writing mistakes, related with ignoring revision after finishing writing, lack of reading which occur poor background and vocabulary.

Speaking to teachers the main point of this research that most of them speak and explain most of the time in Arabic, this point creates such of non-development of English speaking and writing practicing. Some teachers related they are exaggerating in using Arabic to the level and the environment of the learners since most of them living outside, therefore their practicing and using the English language is limited except some elements in "Boulaarase Meklouf school", where there were very excellent English practicing' pupils.

Concerning types of task in writing, most the learners prefer a group work, according to their teachers the result of the manner and the level of writing in a group is better in context and deep ideas, whereas the problem seen in noise and evaluation, since the mark given does not reflect the work of all the group . Either the improvement touched in writing. Especially, in creation and imagination, new elements to the paragraph or the story as the learners do when dealing with 'snow white story' for example, when the teacher asked them to finish the end of the story in their own imagination. So, each one tries to participate even if with one idea. to enrich the content of the paragraph.

Moreover concerning pupils writing, teachers claimed that their learners used Arab-English Dictionaries, and their teacher asked them to stop use it, and that this kind of Dictionaries is forbidden because they said that pupils will be adapted on translating words from Arabic to English and this could be a negative point to learn English, because learners will affect more and more with their L1 in thinking and write in English as their teachers said.

As a result to this discussion, data analysis prove that the use of writing tasks could help fourth-year pupils to improve their writing in one condition, working hard, doing writing home activities, check new words in Dictionaries, try to learn from each other when they have a group work. Concerning teachers, they should support and motivate their learners by correcting mistakes together and try to develop pupils' awareness towards writing skill, since it is the main tools of communication and evaluation.

III-Writing course analysis

3-2-Purpose of writing

- A- To record events.
- B- To invite a person.
- C- To inform.
- D -To narrate.
- E -To predict.
- F-To plan.
- G -To comment or give an opinion.
- H -To summarize.

Paul Davies & Eric Pearce (2000, p.96) suggested four basic skills that involve writing:

3-2-1- Writing's basic skills

- 1- Handwriting or typing.
- 2- Spelling.
- 3- Constructing grammatical sentences.
- 4- Punctuating.

Teaching writing for fourth-year pupils' focus on the objectives related to the competencies that can be feasibly assessed 'the productive one', in the available format.

3-2-2-Purposes of teaching writing

- a- To help students express their thoughts in words.
- b-Communicate with a reader.
- c-Express idea without the pressure of face-to-face communication.
- d-Explore a subject.
- e-Record experience.
- F-Become familiar with the conventions of written English discourse.

3-2-2-1- How to teach writing?

- a- Writing what you dictate.
- b- Imitate a model.
- c- Fill in blanks.
- d- Transform certain language form.
- e- Summarizing.

3-3-Writing's stages

1- Pre-writing stage

Introduce the topic, setting of the problem, solving the situation, and brainstorming (generating all the details), give learners some helpful techniques, individual or group work.

2- While writing stage:

- A-drafting: teacher checks if the learners get what to do.
- B- Teacher moves around to check if the learners are writing the draft.
- C- Teacher time bounds the task.
- d- Teacher does not worry about corrections at this point.
- E-Teacher main goal here is to get all the ideas onto the page.

3-Post writing

To check learners output.

3-4-Writing Rules

Learners should respect the capitalization, overall appearance, punctuation, Grammar rules and spelling.

For 4 MS pupils writing expression task named “An integration Situation”.

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Discussion of Findings

IV-Definition of a situation of integration

This phase is meant for the reinvestment of the resources in terms of the "Know" and the "Know how to do".

The activities suggested in the previous phase should be built up towards the final output and help the pupils to be ready to produce a piece of writing in accordance with the situation of communication.

3-5- Types of text

Fourth-year pupils' deal with different types of their curriculum such as:

-Letter (formal and informal),dialogue, two short texts, advertisement, Magazine/newspaper cut –outs, recipes, tables, notices, instruction/ direction, diaries, transport schedules, text(descriptive/ narrative/argumentative/expository),reports, straightforward text (does not contain idiomatic expression), Emails and fairy tales.

3-5-1- Types of a paragraph

There are three types: descriptive, narrative and argumentative.

1-Descriptive paragraph: describing someone or something by writing indicates in attitude's the manner is like.

2-Narrative paragraph is a story or an account of the description of a series of events.

3-Argumentative paragraph: an argument is a statement that the writer uses in order to try to convince people that his/her opinion is correct.

V-Standards and Indicators of an Integration Situation

3-6-An Integration Situation should:

1- Have clear instruction.

2-be specific.

3-be authentic (not out of the tests' reach).They are given opportunities to deal with a situation that reflects their lives and backgrounds).

4-be relevant to tests.

5-be achievable within time allotment.

6-allow testers to re-invest, recycle and re-use previous knowledge.

7- Gives a supports.

Fourth-year pupils should follow a group of 'standards' in order to have a good piece of writing:

3-7- Tables of standards

3-7-1-Standard 1: relevance (adequacy) between the production and the communicative situation.

Standard 1	Indicators
-is attained when the written sentences relate to the communicative situation taking into account the message of the initial support(text) and supplying extra information.	<ul style="list-style-type: none"> - pupil produce a letter - speaks about his/her qualifications. - expresses his/her intention, motivation. - gives information about his/her studies.

3-7-2-Standard 2: using the linguistic tools correctly.

Standard 1	Indicators
-is attained when the pupil complies with the rules of grammar, spelling, and codes of written discourse included in the curriculum.	<ul style="list-style-type: none"> - Pupil complies with the code of writing (syntactic order). - The test produces complete and correct sentences.

3-7-3-Standard 3: Semantic coherence.

Standard 1	Indicators
-is attained when the pupil's written production makes sense.	<ul style="list-style-type: none"> - well sequenced and coherent information - Logically linked production.

3-7-4-Additional standard perfecting standard: quality of the presentation.

Perfecting standard	Indicators
-is attained when the pupil's written production is neat and well presented.	<ul style="list-style-type: none"> - The absence of erasing. -neat and legible.

VI-Productive competency

The aims of this competency are to allow the pupil to produce a paragraph of connected ideas using basic connectors on familiar topic of personal interest. Also, this competency permitted pupils to write simple, coherent instructions and directions.

3-8- The competencies and objectives

The achievement of competences is to allow the pupil to carry on personal correspondence using appropriate routine language and form. As the Handouts of fourth-year level shows editing by Mr. the inspector of middle school (2017).

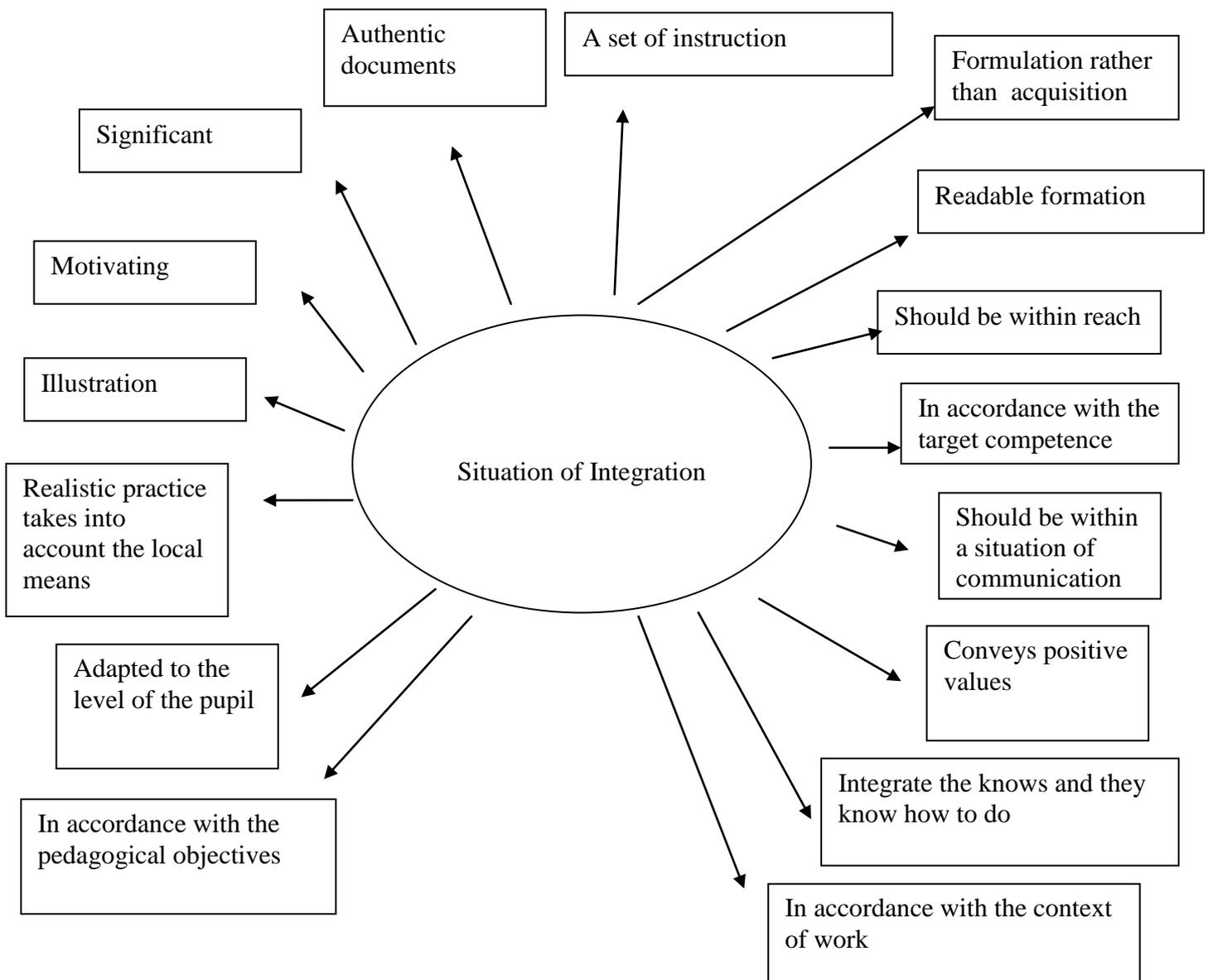


Figure3-1: Criteria for the Integration Handouts of the fourth-year middle school level. The inspector of middle schools (2017).

3-9-Teacher's rule

The rule of a teacher at these stages is editing during this step, the teacher moves around again, sits with the learner and checks the following:

- Grammar.
- Sentences structure.
- Word choice.
- Punctuation and capitalization.
- Spelling.

Annamaria Pinter (2006,p.41) denoted that "English teachers need to have adequate proficiency in the language to provide comprehensible input and natural exposure to the target language». Paul Davies (2000, p.181) agree with her when he claimed that" achieving improvement in teaching English is a matter of evaluating and developing syllabuses, materials, and teaching as well as testing. And real language learning is more than the ability to do test exercises and tasks".

V-Types of assessment

3-10- Assessment's Manner

The only means of evaluation in writing is of testing papers as Littlejohn complained that:" writing is unfortunately very commonly used as a means of evaluation so it is not surprising that many people feel they are being judged when they are asked to write something"

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; that Brainstorming, planning, outlining, organizing, drafting, and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought processes underlying the compositions of students (Flower & Hayes, 1981).

3-10-1- Assessment of the Fourth year Situation of Integration

Speaking of Written expression for fourth-year middle school evaluation, they have (06) points in the Situation of Integration as the following table describe the four degrees of evaluation.

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Discussion of Findings

EX= Excellent

G= Good

F= Fair

P= Poor

Criteria	Indicators	EX	G	F	P
Relevance (Pertinence of the text)	-Student's production corresponds to the requirements of the situation. -Format: a letter-e mail- invitation-instruction... -Objectives: to inform -to describe-to complain... -Targeted language: functional language and vocabulary.	01	0.5	0.5	00
Semantic coherence	- Meaningful. -Logic in the information given. -Originality and development. -Organization; paragraph and sentence structure.	02	01	01	00
Syntactic coherence and correct use of linguistic elements	-Correct use of grammar; tenses- word-order-subject-verb agreement. -Spelling capitalization and punctuation. -Clarity of style.	02	1.5	1	00
Excellence (originality and creativity) Richness of vocabulary	-New ideas. -Varied vocabulary items. -No repetition of words. -Legible handwriting. -Clarity of style. Neatness	01	01	0.5	00
TOTAL	/	06	04	03	00

Evaluation of the Fourth year Situation of Integration

The inspector of middle schools (2017).

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3-10-2- "I can do"

Concerning correction with our 4MS pupils in our curriculum of the second generation, teachers have a special session of correction writing' pupils mistake called "I can do", where the teacher collects all mistakes and corrected it together at the board to avoid making it again.

Anne Raimes (1989) pointed that « in writing English, we state our topic(our main idea, focus, a point of view) and we usually elaborate on our statement by adding supporting details such as facts, examples, descriptions, illustrations, reasons, causes, effects, comparisons and contrasts. In short, we show our reader's expectations, our own purpose and our content lead us to choose the way we of presenting our ideas. Organization that does not occur to us first. Ideas do, informal one.

3-11-The main characteristics between individual and group work

Teachers try to choose each time new methods to encourage and motivate their learners to improve their work according to both the tasks giving and the learner's level. Depending on the two types of' individual or group work.

3-11-1-The Individual Work: it seems to be as the only pure assessment of the learner's work, since it based on each one effort, responsibility, and creativity.

3-11-2-The Group Work: Anne Raimes (1989, p.19) denoted that "Group work can be as beneficial to the teacher as it is to the student. A small group of students can collaborate in the process of writing. Students benefit by helping each other with vocabulary, syntax, content, and organization, and by doing a lot of speaking and listening to each other. Students can interact with each other at all points in the process; before they write, while they write and after they have written to make their writing more interesting, organizing and accurate"

The teachers, however, collect only one version from each group to common on. But unfortunately the learners generally use their L1 instead of the L2 when working in pairs or group, thus not benefiting four the opportunities to practice writing.

3-12-Types of corrections

Teachers when correcting pupil's fourth-year paper's in writing task found a group of mistakes. The correction was done with the red pen by underlying the error and mentioning the type of pupils 'writing mistakes by Putting "G, S, V" reflecting on grammatical, spelling and vocabulary mistakes. Teacher as a monitor, leader, and Organization should help people to avoid and correct their mistakes in writing in English. Anne Raimes (1983, p.23) pointed out some steps concerning the correction of error and mistakes in writing skill that teachers should follow it as:

A-Teachers should see errors as friends' and not as enemies to be conquered on next? What are they hearing trouble with?

B-Use errors in student's writing to plan ahead, what do the students need to work

C-Give your students time and opportunity to correct errors before you do, find out if they can correct was the error due to carelessness, lack of application of a learned rule in this new context, or lack of knowledge of a structure? Establishing the cause of errors can be helpful to us and to our student.

D-If your students are producing notes or a first draft, concentrate on meaning, the question only the really major errors, like jumbled sentences, which interfere with communication so much that you cannot work out what the student is trying to say.

E-Let the students, with your help, identify and correct all the other errors later.

3-12-1-The structure of the argument should be

A-Be consistent.

Blink ideas together.

C-Proceed, step-by-step to a logical conclusion.

D-Punctuation: its purpose is to guide the reader in natural pauses in writing; it is also there to show how Grammar of a sentence is supposed to work: a capital letter at the beginning of a sentence and full stop in the end.

E-Revising occurs when you have finished your draft. It is a good idea to take reasonable breaks in-between drafts, so you can look at your assignment with fresh eyes.

Anne Raimes (1989,p.117) pointed that «in writing English, we state our topic (our main idea, focus, the point of view) and we usually elaborate on our statement by adding supporting details such as facts, examples, descriptions, illustrations, reasons, causes, effects, comparisons and contrasts. In short, we show our reader's expectations, our own purpose and our content lead us to choose the way we will present our ideas. An organization that does not occur to us first. Ideas do, informal one.

3-13-Teachers motivation

Teacher as a controller, monitor and a leader for their pupils should try to motivate their pupils to write and to be creative in their paragraphs.

Paul David &Eric pears (2000, p.13) said “the challenge is to work hard at making the course itself enjoyable and satisfying. Motivation is a complex phenomenon, and not all learners respond to teaching in the same way.”So, teacher should deal with each learners capacity and try to help them to like writing by motivating and provoking as Jeremy Harmer (2004, p.41) highlighted that "teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be». Harmer (p.36) adds that “motivation is crucial in learning other languages”.

Moreover, teacher should provide models allows learners to see other write, reinforce the ability of learner's confidence., provide support and encouragement, teach writing skill and using different tools to increase learners motivation.

3-13-1-The role of English teacher

Annamaria Pinter (2006, p.41) denoted that "English teachers need to have adequate proficiency in the language to provide comprehensible input and natural exposure to the target language». Paul Davies (, p.181) agree with her when he claimed that " achieving improvement in teaching English is a matter of evaluating and developing syllabuses, materials, and teaching as well as testing. And real language learning is more than the ability to do test exercises and tasks".

3-14-Conclusion

As the result illustrate, there is a global agreement from the majority of subjects believe that they have made much progress with how to deal with issues concerned with such aspects as 'sentence structure and vocabulary', 'grammar rules', 'coherent and cohesive organization', 'content of idea' and creativity. In particular, Task-based writing's achievement according to the teachers improves their pupils' ideas with written language depending on the level and pupils' ability to learn and practice writing.

General Conclusion

TBLT is an approach to teaching a second/foreign language that seeks to engage learners' interactional authentic language use by having them perform a series of tasks. It aims at enabling learners to acquire new linguistic knowledge and systematizing their existing knowledge Prabhu (1987) "believed that students may learn more effectively when their minds are focused on that task rather than on the language they are using". TBLT have a great effect on the four skills attitudes and result, concerning writing which is a productive skill. It needs more participation and interest. When it comes to teaching to write, teachers encounter some problems with the learners as they may lack interest and motivation. Anne Raimes(1983,p.):"observed that writing not only helps to develop all the four linguistics skills and reinforces grammatical structures, idiom, and vocabulary».

In the global, fourth year pupils as a final result after doing observation and questionnaire, the remarks founding are showed that the most of the twenty pupils of 4 M.S still unable to produce a good piece of writing, in this research the global idea is the believer on the point that Task-based approach might help the pupils depending on the task given and the way of exposition it to learners in one hand. The use of TBLT shows also that some learners' subject achieved a real development in their writing level in another hand.

In general, this study looks at Task-based approach as an effective means of improving writing skill if both of teachers and learners put it in a positive atmosphere of accepting first after that trying to apply it in a good way. The last analyses prove that the judgment of the effectiveness of TBLT is proportional depending on the practical conditions that involve it an achievement, dealing with the degree of interaction and communication and the level of ambitions between teachers and their learners.

General Conclusion

Therefore it is evident that Task-based approach might have the potential to help English learners particularly young teenage learners to make improvement in their writing skill. According to Halip .F(2005) in his explanation of the challenges that effect Task-based Approach, when he noted that:"the drawbacks of Task-based learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction"

The study illustrated that Task-based approach instruction can probably have a positive impact on the writing skills depending on the level, readiness desire and volunteer of learners to improve their writing.

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Appendices

Dear teachers

This questionnaire is a part of the master project, would be pleased if you could answer the following questions by putting (X) the appropriate box(es) and giving a full answer(s) on the blank lines (whenever necessary).

1 - How long have you been teaching English?

.....

2- Do you think that your learners find any difficulties in writing in English?

Yes

No

3 – Do you know what task-based approach in writing means?

Yes

No

4 – Do you use task-based approach while teaching writings?

Yes

No

5- Do your learners like writing?

Yes

No

6 – What are the most attractive topics in writing for your learners?

.....

.....

7 – In your opinion what kind of obstacles do you find when teaching writing?

*poor background of pupils

*limited imagination

*limited time

*Negative attitude toward writing

8 – In your opinion what makes the fourth year pupils' paragraph poor in vocabulary and Context?

.....

.....

9 – Do you think that our L1 affect the learners' writing?

Yes

No

10 –Do you think that four years of learning English for our pupils is enough to produce a good piece of writing?

Yes

No

11 – Do you think that lack of reading influence your learners writing?

Yes

No

12– How do you evaluate your learners’ level in writing by?

*Observation

*Questionnaires

*Testing

*Interview

13– Do you try to correct your learners' mistakes together to avoid making it again?

Yes

No

14– Do you think that fourth-year pupils can produce meaningful and well-organized paragraph?

Justify:

Yes Why

.....
.....

No Why

.....
.....

15 – Do you think that our educational pedagogy in English curriculum in writing is suffusion and useful to improve our pupils writing? Justify:

Yes Why

.....
.....

No Why

.....
.....

16 – What are the most attractive writing tasks to your pupils according to your experience?

.....
.....

17– What are your pieces of advice to motivate fourth-year pupils to like and improve our pupils writing?

.....
.....
.....

Thank you for your collaboration

15 – Do you try to develop your English Writing?
Yes No

How.....
.....

16 – Do you respect the rules of the punctuation?
Yes No

17 – Do you prefer an individual or a group work in writing activities?
* An individual work * A group work

18 – In your opinion what are the strategies that your teachers should follow to be successful pupils in Writing?

.....
.....
.....

Thank you for your collaboration

A Model about an individual work:

Dear Peter,

If I get my Brevet BE exam, I will go to high school, and study for three years there, and I will choose nature science stream, then if I succeed my Baccalaureate exam, I will go to the university and I will study for 6 or 7 years, because I like to be a doctor for futur, after I get my diploma.

Then after ^{few} years, I will go to Mecca with my parents. what about you?

yours Amel.

A tragic military plane accident that has broken hearts of all Algerians

257 soldiers and families have died leaving the whole country in depression on April 17th 2018 at 7:50 in Boufarik Blida city a military plane has been crashed near to the airport

leaving 257 died soldiers and some families

Just after the plane took off. It seemed that has caused the right engine to be spoiled. Both here pilot has driven the plane to a safe habitats zone a farm since the plane was already doomed trying to land